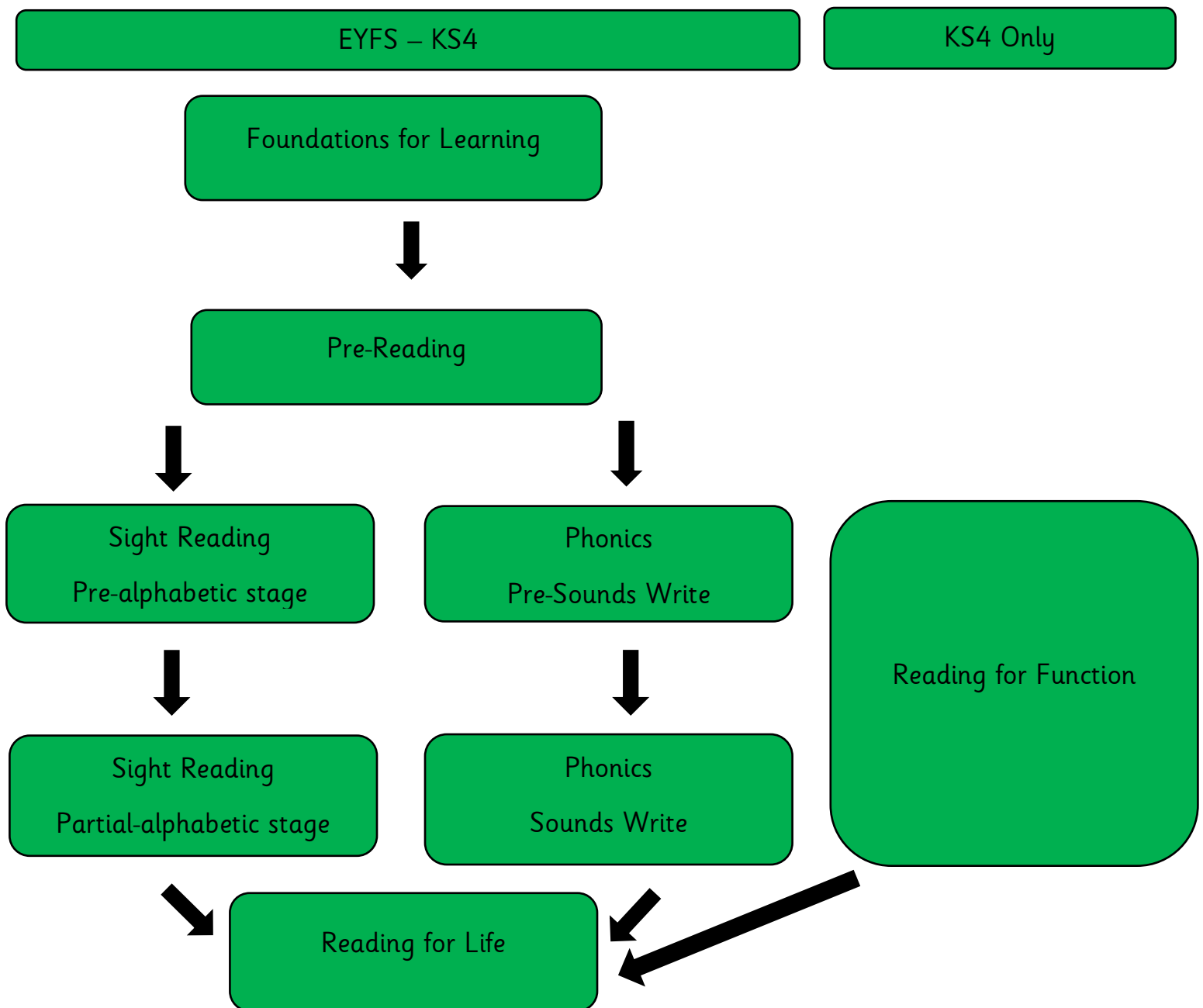




Astley Park Reading Pathways



At Astley Park, we understand that our pupils learn to read in different ways and our teachers are skilled in teaching in the ways in which they learn. Our reading pathways provide a developmental guide to steer learning in the right direction, however we recognise that for our pupils - learning is not always linear and so we encourage our teachers to personalise reading, selecting the tools and strategies that work best for each learner. Our reading pathways are represented through the model below:



