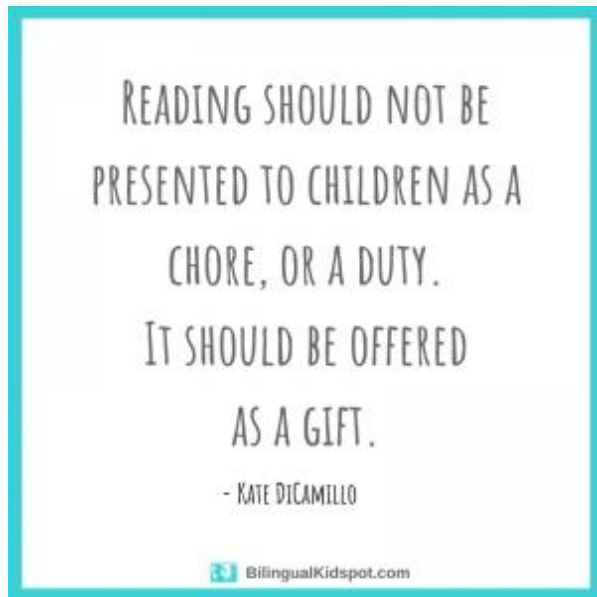


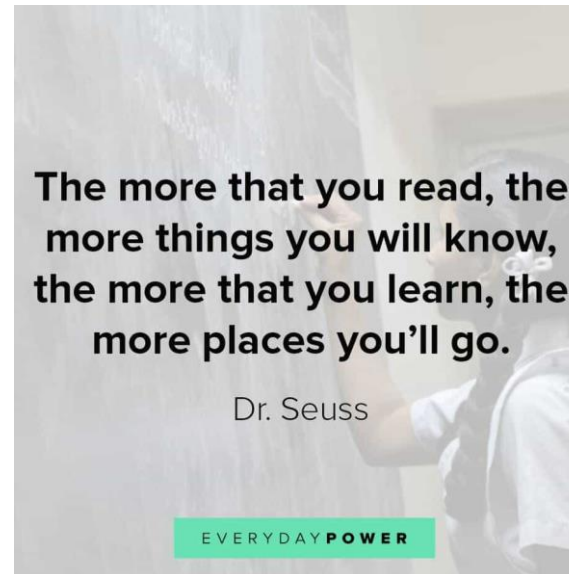
How do we Teach, and Support Children with, the Learning of Reading Skills at Woolacombe School



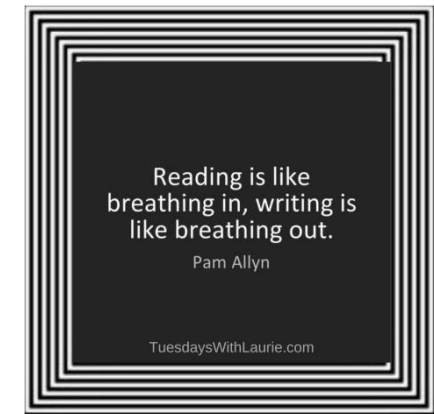
Our Overarching Principles to Ensuring that Reading is at the Heart of all Learning



Through every phase in our school, great care is taken to select inspiring and thought provoking texts to share with our children, both for direct teaching opportunities and simply for the love of sharing books. In all of these moments, texts, authors, illustrators and books as a whole are held in the highest of regards. World Book Day has a high priority in the school calendar, and as much as possible, authors are invited into school to share their work with the children.



As a staff, we are constantly sharing our love of reading across our staff, as well as with our children. We endeavor to read a broad range of children's literature ourselves, so that we can make informed and personalised recommendations to children of all ages. Windows of time each day are then found to share these loved texts with children, for pleasure, as well as in directed teaching sessions.



Reading is at the heart of every writing sequence that we guide children through. Aspirational texts are carefully selected, then offered to children for analysis, evaluation and reflection. Effects created by authors are discussed, and then vocabulary and grammar are identified with regards to how effects were achieved. Throughout sequences, texts are explored in a wide variety of ways, from whole class shared reading, to editing and extending.

