

The Sunflower Federation

Reading

Policy

Meadow Wood School

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RATIONALE

At Meadow Wood school, we educate students with a wide range of learning needs – from those with the most complex needs through to those who have a physical difficulty but can access education at a level comparable to their mainstream peers.

To make our reading policy inclusive to all students include we are guided by the following definition of reading:
"… reading may be interpreted as any activity that leads to the derivation of meanings from visual or tactile representation." (QCA 2001)

This definition allows us to include the use of objects of reference, photographs and symbols as well as formal systems such as PECS (Picture Exchange Communication System), as reading. These may be accessed visually, orally or though touch and through these resources children learn that one thing can represent something else. This forms the basis the teaching of reading within our schools.

All pupils within the Sunflower Federation are entitled to be a part of the reading process at whatever level they are able to access it and using whatever methods are most appropriate to their needs.

At Meadow Wood school, we use the 'Little Wandle Letters and Sounds Revised' programme to teach the skill of reading.

For pupils with Physical and Neurological Impairments (PNI) reading can present specific challenges. Examples of these challenges include more obvious skills such as handling books and turning pages as well as visual-perception difficulties that may cause words to appear backwards or with an inconsistent pattern (*Information for Parents –Cerebral Palsy*, DCFS, Every Child Matters, Early Support, 2010).

Our approach to reading within the Federation will be planned with the individual child at the centre and learning will be presented in a way that best suits every child's unique abilities and learning style.

Reading materials used will take into account the wide range of life experiences the students bring to school, for example gender, ethnicity, religion & socio-economic background.

AIMS AND OBJECTIVES

- For all pupils to enjoy reading for leisure - either being read to, sharing a book with an adult or choosing and reading a book independently.
- For all pupils to have access to a wide range of literature to enrich and broaden their experience at school and at home.
- For all pupils to develop and use pre-reading and reading skills to extract meaning from visual or tactile representation in order to enhance their communication and literacy skills.
- For all pupils to develop functional reading skills that enable them to communicate choices, interact with others and access both the school and the wider community.

CURRICULUM

This is a general overview showing the progression of reading in the Federation. There will be times when some students are working outside this model and therefore will require an individualised approach.

Curricula	Learning to Read		
EYFS	Introduction of Pre-reading skills		
KS 1-2	Little Wandle Foundation for Phonics ↓ Developing early reading skills ↓ Little Wandle – Phase 2 ↓ Little Wandle – Phase 3 ↓ Little Wandle – Phase 4 ↓ Little Wandle – Phase 5 ↓ Word and sentence comprehension ↓ Reading for meaning (phrases, sentences and whole books) ↓ Developing functional reading skills ↓ Reading fluently		

The stages of Reading at Meadow Wood School

Functional Reading Skills	Reading for Pleasure
Objects of reference Photographs Symbols Recognising own name in print Recognising the names of familiar people Recognising and understanding the meaning of signs and labels around school Recognising and reading signs in the wider environment Using formal systems e.g. PECS *Grid player* or other communication aids and devices	Sensory stories Stories with props Listening to stories Joining in with familiar stories Book handling skills Talking about books Sharing books with an adult Group reading 'Reading' aloud to an audience Role-play activities based on stories and books

IMPLEMENTATION

The development of reading skills relies on the progressive acquisition of skills together with a broadening and reinforcing of acquired reading skills. An important aspect of the acquisition of reading skills is access to a rich and varied range of motivating, high quality texts for individuals (at home and at school), small group and whole class reading.

Our curriculum is broad and focuses on developing pre-reading skills at the earliest stages focusing on listening skills and being aware of books & stories. Students then progress on to recognising graphemes, blending, and segmenting new words in order to practice their reading skills, whilst developing their word comprehension.

Pre-reading skills will include activities that promote the development of-

- Communication, play and thinking skills.
  Opportunities to develop children's communication skills at all levels from pre-intentional communication, through learning to anticipate, share joint attention, make choices, to joining in with imaginative play and small world play learning activities.

- Listening attention skills.

Developing awareness of environmental sounds such as birds and a car passing and including the sound of familiar voices. Using sensory stories, maintaining attention, learning to anticipate what will happen next in a predictable sequence

- Visual attention skills.
  Develop visual attention skills such as looking at light sources, make choices from photos and pictures, progressing to identifying elements within a picture, commenting and labelling pictures, linking real things with a symbol and symbol matching

- An appreciation of the sounds and the patterns of language through songs and rhymes.

