



Intent

What is Woodlane aiming to achieve through the Love to Read programme?

“Evidence has consistently highlighted that both decoding, and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own”. EEF 2022

At Woodlane, we believe that developing strong reading skills provides pupils with the ability to access the wider curriculum and is key to future success and opportunities. Our reading provision supports teaching and learning opportunities to increase pupils' ability to become more proficient readers, access a secondary curriculum and beyond, and build a life skill enabling them to participate fully in society and the workplace. As educators, we want to encourage every learner to read for pleasure, to give each one a chance to thrive. Reading at Woodlane is supported through a multi layered approach, to develop a lifelong love of reading and understand the knowledge it can unlock. Our Love to Read Programme and Provision Map is not exhaustive as all pupils receive personalised support, however it provides an overview of the provision pupils' experience throughout their time at Woodlane.

Implementation

How is the Love to Read programme delivered?

Reading for Pleasure:

- Whole school 'reading for pleasure' time is embedded into the timetable, (Friday tutor time) to allow opportunities for modelling reading, encouraging independent reading, group reading, peer reading, reading to therapy dogs etc.
- Theme Days celebrate that reading comes in many forms and is fully cross-curricular.
- The Book Nook (library) ensures that staff and pupils are involved in book choice. The Book Nook is planned around reading for pleasure to not limit pupils by their reading abilities in terms of the books available or how they choose to read them.
- Spring Term 'Mega Prizes' are reading-related.
- In the redesign of classrooms, consideration has been given to areas for subject-related books/reading.

Language Comprehension:

In all subjects the curriculum plans for opportunities for repetition of language and vocabulary, in order to fully embed knowledge and understanding, and increasing the likelihood that pupils retain and recall learning.

- 'Word Aware' strategies are used to develop and embed vocabulary, such as word walls and word games.
- For pupils who find decoding difficult, the symbol system InPrint is used to add symbols to words and sentences when comprehension rather than decoding is the target.
- Visual and sensory prompts are used to support comprehension to encourage pupils' understanding of terms and topics, and apply their knowledge.
- Teacher role modelling of good quality reading and expression to support understanding of the meaning of words within sentence structures.
- Twice a year, standardised testing is conducted to generate reading and spelling ages, this data informs teaching and learning and identifies pupils for whom intervention could be beneficial.
- Reading for Meaning interventions are delivered by trained teachers, through 'Rapid Plus' and 'Cracking Comprehension' schemes. Pupils are assessed and grouped accordingly by reading age:
 - New and unfamiliar vocabulary is introduced to pupils and they are encouraged to draw links to their prior knowledge; this is supported by the structure of the scheme.
 - The texts are at an instructional level to support fluency and pupils are expected to read for sustained periods within each session.
 - Assessment texts are diagnostic and are used formatively to inform future planning and teaching.
 - A reward per term is attached to these schemes, one pupil from each class is selected with a reading focused reward trip/prize for demonstrating key Woodlane values within reading sessions.
- SaLT designed 'talking mats' are used to encourage speech in a range of subjects, individualised to the needs of the pupil.
- In the Nurture Resource:
 - Pupils have weekly speech and language sessions with the SaLT and class teacher which focus on their individual language targets.
 - In daily focused reading time, pupils have individual decodable books at an instructional level, to read 1:1 with an adult, with a 'question bookmark' to support all adults to question their comprehension.



- Staff have received training in Makaton, which is used alongside other strategies to support understanding of language and vocabulary.

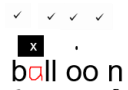
Reading at Home:

- Children who read (which includes being read to and all types of text types) are more likely to:
 - Overcome disadvantage caused by inequalities.
 - Be happier, healthier, and experience better mental wellbeing and self-esteem.
 - Do better at school and make more progress across the curriculum.
 - Develop empathy and creativity.
- The school uses Reading Eggs for our developing readers, (up to reading age 5 years) and Reading Eggspress a 'directed' online library for those with broader comprehension skills. There are a number of activities within the programme to support decoding and comprehension. Rewards will continue to be given to pupils who engage with the library from home.
- Pupils may select books from the Book Nook on a case by case basis to read at home. Staff ensure this is at an appropriate level and check in regularly to discuss progress.
- The school has hosted a Scholastic Book Fair to encourage pupils to buy books, and has provided substantial rewards to pupils to use at the Book Fair. The Book Fair will continue annually.

Phonics: (Read, Write, Inc.)

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read. We know many pupils have studied phonics in primary school and they may have studied this for years. However, we also know that lots of pupils arrive at Woodlane still unable to read. Many of our pupils are working between 1-7 years behind their age related expectations, and their learning maturity is constantly changing. It is possible that what did not work 3 years ago, may now have an impact.

- Read, Write Inc. (RWI) is the school's chosen phonics scheme for consistency. This is a phonics and reading programme designed to support developing and emergent readers.
- All pupils across the school are assessed by our Phonics Leader, Mrs Hall. If the assessment suggests that the pupil may benefit from additional Phonics and reading support, they are grouped with similar pupils.
- Woodlane operates a mixture of group Phonics, small group Phonics and (bespoke) one to one Phonics sessions to meet the needs of our pupils via 4-5 sessions weekly.
- RWI Phonics is taught in 3 phases, Set 1, Set 2 and Set 3. These involve matching the sounds of spoken English with individual letters or groups of letters, e.g. the sound k can be spelled as c, k, ck or ch.
- Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters t, p, a and s, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".
- Pupils are introduced to a toy frog called Fred during their RWI sessions. Fred can only say the sounds in a word and pupils need to help him read the word.
- Pupils are taught the 3 kinds of graphemes and use a self 'tick and fix' method to support their learning.
- RWI resources are in use across all classrooms to support pupil reading outside of Phonics lessons.
- The school has provided training for all staff either leading or supporting the RWI scheme.
- Pupils are re-assessed every 6 weeks and may move groups as their skills improve. Pupils who make no progress over time will be withdrawn from the scheme and alternative routes to reading explored, e.g. *Toe by Toe*, or the *Down Syndrome Reading and Language Interventions (RLI)*.



Impact

What difference is the Love to Read programme making on pupils?

- Almost all pupils in English (Reading) consistently meet their expected progress, 99%+. A high proportion of pupils exceed expectations and this is consistently well over the 50% outstanding threshold.
- Pupils love of reading and their exposure to different types of literature and language improves.
- Pupil confidence improves, which supports cross-curricular learning.
- All pupils have improved access to books at their level, and books of interest.
- A greater number of pupils are progressing towards functional reading levels, (9 years 6 months).
- Pupils outcomes improve, particularly those at Entry Level, with improved pupil literacy levels.
- Pupil future prospects and independence improves with more pupils able to read.