How do we Teach, and Support Children with, the Learning of Reading Skills at Woolacombe School

EYFS and KS1	KS2
<p><i>Children will have the opportunity to demonstrate their command of phase group reading skills through:</i></p> <ul style="list-style-type: none"> • <i>Reading being at the heart of all learning, in every lesson, across all subjects</i> • <i>Regular whole class shared reading experiences (daily EYFS)</i> • <i>Weekly guided group reading sessions</i> • <i>1:1 reading daily with a teacher or LSA</i> • <i>High quality, aspirational texts being at the heart of every writing sequence</i> • <i>Peer reading opportunities (EYFS 'share' a book with a friend)</i> • <i>High quality and varied texts (including including a range of fiction, non-fiction and poetry) being shared with classes by the teacher, for pleasure</i> • <i>Involvement in the performance of poetry</i> • <i>Sharing loved texts with peers, and on World Book Day</i> • <i>Where appropriate, Reading Recovery 1:1 (not EYFS)</i> • <i>Where appropriate, FFT 1:1</i> • <i>The reading and learning of play-scripts for KS1 performances</i> • <i>High expectations of reading experiences at home, children sharing texts with an adult at home at least five times per week: parent reading workshops offered to support in providing high quality reading experiences for their child(ren)</i> 	<p><i>Children will have the opportunity to demonstrate their command of phase group reading skills through:</i></p> <ul style="list-style-type: none"> • <i>Reading being at the heart of all learning, in every lesson, across all subjects daily</i> • <i>Regular whole class shared reading experiences</i> • <i>Weekly guided group reading sessions</i> • <i>1:1 reading daily, with target children, in school time, and in some cases before and/or after school</i> • <i>High quality, aspirational texts being at the heart of every writing sequence</i> • <i>Every (half) term children lead through a poetry sequence, of a different style each time, leading to a performance which involves all children</i> • <i>Regular peer reading opportunities</i> • <i>High quality and varied texts (including including a range of fiction, non-fiction and poetry) being shared with classes by the teacher, for pleasure, daily</i> • <i>Sharing loved texts with peers, and on World Book Day</i> • <i>The reading and learning of play-scripts and songs for KS2 performances</i> • <i>High expectations of reading experiences at home, children sharing texts with an adult at home at least five times per week: parent reading workshops offered to support in providing high quality reading experiences for their child(ren), as well as more informal meetings with parents on a more regular basis</i>

How do we Teach, and Support Children with, the Learning of Reading Skills at Woolacombe School

EYFS: How we teach reading skills across a week:

M	T	W	TH	F
Whole class: Whole class shared reading session with a story. In daily phonics sessions, links made to texts shared explicitly	Whole class: Whole class shared reading session with a story. In daily phonics sessions, links made to texts shared explicitly	Whole class: Whole class shared reading session with a story. In daily phonics sessions, links made to texts shared explicitly	Whole class: Whole class shared reading session with a story. In daily phonics sessions, links made to texts shared explicitly	Whole class: Whole class shared reading session with a story. In daily phonics sessions, links made to texts shared explicitly
Guided groups: Children in guided groups of a similar ability, and taught by RR teacher in turn across the day, using a PM book. The PM book shared in these groups then goes home with children to be shared with an adult	1:1 Each child reads with an adult at least once per week, with a phonically decodable book, which then goes home with the child for the following week to be shared with an adult	1:1 Each child reads with an adult at least once per week, with a phonically decodable book, which then goes home with the child for the following week to be shared with an adult	1:1 Each child reads with an adult at least once per week, with a phonically decodable book, which then goes home with the child for the following week to be shared with an adult	1:1 Each child reads with an adult at least once per week, with a phonically decodable book, which then goes home with the child for the following week to be shared with an adult
1:1: Priority children read with daily with teacher or LSA	1:1: Priority children read with daily with teacher or LSA	1:1: Priority children read with daily with teacher or LSA	1:1: Priority children read with daily with teacher or LSA	1:1: Priority children read with daily with teacher or LSA
Additional opportunities children have to be taught reading skills: puzzles (e.g. matching cvc and other words to pictures); regular assessment of HF words, phonics and comprehension; sequencing words to make sentences; reading short sentences to groups or whole class; exposure to, and discussion of, topic words				