- An enjoyment of books and stories through positive and exciting encounters with printed media, including access to books from a variety of genres and including non-fiction texts.
- An understanding of single words through the consistent and systematic use of objects of reference, photographs and symbols. For all pupils this will begin with learning the names of objects, people, places and actions that a pupil needs to acquire in order to make sense of the world and influence events.

- The development of an increasing vocabulary by using an individual student's preferred symbolic representation and with the aim of supporting all areas of the curriculum.

- The introduction of early phonics skills through the Little Wandle reading programme

Formal Teaching of Reading

Following on from the development of pre-reading skills, the next step is to introduce Phonics. The students will develop an understanding of phonics, begin to decode words and will be introduced to sight vocabulary. For these children the development of phonological awareness will start with the learning of single letter sounds and corresponding letters.
Pupils will be taught to read through the '*Little Wandle Letters and Sounds Revised''* programme, which focuses on aspects of reading such as: responding to sounds, decoding words (using phonetic knowledge to de-code words into their individual graphemes in order to read new words), prosody (the act of reading with expression) and comprehension (understanding what you are reading, e.g. reading for meaning)

The Little Wandle programme also supports students to learn 'tricky words' (words which cannot be decoded), through repeated visual exposure to these words on a daily basis.

Students are regularly assessed, using the Little Wandle assessment tracker, which focuses on the stages of grapheme phoneme correspondence in relation to the phase that students are working at.

Formal Reading activities will include -

- Speaking, listening, reading and writing activities which allow students to explore and practice their phonic knowledge, blending and/or segmenting skills both independently and with adult support.

- Shared reading and/or writing sessions led by an adult who demonstrates reading and writing strategies (including phonics) in a meaningful way - the teacher models the reading process and the children are actively involved.

- Shared or whole group reading session where pupils listen to the text being read aloud, join in, following the reading, and contributing to discussion and response.

- Opportunities for pupils to learn how to apply the knowledge and skills they are acquiring in their word level work in other areas of the curriculum.

- Activities that teach pupils how to interpret and make sense of what they have read.

Fluency and Comprehension

Vital to the development of reading is the ability to understand and take meaning from the words and sentences that have been decoded. It is however, understood that some students may learn to read through whole word recognition as well as decoding new words.

Through questioning, pupils will be taught to understand the meaning of what they have read or had read to them. From the earliest stages of engaging with books they will be taught comprehension skills through looking at and talking about stories and pictures, anticipating what will happen next in a familiar story and relating idea and events in a story to their own experiences. This will extend into to activities such as sequencing the events in a story, answering more complex 'how' and 'why' questions, the re-reading of text to improve fluency and skills such as predicting and making inferences from what has been read.

RESOURCING

'Real' Books

Both Breakspeare and Meadow Wood Schools have a wide range of books that foster our pupils' love of reading and enrich their experiences. Our libraries house both fiction and non-fiction books, including titles linked to curriculum topics, sensory books and big books. Books are also available to pupils in classrooms so that they can access literature throughout the school day.

Books are selected to match the age of the pupils but with varying degrees of difficulty to suit all pupils and include topic books and those that match the specific interests of individual pupils. Tactile books are available for children with a visual impairment.

Reading Schemes
At Meadow Wood, we follow the Little Wandle Reading Scheme using Big Cat Phonics for Little Wandle Letters and Sounds Revised books, which comprises of books which correlate to the phonemes which students know and can read proficiently. Reading books are sent home when a student can read 90% of the text in the book, in line with the Little Wandle guidelines. A home school reading record book is used for both home and school to share information.

Home School Reading
Pupils are encouraged to take a *'real reader'* book home to share with parents and other family members. These books will be chosen by the student and promotes a shared love of reading and therefore should be read by an adult to the student.

Reading Champions

In the Sunflower Federation we operate a system of Reading Champions. Each class has a member of staff who takes on this role. They are responsible for promoting reading in their class focusing on promoting a love of reading, by reading a wide selection of texts to individual students or the whole group.

Other Reading related Resources
Pupils at Meadow Wood can use other systems and resources to enhance their language and communication skills and that involve using reading skills. These include

- Objects of reference, symbols and photos.
- Visual timetables
- Communication books
- *PECS* book
- Augmentative Communication Aids
- *Grid Player*
- *Communicate in Print*

ASSESSMENT, RECORDING & REPORTING

Teachers and Learning Support Assistants regularly record the progress of students including phonics assessment through the Little Wandle programme. The students' EHCP folder includes a sub-separate folder for recording reading assessments.

As with other subjects, individual reading progress is documented and recorded on the school's 'SOLAR' assessment system.

Reading progress is reported both annually as part of the annual review process and in curriculum reports.