Overview of Pathways

Pathway	Reading Level	Reading Pathway/
Foundations for Learning	Engagement Steps	EYFS Explorers
Pre-Reading	Engagement Steps – Progression Step 1	EYFS Explorers Adventurers Making Choices, Communicating & Connecting
Pre-Sounds Write	Progression Step 1 - <u>2</u>	EYFS Adventurers Making Choices, Communicating & Connecting
Sight Reading: Pre-Alphabetic	N/A	EYFS Adventurers Adventurers Challenge Making Choices, Communicating & Connecting Learning for Life
Sight Reading: Partial Alphabetic	N/A	Adventurers Adventurers Challenge Making Choices, Communicating & Connecting Learning for Life
Sounds Write Initial Code	Progression Steps 2+	Adventurers Adventurers Challenge Voyagers Making Choices, Communicating & Connecting Learning for Life
Sounds Write Extended Code	Progression Step 6+	Adventurers Challenge Voyagers Learning for Life Aiming for Independence
Reading for Life	Progression Step 8+	Voyagers Aiming for Independence
Reading for Function	Skills 4 Life Entry 1 - 3	Learning for Life Aiming for Independence

Foundations for Learning

Foundation for Learning runs alongside our Early Years Foundation Stage and the Explorers Pathway and aims to develop early cognitive skills that are essential for learning.

Learning Goals

1. To give attention to a stimulus
2. To sustain attention to a stimulus
3. To share attention with another person
4. To share attention between a person and stimulus
5. To participate in sensory stories, rhymes and songs with support
6. To give attention to multi-sensory props
7. To give attention to multi-sensory and personal interest books
8. To recognise and respond to Objects of Reference and photographs
9. To explore sensory materials

Teaching and Learning Tools:

1. Engagement for Learning
2. Attention Autism
3. Intensive Interaction
4. SCERTS
5. Sensory Stories, Song and Rhyme Bags
6. Multi-sensory Books, Photographs, Images
7. Use of Objects of Reference
8. Range of Tactile Materials
9. Symbolic Representation: Objects of Reference and Photographs

Assessment:

1. Intensive Interaction
2. SCERTS
3. Pre-Reading Assessment
4. Engagement Steps
5. Engagement Steps 1-4 Communication & Interaction

Pre-Reading

Pre-reading runs alongside our Early Years Foundation Stage, Explorers, Adventurers and Making Choices, Communicating and Connecting Pathways and aims to develop early learning skills essential for learning to read.

Learning Goals:

1. To share attention between people and stimuli
2. To sustain attention across a task or series of tasks
3. To participate in stories, rhymes and songs
4. To respond to simple questions and instructions
5. To show interest in books
6. To show anticipation in stories, songs and rhymes
7. To discriminate between different sounds (environmental)
8. To begin to recognise, match and respond to photographs, signs, symbols and words of personal significance
9. To develop gross and fine motor skills to use one handed tools
10. To make marks in materials with a range of tools
11. To answer questions based on what they have experienced or read within their Blank Level of Understanding with support.

Teaching and Learning Tools and Strategies:

1. Attention Autism
2. TEACCH
3. Multi-sensory stories, songs and rhymes
4. Blank Levels of Questioning
5. Derbyshire Language Scheme
6. Personalised reading books containing words and photographs of personal significance
7. Range of books
8. Letters and Sounds Phase 1
9. Range of mark making opportunities with a wide range of tools
10. Dough Disco, Squiggle While You Wiggle, Gross and Fine Motor Activities

Assessments:

1. Blank Levels of Questioning
2. Letters and Sounds Phase 1 Assessment
3. APS Pre-reading assessment
4. Engagement Steps 5-6 Communication and Interaction
5. Progression Steps 1 Reading and Writing
6. Engagement Steps Fine and Gross Motor Skill

Sight Reading

A proportion of our learners experience more success when reading to learn by sight and in addition to other whole language strategies. This pathway outlines development through the stages of reading and details strategies, assessments and resources to support learning at each stage.

Pre-alphabetic phase

Learners in the pre-alphabetic phase of reading have little or no alphabetic knowledge and mostly use visual cues such as the pictures on the page, shape of a word, logo or visual feature of a word, contextual cues or guessing strategies to identify words. Learners in this phase recognise some words as pictures and read words as a whole. Learners in this stage may remember words of personal significance.