How do we Teach, and Support Children with, the Learning of Reading Skills at Woolacombe School

YEAR 1: How we teach reading skills across a week:

M	T	W	TH	F
Whole class: Whole class shared reading session with texts on the same theme, with a focus on developing comprehension skills (VIPERS)	Whole class: Whole class shared reading session with texts on the same theme, with a focus on developing comprehension skills (VIPERS)	Whole class: Whole class shared reading session with texts on the same theme, with a focus on developing comprehension skills (VIPERS)	Whole class: Whole class shared reading session with texts on the same theme, with a focus on developing comprehension skills (VIPERS)	Whole class: Whole class shared reading session with texts on the same theme, with a focus on developing comprehension skills (VIPERS)
Guided group: One group of similar ability (same RR level) children per day, with a focus on the teaching of discreet reading skills. PM books (non phonic) used in these sessions, and then these books go home with children to be read with an adult.	Guided group: One group of similar ability (same RR level) children per day, with a focus on the teaching of discreet reading skills. PM books (non phonic) and phonically decodable books used on alternate weeks in these sessions to offer opportunities to teach language comprehension skills (PM books) and word recognition (phonically decodable books) , and then the focus books go home with children to be read with an adult.	Guided group: One group of similar ability (same RR level) children per day, with a focus on the teaching of discreet reading skills. PM books (non phonic) and phonically decodable books used on alternate weeks in these sessions to offer opportunities to teach language comprehension skills (PM books) and word recognition (phonically decodable books) , and then the focus books go home with children to be read with an adult.	Guided group: One group of similar ability (same RR level) children per day, with a focus on the teaching of discreet reading skills. PM books (non phonic) and phonically decodable books used on alternate weeks in these sessions to offer opportunities to teach language comprehension skills (PM books) and word recognition (phonically decodable books) , and then the focus books go home with children to be read with an adult.	Guided group: One group of similar ability (same RR level) children per day, with a focus on the teaching of discreet reading skills. PM books (non phonic) and phonically decodable books used on alternate weeks in these sessions to offer opportunities to teach language comprehension skills (PM books) and word recognition (phonically decodable books) , and then the focus books go home with children to be read with an adult.
Lowest guided group are taken once per week with RR teacher, for an additional session with the same PM book that they have read in their guided session that week with the teacher				
1:1: Priority children read with daily, using phonically decodable books. The phonic book then goes home to be read. Across the week, every child reads with an adult at least once, using a phonically decodable book, which then goes home for reading with an adult. Priority children also have one guided reading group per week with a RR teacher, using a PM book.	1:1: Priority children read with daily, using phonically decodable books. The phonic book then goes home to be read. Across the week, every child reads with an adult at least once, using a phonically decodable book, which then goes home for reading with an adult.	1:1: Priority children read with daily, using phonically decodable books. The phonic book then goes home to be read. Across the week, every child reads with an adult at least once, using a phonically decodable book, which then goes home for reading with an adult.	1:1: Priority children read with daily, using phonically decodable books. The phonic book then goes home to be read. Across the week, every child reads with an adult at least once, using a phonically decodable book, which then goes home for reading with an adult.	1:1: Priority children read with daily, using phonically decodable books. The phonic book then goes home to be read. Across the week, every child reads with an adult at least once, using a phonically decodable book, which then goes home for reading with an adult.

How do we Teach, and Support Children with, the Learning of Reading Skills at Woolacombe School

YEAR 2: How we teach reading skills across a week:

