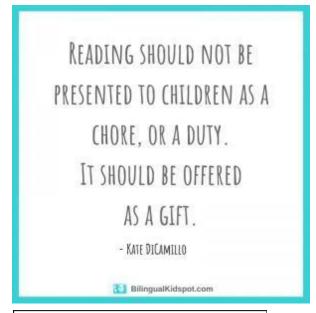
## How do we Teach, and Support Children with, the Learning of Reading Skills at <u>Woolacombe School</u>

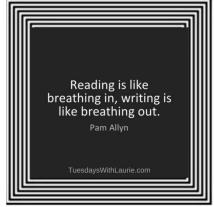
## Our overarching Principles to Ensuring that Reading is at the Heart of all Learning



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.



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.

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<u>Woolacombe School</u>	
KS2	
Children will have the opportunity to demonstrate their command of phase group reading skills through:  Reading being at the heart of all learning, in every lesson, across all subjects daily  Regular whole class shared reading experiences  Weekly guided group reading sessions  1:1 reading daily, with target children, in school time, and in some cases before and/or after school  High quality, aspirational texts being at the heart of every writing sequence  Every (half) term children lead through a poetry sequence, of a different style each time, leading to a performance which involves	
<ul> <li>all children</li> <li>Regular peer reading opportunities</li> <li>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</li> <li>Sharing loved texts with peers, and on World Book Day</li> <li>The reading and learning of play-scripts and songs for KS2 performances</li> <li>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</li> </ul>	

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