Learning Goals:

In the context of personalised reading books and range of personal interest books

1. To match picture to picture
2. To match picture and word to picture and word
3. To match word to word
4. To match picture to word
5. To read and write own name
5. To recognise and retain at least 20 words of personal significance by sight, attaching meaning to the word within personalised books and in isolation
6. To trace, copy or write known letters and words of personal significance
7. To share a book with an adult and match voice to print
8. To use contextual cues, visual features of words and pictures to support reading
9. To read a range of books with an adult (personal interest, reading scheme, phonic books)

Partial-alphabetic phase

Learners in the partial-alphabetic phase of reading may know the names or sounds of some letters of the alphabet and use this to try to remember how to read words they have seen in print. They make some connections between letters and sounds for example the initial or end sound. Learners at this stage can remember some words because they have been learned and stored in the memory. These children are 'sight word' reading – they are automatically remembering words and their meanings.

Learning Goals:

In the context of personalised reading books, range of personal interest books and whole language reading schemes

1. To recognise and match initial and end sounds.
2. To use known letter sound knowledge to support reading.
3. To recognise a growing repertoire of high frequency and tricky words from APS sight word list.

4. To read short phrases made up of personalised, high frequency and tricky words.
5. To read sentences made up of personalised, high frequency and tricky words.
6. To read personalised books made up of personalised, high frequency and tricky words.
7. To learn character names in chosen reading scheme.
8. To apply previously known words when reading books from chosen reading scheme.
9. To introduce new words within the chosen reading scheme.
10. To read new words within reading book and in isolation in a range of contexts.
11. To apply newly learned words when reading books from chosen reading scheme.

Teaching and Learning Resources

1. Personalised reading books
2. Flashcards with personalised words
3. Lotto and matching games
4. Range of personal interest books
5. Whole Language Reading Schemes: POPS Reading Schemes, Oxford Reading Tree, Jelly and Bean

Sight Reading Strategies

1. Word recognition strategies: shape of text, length of word, frequency of word, contextual clues, picture clues, visual feature of words or imageability, unusual spellings
2. Demonstrate word by word pointing (voice-print matching) in shared reading
3. Increase word sense by clapping syllables in words
4. Use magnetic letters or tiles to build words with a model
5. Trace, copy and write words in sensory materials
6. Practice writing words on whiteboards
7. Write messages containing the word.
8. Recreate cut up sentences of written messages
9. Use flashcards alongside reading books containing the word
10. Read and reread books with consistent language patterns and lots of high frequency words
11. Locate words in a text
12. Model how to check if a word makes sense within text
13. Go Fish, Snap! Splat, Lotto and matching games
14. Multi-sensory teaching of letter sound knowledge

Assessment:

1. APS Sight Word Reading Assessment

Phonics

Many of our learners experience success through a phonic approach by progressing through three developmental stages, each one building on the conceptual knowledge and skills of the previous stage. These stages are Pre-Sounds Write, Sounds Write Initial Code and Sounds Write Extended Code & Polysyllabic Words.

Pre-Sounds Write

Learning Goals:

1. To attend to a task and listen to an adult on a 1:1 basis
2. To attend to a task and listen in a small group
3. To discriminate between sounds (environmental, instrumental, spoken language)
4. To recognise and match initial sounds to objects
5. To recognise and match initial sounds to words
6. To understand the concept of rhyme and rhythm
7. To understand the concept of first, next, last
8. To recognise a range of grapheme-phoneme correspondences
9. To form some letters and numbers
10. To recognise some words of personal significance, applying some letter sound knowledge

Teaching and Learning Tools and Strategies:

1. Attention Autism
2. Letters and Sounds Phase 1
3. Personalised reading books
4. My Music sessions
4. Range of mark making opportunities with a wide range of tools

Assessment:

1. Pre-Sounds Write Assessment
2. Progression Step 1

Sounds Write Initial Code

Learning Goals:

In the context of the Initial Code:

1. To understand that a sound can be represented by spellings with one or two letters.
2. To recognise grapheme-phoneme correspondences for all sounds within the Initial Code.
3. To write all spellings within the Initial Code legibly.
4. To be able to push sounds together to build words (blending).
5. To be able to segment sounds in words for writing (segmenting).
6. To be able to insert sounds into and delete sounds out of words (phoneme manipulation).
7. To write whole words from the Initial Code.
8. To write sentences dictated by an adult.

