






Whole School		 Universal	 Targeted	 Specialist
Love to Read Provision Map	<p>Reading for Pleasure</p>	<ul style="list-style-type: none"> • Pupils are taught English x3 times a week, allowing for a good balance of reading, writing and spoken language. • In English, pupils read one full novel per year, plus a range of shorter texts including fiction, non-fiction, playscripts and poetry. • Whole school ‘reading for pleasure’ time is embedded into the timetable to allow opportunities for modelling reading, encouraging independent reading, group reading. • The newly redesigned library, ‘Book Nook’ gives pupils a comfortable space to read for pleasure, with a wide range of books to suit every interest. The library 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. • In the English room, books are celebrated through displays and a ‘reading nook.’ • The English Curriculum Map incorporates texts that reflect social themes to engage and reflect pupils’ needs, cultural identities and interests. • Pupils are motivated by visual, auditory and kinaesthetic starters to support conceptual learning and reading for meaning. • The English theme day celebrates that reading comes in many forms, such as escape room clues, recipes and theatre. • Role playing, ‘book talk’ and digital storytelling is embedded into the English Curriculum to support different learning styles. • External facilitators such as theatre companies and workshops are used to enrich the curriculum. • Every Spring term, Mega prizes will be reading-focused. A Scholastic book fair has been booked for Spring 2024 and has been launched with staff and pupils to ensure engagement. Books have been carefully selected to reflect the varied interests of our pupils. To promote reading for pleasure, pupils will receive £5 book vouchers for their engagement on Friday tutor time reading sessions. Each tutor group will select a book for the Book Nook from the 	<ul style="list-style-type: none"> • During ‘reading for pleasure’ time, reluctant readers are offered various opportunities such as selecting different adults to read to, pupil reading buddies and reading to therapy dogs. • Selected pupils encouraged to take part in running of the library including, design elements, book choices and library monitors. • A 4th English lesson is provided to the GCSE English group in Year 11. 	<p>In the Nurture Resource:</p> <ul style="list-style-type: none"> • Pupils have 5x English lessons a week, allowing for a good balance of reading, writing and spoken language • KS4 English Unit Award Schemes and ASDAN units are related to pupils’ interests and involve reading a range of fiction and non-fiction media • Sensory stories are used to increase pleasure in stories and create kinaesthetic experiences • Pupils have daily focused reading time. As a part of this, pupils have at least 1 session weekly to read a book of their choice in the book corner. • Attention Autism strategies are used as an integral part of lessons to teach pupils how to focus and listen for longer periods.



