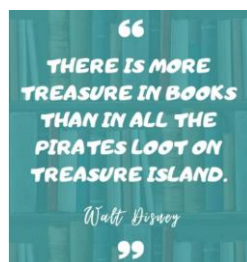
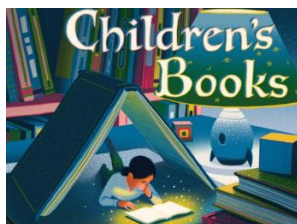


## Reading Mission Statement



### Reading at the Woodland Federation

At both of our schools, our mission is to create a vibrant reading community that challenges children to acquire a thirst for knowledge; introducing them to the best that has been thought and said - and in this case *written* - to prepare them for their lives ahead as educated citizens in a diverse and ever-changing world.

#### **Oracy**

At the Woodland Federation, we understand that early speech, language and communication difficulties predict a wide range of negative outcomes for children. We know that good vocabulary at the age of 16-24 months predicts good reading vocabulary and children who struggle with language at the age of five are six times less likely to reach the expected standard in English at the age of eleven - they are ten times less likely to reach the expected standard in Maths. The longer term impact on employment and wider life chances are clear. This is why speech development is crucial from an early age and the shift from good verbal communication with increased vocabulary at an early age is the foundation of our reading programme. Children are taught Oracy from the beginning of their journey through the federation and use sentence stems to question, evaluate, agree/disagree, predict, comprehend and change their opinions. These skills are needed to fully enable reading comprehension, fluency and prosody.

#### **Little Wandle**

*Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading...* (Little Wandle overview of reading statement - Little Wandle are our selected SSP programme.)

Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP) developed for schools by schools. Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum. All staff are trained in Little Wandle programme of learning. Children are able to log-in to Collins e-books to support reading at home.

#### **Guided Reading**

Teachers teach comprehension rather than simply test comprehension. Good practice involves the teacher devising activities that demonstrate his or her skills as an expert reader, and then asking

pupils to have a go themselves. Books are selected to be challenging enough for pupils - one which is slightly more difficult than a book that pupils would pick themselves. They should include vocabulary that pupils would not normally encounter in their everyday lives because if a book is too easy, pupils will not learn anything new.

### **Reading for Pleasure**

#### **Book Club: for the love of reading**

Teachers use reading spines to map their reading choice for whole class with purpose.

Reading is at the heart of our culture at The Woodland Federation and we all work at immersing children in good reading practice. Friday mornings is a time to read, with everyone reading for pleasure. The Head and Deputy Head choose a classroom in which to quietly read along with the rest of the school. Modelling reading enjoyment is key and we strive to find reads that will enthral our young readers. There is a class library and reading area in each class and we have school librarians at Winkleigh. Our support staff run our Book Club and share ideas about how to engage our readers and support them in making choices around their reading. Our Story Assembly on Wednesday in Key Stage 1 is shared across the federation by a zoom link.

We recognise that reading is vital for learning across the curriculum and seek out reading materials that support learning across the school.