M	T	W	TH	F
<p>Whole class: Whole class shared reading session linked directly to writing sequence</p> <p>Whole class shared read with Cate for half an hour</p>	<p>Whole class: Discussion of aspects of text in daily literacy lessons, including: effect on the reader, vocabulary exploration, grammatical feature identification, layout and structure</p> <p>Whole class shared read with Cate for half an hour</p>	<p>Whole class: Discussion of aspects of text in daily literacy lessons, including: effect on the reader, vocabulary exploration, grammatical feature identification, layout and structure</p> <p>Whole class shared read with Cate for half an hour</p>	<p>Whole class: Discussion of aspects of text in daily literacy lessons, including: effect on the reader, vocabulary exploration, grammatical feature identification, layout and structure</p> <p>Whole class shared read with Cate for half an hour</p>	<p>Whole class: Discussion of aspects of text in daily literacy lessons, including: effect on the reader, vocabulary exploration, grammatical feature identification, layout and structure</p> <p>Whole class shared read with Cate for half an hour</p>
<p>Guided group: One group of similar ability (same RR level) children per day, with a focus on the teaching of discreet reading skills.</p>	<p>Guided group: One group of similar ability (same RR level) children per day, with a focus on the teaching of discreet reading skills.</p>	<p>Guided group: One group of similar ability (same RR level) children per day, with a focus on the teaching of discreet reading skills.</p>	<p>Guided group: One group of similar ability (same RR level) children per day, with a focus on the teaching of discreet reading skills.</p>	<p>Guided group: One group of similar ability (same RR level) children per day, with a focus on the teaching of discreet reading skills.</p>
<p>1:1: Three children RR lesson</p> <p>Priority children read with daily, using appropriate RR leveled book. Some children follow the 'developing fluency' approach.</p>	<p>1:1: Three children RR lesson</p> <p>Priority children read with daily, using appropriate RR leveled book. Some children follow the 'developing fluency' approach.</p> <p>Linda reading with children individually</p>	<p>1:1: Priority children read with daily, using appropriate RR leveled book. Some children follow the 'developing fluency' approach.</p>	<p>1:1: Three children RR lesson</p> <p>Priority children read with daily, using appropriate RR leveled book. Some children follow the 'developing fluency' approach.</p> <p>Linda reading with children individually</p>	<p>1:1: Three children RR lesson</p> <p>Priority children read with daily, using appropriate RR leveled book. Some children follow the 'developing fluency' approach.</p>
<p>Additional reading experiences for children across the week: wide range of texts shared with children just for pleasure; weekly reading assembly; book raffles and Star Reader of the week.</p>				

How do we Teach, and Support Children with, the Learning of Reading Skills at Woolacombe School

YEAR 3: How we teach reading skills across a week:

M	T	W	TH	F
<p>Whole class: Whole class shared reading session, using VIPERS as a model for developing comprehension skills. Responses captured in literacy books, and in class shared reading book</p>	<p>Whole class: Whole class shared reading session, using VIPERS as a model for developing comprehension skills. Responses captured in literacy books, and in class shared reading book</p>	<p>Whole class: Whole class shared reading session, using VIPERS as a model for developing comprehension skills. Responses captured in literacy books, and in class shared reading book</p>	<p>Whole class: Whole class shared reading session, using VIPERS as a model for developing comprehension skills. Responses captured in literacy books, and in class shared reading book</p>	<p>Whole class: Whole class shared reading session, using VIPERS as a model for developing comprehension skills. Responses captured in literacy books, and in class shared reading book</p>
<p>1:1: Three priority children read with daily, using appropriate RR leveled book. Some children follow the 'developing fluency' approach. Every child reads at least once with LSA across the week</p>	<p>1:1: Three priority children read with daily, using appropriate RR leveled book. Some children follow the 'developing fluency' approach. Every child reads at least once with LSA across the week</p>	<p>1:1: Three priority children read with daily, using appropriate RR leveled book. Some children follow the 'developing fluency' approach. Every child reads at least once with LSA across the week</p>	<p>1:1: Three priority children read with daily, using appropriate RR leveled book. Some children follow the 'developing fluency' approach. Every child reads at least once with LSA across the week</p>	<p>1:1: Three priority children read with daily, using appropriate RR leveled book. Some children follow the 'developing fluency' approach. Every child reads at least once with LSA across the week</p>

YEAR 4: How we teach reading skills across a week:

How do we Teach, and Support Children with, the Learning of Reading Skills at Woolacombe School

