



## How We Learn to Read at Woodston Primary School



Here at Woodston, we aim to nurture a love of reading which will last a lifetime.

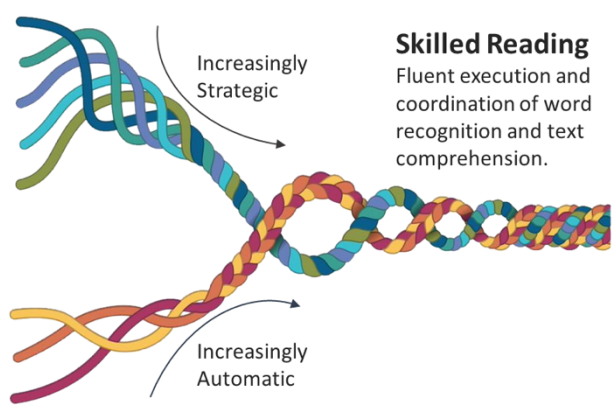
Reading is quite complicated, as the Scarborough Reading Rope shows! We make sure that all aspects of this is taught throughout every child's learning journey.

### Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

### Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



### Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

### Word Recognition

- All schools are required to use a systematic synthetic phonics programme. Ours is called Little Wandle Letters and Sounds Revised.
- We teach tricky words and common exception words in each year group.
- We teach language patterns such as prefixes and suffixes in our Spelling, Punctuation and Grammar lessons.

### Language Comprehension

- EYFS and Year 1 have 3 guided reading lessons per week.
- Year 2 to Year 6 have 3 whole-class reading lessons per week.
- Every class has regular Direct Vocabulary Instruction lesson.
- The Power of Reading is the approach we use to teach understanding and reading for pleasure.

### What does phonics look like in EYFS and Year 1?

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible.
- Each Friday, we review the week's teaching to help children become fluent readers.
- Children in Reception are taught to read and spell words using Phase 2 and 3 phonemes, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 phonemes with fluency and accuracy.

### What happens if children need extra help with phonics?

- In Reception and Year 1, any child who needs additional practice has Keep-up support (3 times a week), taught by a fully trained adult. Keep-up lessons use the same approaches resources and the daily lesson, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 and above who is not fully fluent at reading or has not passed the Phonics screening check.

### What happens in guided reading in EYFS and Year 1?

- We teach children to read through reading practice sessions three times a week.
- These are taught to small groups of approximately six children using books matched to the children's *Little Wandle Letters and Sounds Revised* level.
- Each reading practice session has a clear focus:
  - Decoding: using phonics knowledge to read the words.
  - Prosody: teaching children to read with understanding and expression
  - Comprehension: teaching children to understand the text.

### What happens in whole-class reading in years 2-6?

- Children take part in three whole-class reading sessions per week.
- The approach echoes the Guided Reading in EYFS and Year 1.
- Each session has a different focus, which may include:
  - Vocabulary: teaching the meaning of any unfamiliar words.
  - Prosody: teaching children to read with understanding and expression
  - Comprehension: teaching children to understand the text.

### What is the Power of Reading?

- The Power of Reading is a whole school learning and teaching approach which uses texts that have been selected by experts in children's literature (CLPE).
- The approach is highly creative and engaging, asking children to respond to texts in different ways including drama and art.
- Classes spend a half term on a book and complete a range of reading and writing tasks related to it.
- Children have at least 4 sessions of The Power of Reading each week.

### What is Direct Vocabulary instruction?

- Direct Vocabulary Instruction takes place regularly.
- Up to eight words are selected from the Power of Reading text being studied. These are words which will enhance both understanding of the text and general vocabulary.
- Children are encouraged to get excited about words through playing word games and recalling previously taught words.
- Teachers then share the day's new words with the class and tell them the meaning. Now children play with those words by finding synonyms or writing sentences.

### How do we encourage reading for pleasure?

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at our School and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading.
- The school library is made available for classes to use.
- Children across the school have regular opportunities to engage with a wide range of reading for pleasure events (book fairs, author visits and workshops, national events etc).