		<p>fair, to celebrate pupil voice in reading choices. Parents will also be invited to visit the book fair and purchase books for the family.</p>		
	<p>Language Comprehension</p>	<ul style="list-style-type: none"> 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. Language is modelled for pupils within tasks with the use of example answers during teacher talk, word banks and sentence starters. In English, pupils’ choices are celebrated within verbal and written feedback for vocabulary and expression. Visual and sensory prompts are used to support comprehension to encourage pupils’ understanding of a terms and topics, and apply their knowledge. As a visual prompt to support language, Makaton and In Print are used across the school. Emotional literacy is of high importance and is embedded across the school, with zones of regulation displays in all classrooms. Whole school assemblies around a weekly theme expose pupils regularly to academic language and provide opportunity for structured talk. Blanks level questioning techniques are used to support engagement and assess comprehension. Teacher role modelling of good quality reading and expression to support understanding of the meaning of words within sentence structures. 	<ul style="list-style-type: none"> ‘All’, ‘Most’ and ‘Some’ learning objectives ensure all pupils are appropriately supported and challenged. Reading for Meaning interventions are delivered by trained teachers, through ‘Rapid Plus’ and ‘Cracking Comprehension’ schemes, timetabled x1 weekly. Pupils are assessed and grouped accordingly by reading age. Teachers are supported by the Reading Team through modelled lessons and team planning, teaching, learning walks. 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. For pupils who are currently unable to decode, InPrint is used to add symbols to words and sentences when comprehension rather than decoding is the target. 	<ul style="list-style-type: none"> Assistive technology is used to help pupils with specific needs access the curriculum and resources where appropriate, e.g. Notability App for pupils with Visual Impairment. SaLT designed ‘talking mats’ to be used to encourage speech in a range of subjects, individualised to the needs of the pupil. In collaboration with SaLT , key workers are given the tools to support their key pupil with a consistent approach to language skills linked to their EHCP language targets. ‘Spoken’ tokens are given to pupils who are more reluctant to speak confidently in class. Identified pupils have additional 1:1 or small group sessions with the SaLT, linked to their EHCP language targets. <p>In the Nurture Resource:</p> <ul style="list-style-type: none"> Pupils have weekly speech and language sessions with the SaLT and class teacher which focuses on their individual language targets. Attention Autism strategies are used as an integral part of lessons to encourage and increase pupil talk and vocabulary. In daily focused reading time, pupils have individual instructional decodable books to read 1:1 with an adult, with a ‘question bookmark’ to support all adults to question their comprehension.
	<p>Phonics (Read, Write, Inc. – Core Scheme)</p>	<ul style="list-style-type: none"> Pupils are assessed at entry to Woodlane, (usually Year 7) under the Read, Write, Inc. (RWI) scheme. Where the assessment flags that a pupil requires a more targeted or specialist input in to their phonics, they are grouped as per the RWI scheme and provision provided. Where pupils need or could benefit from more generalised support around their reading, they follow the Reading for Meaning scheme described above. Phonics assessments support the school to understand each pupil’s sounds and whole-word knowledge. Staff are able to quickly build on 	<ul style="list-style-type: none"> For pupils who require targeted input, they are grouped based on assessment in to one of the colour-coded RWI phonics groups. RWI is delivered to these groups via timetabled lessons 3x per week during Recovery lessons (P1 Monday, Thursday and Friday) and at least one other session per week, usually during tutor time. Some sessions take place in a larger group of pupils all working at a similar level. Other sessions take place in a small group, (e.g. 1:2). Groups are determined by the assessments that take place. Each teacher, (or skilled Teaching Assistant) delivering the scheme to pupils has either received 	<ul style="list-style-type: none"> Pupils who are older, may benefit from a more specialist approach. Commonly, and for consistency, pupils will first trial the Fast Track RWI. Pupils following this scheme work with a specialist 5x per week in either a 1:1 or very small group setting out of the classroom.



		<p>individuals’ skills and support them in their gaps in order to make progress.</p>	<p>the full Read Write Inc. training, or has received initial support from the Lead Practitioner and training is booked to take place.</p> <ul style="list-style-type: none"> • Progress against the scheme is assessed regularly and pupils graduate to the next group when progress is made. • Pupils who fail to make progress within the scheme will have a number of opportunities to re-learn and embed the knowledge over time. If progress is not seen, pupils may transition to an alternative reading offer outlined below. Pupils may also take a break from RWI if they are not showing progress. There are opportunities at every age in the school to return to the phonics programme if/when a pupil’s learning skills have matured. 	
<p>Decoding (Word reading and spelling)</p>		<ul style="list-style-type: none"> • At Woodlane, some pupils find success with phonics to decode, some with orthographic strategies including whole-word recognition, and many with a combination of the two. The British Dyslexia Association (BDA) strongly recommend that phonics is used alongside a range of approaches. • Woodlane continues to hold ‘Dyslexia friendly status.’ Dyslexia friendly practises are used within worksheets, e.g dyslexia friendly fonts, shading of boxes of text. • SaLT strategies such use of colour to break up parts of words or word classes and multi-sensory instruction are used to support recall, retention and application of prior knowledge to help decode. • Class reader techniques are employed during whole class reading, the use of props, sensory stimulus to support semantic knowledge. • Training is provided to teachers and TAs on how best to support reading, for example, in house phonics training, interpretation of reading ages and support to lead reading interventions. 	<ul style="list-style-type: none"> • In English lessons, reading extracts are provided at an instructional level, differentiated to support independent reading. • In English, desk top aides are used to support phonics and orthographic strategies, e.g. phonics mats and tricky word mats are used for targeted pupils. • In ‘Reading for Meaning’ sessions books are provided at an instructional level for pupils, and books contain both phonetically decodable words and repetitive vocabulary. • Following phonics and whole word assessment in year 7, identified pupils attend targeted interventions on their area of need. • Use of coloured overlays and/or tinted paper to support dyslexic pupils if appropriate. 	<ul style="list-style-type: none"> • ‘Toe by Toe’ is a 1:1 intervention programme for pupils’ year 8 -11 where decoding remains a barrier to reading. • A number of teachers are trained to deliver the specialist Reading and Language Intervention for Children with Down Syndrome (RLI) operated through the DSE. This programme supplements and supports regular teaching with strategies that follow a consistent format carefully targeted to meet the needs of pupils with Downs Syndrome. • Adapted resources are used to help pupils with specific needs access the curriculum, e.g. specific font size and colour for visual impairment, when recommended by a specialist, e.g. VI Teacher. <p>In the Nurture Resource:</p> <ul style="list-style-type: none"> • Pupils within the Nurture Resource join the Read, Write, Inc. groups relevant to their level of understanding to ensure there is a consistent approach across the school. • Phonics is used across the curriculum with pupils encouraged to use phonic strategies to sound out and read words. Phonemes and tricky words are regularly revised and are displayed in the classroom. • In daily focused reading time, pupils have both phonetically decodable words and books containing repetitive vocabulary to read 1:1 with an adult.