Teaching and Learning Tools and Strategies:

Sounds Write Initial Code Lessons 1-5 taught across Unit 1-11

1. Word Building
2. Symbol Search
3. Sounds Swap
4. Reading and Spelling
5. Introducing Spelling with Two Spellings
6. Dictation
7. High Frequency Words
8. Guided Reading
9. Consolidation activities

Assessment:

1. Sounds Write Initial Code Assessment
2. Progression Steps 2-5

Sounds Write Extended Code & Polysyllabic Words

Learning Goals:

In the context of the Extended Code:

1. To understand that a sound can be represented by spellings with one, two, three or four letters
2. The same sound can be spelled in more than one way
3. Many spellings can represent more than one sound.
2. To recognise grapheme-phoneme correspondences for all sounds within the Extended Code
3. To write all spellings within the Extended Code legibly
4. To be able to push sounds together to build words (blending)
5. To be able to segment sounds in words for writing (segmenting)
6. To be able to insert sounds into and delete sounds out of words (phoneme manipulation)
7. To write whole words from the Extended Code
8. To apply known Extended Code knowledge to reading and writing

In the context of Polysyllabic Words:

1. To know some words are made up of more than one syllable
2. To know the spelling of some common syllables, such as prefixes and suffixes
3. To know that some polysyllable words contain schwas.
4. To spell polysyllabic words by segmenting them first into syllables, and then each syllable, in turn, into sounds
5. To read words by first blending sounds into syllables, and then syllables, in turn, into words.

Teaching and Learning Tools and Strategies:

Sounds Write Initial Code Lessons 6-10 across Unit 1-49

1. One Sound, Different Spellings – Word Puzzles
2. One Sound, Different Spellings – Reading and Spellings
3. Sound Review
4. Seek the Sound
5. One Spelling, Different Sounds
6. Dictation
7. High Frequency Words
8. Guided Reading
9. Consolidation activities

Assessment:

1. Sounds Write Extended Code Assessment
2. Progression Steps 4-7

Reading for Function

Learning Goals:

1. To read a growing repertoire of personalised sight words, high frequency and tricky words
2. To read a growing repertoire of functional words from APS Sight Word List
3. To recognise and respond to range of social and environmental signs and logos
4. To use pictures to infer meaning in a range of functional contexts
5. To make use of a range of reading strategies to infer meaning from text in a range of functional contexts
6. To recognise and respond to range of social and environmental signs and logos
7. To know, read and write personal information including signature
8. To read and write messages via text, email and social networks.
9. To be able to use a range of functional texts including menus, shopping list, check list, timetables, travel information, recipes
10. To know how access information needed in a range of situations including leisure activities, emergency situations

Teaching and Learning Tools and Strategies:

1. APS Sight Word List
2. Range of guessing strategies: initial sounds, unusual spelling, contextual cues
3. Range of functional texts
4. Functional Community Visits
5. Reality based roleplay sessions.

Assessment:

1. Skills 4 Life Reading Entry Level 1-3
2. APS Sight Word Assessment

Reading for Life

Learning Goals:

1. To engage with a wide range of texts across genres
2. To make choices of books based upon personal interests
3. To apply phonic knowledge to read a wide range of texts
4. To read fluently with speed and accuracy
5. To choose to read for enjoyment
6. To engage in meaningful discussions in relation to book themes, style of writing, authors, vocabulary, grammar, genre.
7. To discover the meaning of new vocabulary using a variety of strategies.
8. To begin to read critically.
- 9 To be able to differentiate between fact and opinion and make justifications.
- 10 To be able to add intonation and flow in reading aloud to indicate characterisation.

Teaching and Learning Tools and Strategies:

1. Assisted technology i.e. reading and dictation applications as appropriate.
2. Dictionaries and Thesaurus (online and hard copy.)
3. Drama and poetry sessions.
4. Range of text genres.
5. Group discussions/debates.
6. Talk for Writing.

Assessment:

1. Entry level 1-3 Functional English (Reading)

Some Suggested Teaching and Learning Strategies for Non-Verbal Learners:

Non-verbal learners on Foundations for Learning and Pre-Reading Pathways

1. Objectives and strategies within these stages are effective for non-verbal learners.

Non-verbal learners above Pre-Reading Pathway

1. Read with learners frequently, pointing to each word as you say it, modelling voice to print matching
2. Learners to point to print as you read, demonstrating voice to print matching
3. Learners to turn the pages at the correct time
4. Use story props to act out what is happening in the story
5. Use the learners AAC or visual supports to enable the learner to answer questions about the story to demonstrate understanding.
6. Play lotto, matching words to words, pictures to words, sentences to sentences and pictures to sentences
7. Encourage learners to point to words in text when reading
8. Play letter-sound, word or sentence identification games
9. Sequence words to build sentences
10. Use Sounds Write when appropriate
11. Make use of the Initial Code app
12. Encourage the learner to write or type letters, words, or sentences in place of speech