M	T	W	TH	F
<p>Whole class: Shared reading session, with a specific focus reading skill in mind using VIPERS as a model to develop comprehension skills</p> <p>High quality text at the heart of every writing sequence.</p>	<p>Whole class: High quality text at the heart of every writing sequence.</p>	<p>Whole class: High quality text at the heart of every writing sequence.</p>	<p>Whole class: Whole class shared reading session, with focus reading skill in mind. Responses elicited verbally, including role play, hot seating and other speaking and listening activities.</p>	<p>Whole class: Whole class shared reading session, leading to written responses being modelled and recorded, following on from previous day's speaking and listening activities.</p> <p>High quality text at the heart of every writing sequence.</p>
<p>Guided group:</p>	<p>Guided group: Two guided reading groups, with children grouped by ability; one lead by teacher and one by LSA. Specific reading focus followed up.</p> <p>Paired reading with a specific focus</p>	<p>Guided group: Two guided reading groups, with children grouped by ability; one lead by teacher and one by LSA. Specific reading focus followed up.</p> <p>Paired reading with a specific focus</p>	<p>Guided group:</p>	<p>Guided group:</p>
<p>1:1: Two priority children read with an adult at least three times per week. Some children following the 'developing fluency' approach. All children on RR levelled books read with an adult at least three times per week.</p>	<p>1:1:</p>	<p>1:1: Two priority children read with an adult at least three times per week. Some children following the 'developing fluency' approach. All children on RR levelled books read with an adult at least three times per week.</p>	<p>1:1:</p>	<p>1:1: Two priority children read with an adult at least three times per week. Some children following the 'developing fluency' approach. All children on RR levelled books read with an adult at least three times per week</p>
<p>Additional opportunities for developing reading skills: whole class performances of poems in church (Harvest, remembrance service, Christmas and Easter); KS2 song learning for key stage productions; peer reading sessions; opportunities for peer editing and evaluating of written work built into every writing sequence.</p>				

How do we Teach, and Support Children with, the Learning of Reading Skills at Woolacombe School

YEAR 5 and 6: How we teach reading skills across a week:

M	T	W	TH	F
<p>Whole class: High quality texts at the heart of every writing sequence.</p> <p>Whole class shared reading session, developing comprehension skills, and where appropriate, modeling decoding strategies. Wide range of texts used, to ensure that children are given the opportunity to really build on their text experience. Responses captured in literacy books.</p> <p>Wide range of texts shared with class daily, for pleasure.</p>	<p>Whole class: High quality texts at the heart of every writing sequence.</p> <p>Wide range of texts shared with class daily, for pleasure.</p>	<p>Whole class: High quality texts at the heart of every writing sequence.</p> <p>Whole class shared reading session, developing comprehension skills, and where appropriate, modeling decoding strategies. Wide range of texts used, to ensure that children are given the opportunity to really build on their text experience. Responses captured in literacy books.</p> <p>Wide range of texts shared with class daily, for pleasure.</p>	<p>Whole class: High quality texts at the heart of every writing sequence.</p> <p>Wide range of texts shared with class daily, for pleasure.</p>	<p>Whole class: High quality texts at the heart of every writing sequence.</p> <p>Whole class shared reading session, developing comprehension skills, and where appropriate, modeling decoding strategies. Wide range of texts used, to ensure that children are given the opportunity to really build on their text experience. Responses captured in literacy books.</p> <p>Wide range of texts shared with class daily, for pleasure.</p>
<p>1:1: Priority children read with at least three times per week, using appropriate RR leveled book. Some children follow the 'developing fluency' approach. Every child has daily opportunities to read independently, creating opportunities for pupil conferencing.</p>	<p>1:1: Every child has daily opportunities to read independently, creating opportunities for pupil conferencing.</p>	<p>1:1: Priority children read with at least three times per week, using appropriate RR leveled book. Some children follow the 'developing fluency' approach. Every child has daily opportunities to read independently, creating opportunities for pupil conferencing.</p>	<p>1:1: Every child has daily opportunities to read independently, creating opportunities for pupil conferencing.</p>	<p>1:1: Priority children read with at least three times per week, using appropriate RR leveled book. Some children follow the 'developing fluency' approach. Every child has daily opportunities to read independently, creating opportunities for pupil conferencing.</p>
<p>Additional opportunities for developing reading skills: whole class performances of poems in church (Harvest, remembrance service, Christmas and Easter); KS2 script learning for key stage productions; peer reading sessions; opportunities for peer editing and evaluating of written work built into every writing sequence.</p>				

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