



# Stockton Wood Primary School

## ORT Procedural Guide 2018-19

(Linking home reading to the taught English curriculum)



### YR and Y1 (Autumn Term)



An ORT big book/'talk-about'/'take-home' card should be used for the literacy lesson **one day a week**. For example: reading, writing, word recognition games, sentence building games with key words, sequencing games with pictures from story books, etc. all based around the book.

The book should be linked to the average ability of the class (with differentiated activities) and once children have reached Stage 2, the CORE story books should be used in order to ensure progression, development of language and key words, and knowledge of the family that ORT is based upon.

Phonic books, fiction and non-fiction should be used to support Letters & Sounds sessions and cross-curricular topic sessions. (For example, English unit for four days a week and ORT book on the fifth day or vice versa).

### Y1 (Spring/Summer Terms) and Y2

Each half-term, **a week** based around ORT books is to be completed. Reading, writing, speaking and listening, games, cross-curricular activities all based around the ORT books.

Variety of fiction and non-fiction – maintaining children's knowledge of the ORT family and progression re. the standard of reading.

With Year 1, include ORT modelling reading, revisit key vocabulary, and undertake a weekly shared read with either big books or flash cards.

### KS2

#### Reading Comprehension



Taught reading comprehension sessions/lessons should include, wherever appropriate and possible, **one ORT fiction and one ORT non-fiction** text each **half-term**, again maintaining children's knowledge of the ORT family and progression regarding standard of reading. Oxford Owl can be used to support this.

Children are miscued at the end of each stage, after completing the breadth of reading materials available, by their class teacher.

