

# 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**

READING SHOULD NOT BE  
PRESENTED TO CHILDREN AS A  
CHORE, OR A DUTY.  
IT SHOULD BE OFFERED  
AS A GIFT.

- KATE DICAMILLO

 BilingualKidspot.com

*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.*

**The more that you read, the more things you will know, the more that you learn, the more places you'll go.**

Dr. Seuss

EVERYDAY POWER

*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.*

Reading is like  
breathing in, writing is  
like breathing out.

Pam Allyn

TuesdaysWithLaurie.com

*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.*

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

<b>EYFS and KS1</b>	<b>KS2</b>
<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"> <li>● <i>Reading being at the heart of all learning, in every lesson, across all subjects</i></li> <li>● <i>Using Little Wandle - a systematic and synthetic phonics programme carefully matched to children's phonetic knowledge</i></li> <li>● <i>Regular whole class shared reading experiences (daily EYFS)</i></li> <li>● <i>Reception and Year 1 - 3 reading sessions per week following the little wandle reading practice approach.</i></li> <li>● <i>Year 2 Weekly guided group reading sessions</i></li> <li>● <i>Catch up reading sessions where appropriate.</i></li> <li>● <i>1:1 reading daily with a teacher or LSA where appropriate</i></li> <li>● <i>High quality, aspirational texts being at the heart of every writing sequence</i></li> <li>● <i>Peer reading opportunities (EYFS 'share' a book with a friend)</i></li> <li>● <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></li> <li>● <i>Involvement in the performance of poetry</i></li> <li>● <i>Sharing loved texts with peers, and on World Book Day</i></li> <li>● <i>The reading and learning of play-scripts for KS1 performances</i></li> <li>● <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></li> </ul>	<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"> <li>● <i>Reading being at the heart of all learning, in every lesson, across all subjects daily</i></li> <li>● <i>Regular whole class shared reading experiences</i></li> <li>● <i>Weekly guided group reading sessions</i></li> <li>● <i>1:1 reading daily, with target children, in school time, and in some cases before and/or after school</i></li> <li>● <i>High quality, aspirational texts being at the heart of every writing sequence</i></li> <li>● <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></li> <li>● <i>Regular peer reading opportunities</i></li> <li>● <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></li> <li>● <i>Sharing loved texts with peers, and on World Book Day</i></li> <li>● <i>The reading and learning of play-scripts and songs for KS2 performances</i></li> <li>● <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></li> </ul>

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