<p style="text-align: center;">Assessment</p>	<ul style="list-style-type: none"> • ‘All’, ‘Most’ and ‘Some’ learning objectives ensure all pupils are appropriately supported and challenged. • Formative assessment is used to ascertain understanding for example, Blanks level questioning techniques are used to assess comprehension and provide support or challenge pupils further. • In English, pupils are assessed each half term on their ability to read for meaning, including inferencing, referencing the text and summarising more than one paragraph. • B Squared is used to inform learning objectives within schemes of work and gap analysis performed half termly. • 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. • Our bespoke Flight Path is used to track the progress of pupils in English and determine expected outcomes from different starting points. • Daily marking, is used to move pupils forward in their reading by providing targeted comments and providing opportunities to edit and improve reading into writing. • Self and peer assessment is embedded into teaching and learning, meaning pupils can reflect on learned skills and understand next steps. • Pupils are provided with appropriate pathways to qualifications, meaning that the vast majority of pupils leave Woodlane with at least one formally recognised literacy qualification. These include, GCSE Language, GCSE Literature, Entry Level 1-3 and Unit Award Schemes. • Teachers of English meet regularly for moderation to ensure consistency in assessment and discuss criteria. Teachers provide evidence such as work samples to quality assure baselining and attainment. 	<ul style="list-style-type: none"> • Literacy targeted interventions are planned to support progress for identified pupils and interventions are tracked. • Within English lessons, Year 11 pupils work under exam conditions, for one session per week to practice formal exam questions to improve independent reading with greater stamina. • Pupils are assessed at entry to Woodlane in their phonics and whole-word knowledge, so that staff are able to quickly build on individuals’ skills and support them in their gaps in order to make progress. 	<ul style="list-style-type: none"> • A number of Woodlane staff are qualified to conduct Dyslexia assessments as needed with identified pupils. • On-going assessment of Phonics, (under the Read, Write, Inc. scheme) is undertaken by the Lead Practitioner who has the appropriate specialist training. Progress against the scheme is assessed regularly and pupils graduate to the next group when progress is made. <p>In the Nurture Resource:</p> <ul style="list-style-type: none"> • Many pupils in the Nurture Resource are unable to access the whole-school reading or spelling test, so they have an alternative whole-word assessment, completed twice a year.
<p style="text-align: center;">Information for parents</p>	<ul style="list-style-type: none"> • Annual reviews are informed by teacher feedback forms which include Reading ages, B squared data assessment and teacher comments linked to targets. • Parents evenings provide the opportunity to look through books and enable pupil progress to be shared and celebrated. • Parent workshops are offered on range of subjects, for example ‘how to support reading,’ ‘supporting your child with phonics.’ • Termly newsletters include recommended reads. 	<ul style="list-style-type: none"> • An Annual ‘Next Steps’ evening is held for Year 11 parents to discuss qualifications and Post 16 provisions. • The contents of this provision map have been shared with parents via a Parent Reference Group. Parent wants/ideas have been incorporated in to the planning, e.g. Reading Eggs. 	<ul style="list-style-type: none"> • By parental request, opportunities for 1:1 parent support can be actioned, e.g. books sent home, Makaton training, phonics mats sent home.



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| | | <ul style="list-style-type: none">• Regular homework is set to practise the reading skills learned within lessons, allowing parents to develop an awareness of how best to support their child with reading. Parents can contact English teachers directly for further guidance. | | |
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