

Reading at Brookfields

What does reading look like in our school?

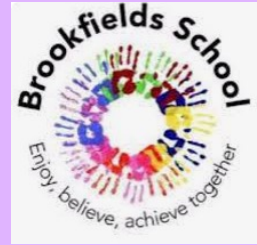




What does Reading look like at Brookfields?



At Brookfields we believe that reading is a pivotal part of our whole school curriculum and it is essential that our children are exposed to a wide range of reading skills across our EYFS, Explorers and Adventurers Pathways. Pupils at Brookfields have complex learning needs, including in the areas of sensory processing, emotional and behaviour regulation, attention and motivation, physical and movement along with social skills. We endeavour to promote and nurture a love of reading by ensuring all these aspects of personal development are supported through our whole school reading learning offer, allowing children range of adaptive teaching and learning strategies.



Pupil engagement is at the heart of all learning. We promote reading development and progress whilst advocating the importance of Reading for Pleasure.

Sound Discrimination
Shows awareness of environmental sounds
Recognizes familiar sounds and voices outside of self
Responds to sounds
Vocalises
Able to identify different sounds, familiar and unfamiliar

Communication skills
Able to show like/dislike
Able to show preference
Able to use yes/no
Able to indicate wants and needs
Able to independently make requests using AAC

Awareness of meaning
Responds to sensory cues
Anticipates following a sensory cue
Understands symbols
Vocalizes in response or to gain attention

A sense of rhythm, pattern and order
Accesses sensory cues
Responds to sensory cues
Recognizes established routines
Understands personalized timetable

Attention skills
Accesses stimuli:
visual/auditory/touch/smell/taste/movement
Notices stimuli:
visual/auditory/touch/smell/taste/movement
Responds to stimuli:
visual/auditory/touch/smell/taste/movement
Concentration (length of time?)

Memory - Working memory
Recognizes activity within session
Recognizes activity between sessions
Recognizes sensory cues
Shows anticipation in repeated session
Shows anticipation between sessions





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At Brookfields all pupils are exposed to a range of texts and genres. For the purpose of our English curriculum we adapt a Talk for Writing approach (devised by Pie Corbett) for our reading and writing schemes of work. We use some recommended texts from Pie Corbett's Reading Spine along with suggested texts from CLPE (Centre for Literacy in Primary Education) Power of Reading, Traditional Tales and popular stories to support our thematic learning cycles A and B. The books cover a range of genres to develop word reading and comprehension skills. Texts and stories are adapted appropriately to support our learning pathways, exposing pupils to new vocabulary and cultures. Pupils have cross curricular opportunities to explore fiction, traditional tales, non-Fiction, poetry and rhyme. A range of texts are used to develop children's knowledge and understanding linked to class themes and topics, exposing them to more varied and subject specific vocabulary.



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Our three learning pathways follow the same reading culture to provide continuity and embed reading for pleasure;



Whole class reading: develops listening skills and a love of story through adult led reading with children listening and responding in their preferred mode of communication.



Shared reading: immerses children in the pattern of a story and features of text types with a focus on adult modelling key features and elements when introducing and revisiting texts.



Guided reading- focuses on small group reading tasks with adult led input using a text that is levelled and promotes high learning expectations.

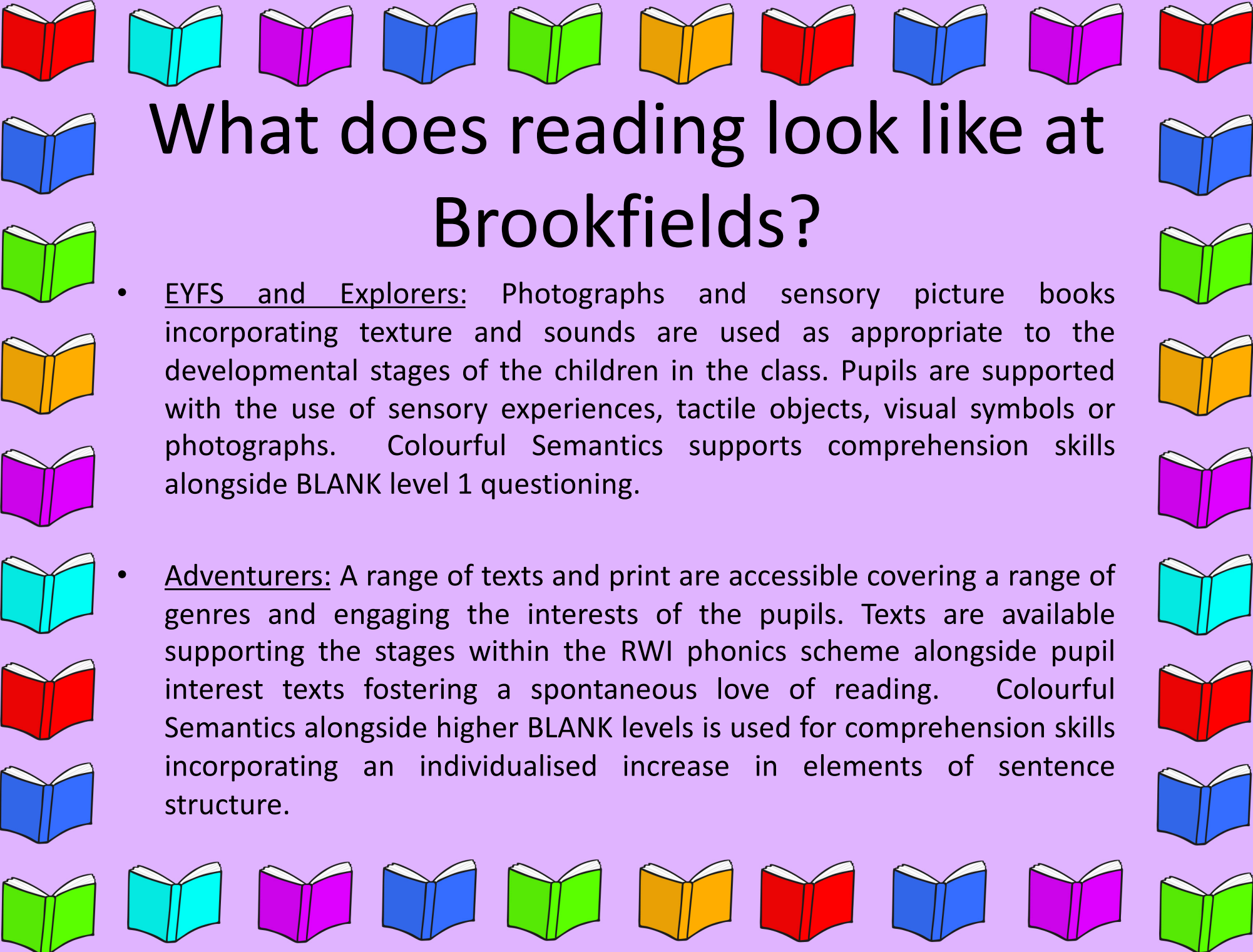


Independent reading- targeted reading sessions for pupils focusing on their specific reading targets linked to Read, Write, Inc. Phonics and EHCP and IEP's.



Reading Environment- Classrooms and display promote a love for reading which children can share in daily.



A decorative border of colorful open books surrounds the central text. The books are arranged in a grid-like pattern, with colors including red, cyan, magenta, blue, green, orange, and yellow. The books are shown from a three-quarter perspective, appearing to be open and slightly curved.

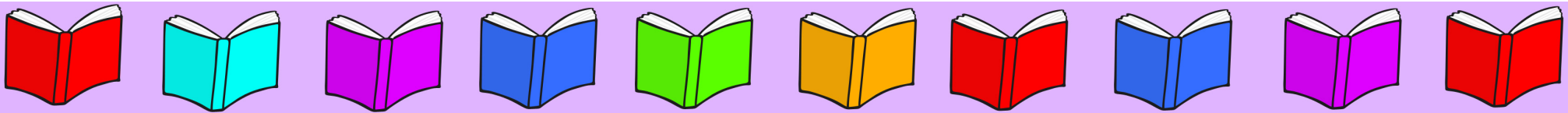
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- EYFS and Explorers: Photographs and sensory picture books incorporating texture and sounds are used as appropriate to the developmental stages of the children in the class. Pupils are supported with the use of sensory experiences, tactile objects, visual symbols or photographs. Colourful Semantics supports comprehension skills alongside BLANK level 1 questioning.
- Adventurers: A range of texts and print are accessible covering a range of genres and engaging the interests of the pupils. Texts are available supporting the stages within the RWI phonics scheme alongside pupil interest texts fostering a spontaneous love of reading. Colourful Semantics alongside higher BLANK levels is used for comprehension skills incorporating an individualised increase in elements of sentence structure.

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Take a look at some of the reading activities and skills children explore on our EYFS PATHWAY.

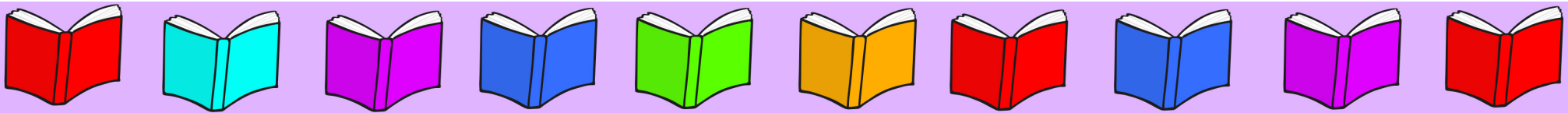




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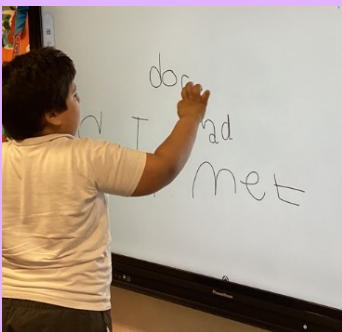
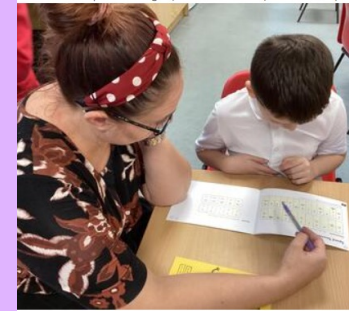
Take a look at some of the reading activities and skills for children on our EXPLORER PATHWAY.





What does Reading look like at Brookfields?

Take a look at some of the reading activities and skills for children on our
ADVENTURER PATHWAY.



What does Reading look like at Brookfields?

Take a look at some of our enrichment reading activities, including World Book Day, Library Trips, Shakespeare Week, Touring Pantomime School Library Bus and developing Life skills through Reading.

