

Reading and Phonics Curriculum Statement

At Spa Camberwell we recognise how important reading skills are for all our pupils both accessing the wider curriculum and for life skills. Our curriculum supports all pupils to develop their reading skills to prepare them for the future.

Intent

For many of our pupils, reading skills are directly linked to communication. For pupils with emerging spoken language, the ability to decode signs and symbols are a gateway to functional communication in the wider world.

The Spa Camberwell reading curriculum aims to:

- develop a love for reading
- offer pupils a wide range of age-appropriate texts to respond to and engage with
- provide a learning environment rich in literacy, with high-quality books and resources to spark pupils' curiosity and enjoyment of reading
- teach the necessary skills to read and communicate according to pupils' needs
- deliver a systematic and synthetic phonics approach to reading that develops decoding skills and builds the foundation for fluent reading
- offer pupils a wide variety of experiences that can be described using rich vocabulary.
- teach essential language and communication skills across all subjects
- accommodate the unique ways autistic pupils learn to read including sight reading, whole word recognition, chunking text and phrases, repeating words that others have said or read, showing understanding through questions in addition to phonics
- encourage parental and family involving in the development of their child's reading skills
- develop comprehension skills
- develop fluency and stamina skills for reading

Teaching and Learning

All classes have a daily 30 minute reading lesson. Pupils access a range of activities including whole class reading, shared stories and texts including sensory stories, direct teaching linked to individual targets for reading and phonics and small group tasks including reciprocal reading. These aim to develop a love of reading in addition to development of individual reading skills. Each pupil has two individual weekly targets for reading taken from the Spa English Core Framework and the Spa Primary or Secondary Phonics Frameworks. Targets are shared and reviewed with the pupils. Objectives are assessed weekly and progress is tracked on Earwig. Support is adapted accordingly to ensure progress for all. The focus of reading lessons is to

develop functional reading skills and developing vocabulary and comprehension skills.

Class Reading Areas

Each class has a designated reading area in which high quality, age-appropriate texts are displayed. Pupils can access this reading material in reading lessons and throughout the day Pupils are encouraged to choose texts to read for pleasure in addition to books that support the development of key reading skills.

Library

The school library contains a range of high-quality texts providing access to a broader range of materials beyond their classrooms.

Students have reading sessions in the library where they can choose new books and share books with adults and peers in a different environment.

Classes also have access to Camberwell library on a rotational basis where they can develop skills such as searching for books, caring for books, reading books in a different environment, and reading quietly in a community space.

Text in the Environment

Classrooms are designed to support regulation and independence. This includes visual support for pupils to access. Visual timetables, schedules, and labels provide opportunities for pupils to read and recognise everyday symbols and text. Pupils are also provided with work instructions and communication boards which support acquisition of new vocabulary and instructions in a written format. Staff members use a range of visual support such as lanyard symbols, now and next boards and visual transitional support. Access to all these not only supports communication but pupil's understanding of text.

EYFS

Baseline assessment on the EYFS framework is completed in the first half term when pupils join the school. Teachers set a weekly reading target from the Literacy strand, which is delivered in the daily English lesson, alongside a writing target and a whole-class phonics Phase 2 sound. This is to promote an integrated approach to Literacy, linking to the EYFS framework and curriculum.

In the daily reading lesson, pupils access a sensory story-telling session with a focus on repetition of Phase 1 phonics and shared attention. Phase 1 phonics is also delivered through daily music and singing sessions.

Pupils are assessed weekly using the EYFS framework on Earwig, and progress is recorded on the English unit record.

Primary Phonics

Pupils are baselined on the Spa Core Reading framework at the end of EYFS or when they join the school throughout Key Stage 1 or 2. Pupils begin phonics in Key Stage 1 at Phase 2 focussing on key phonics skills such as individual letter sounds, segmenting, and blending. All primary pupils access an adapted phonics programme which is based on Little Wandle.

Pupils begin this in EYFS and continue as appropriate throughout their primary education dependent on their reading levels. Phonics is taught in short 1:1 sessions within daily reading lessons.

Phonics is taught 1:1 by adults in the class team, linked to individual targets. These are delivered through high quality teaching and communication support such as high and low tech AAC (communication boards) Clicker, word and sound cards and sound buttons. Some students also access sensory approaches within phonics sessions to engage with letters and sounds supported by an adult to model the correct pronunciation and formation.

Secondary Phonics

All secondary students are baselined on the Bug Club phonics programme. Teachers plan short sessions within reading lessons for all students based on their phonics levels. Students who are assessed at above level 5 continue to access phonics to support fluency (pronunciation) and spelling. Students are taught 1:1 or with peers who are assessed at the same level within their class with an adult leading phonics teaching. Teachers use assessment within the Bug Club programme and the Spa Secondary phonics framework on Earwig to assess and track progress.

We recognise that phonics is a key way that students learn to read so we continue to teach phonics for our secondary students. We also recognise that our secondary students will have accessed phonics throughout their primary education and all may not use this approach to learn to read. Secondary students are also exposed to other key approaches to support their reading such as whole word recognition, symbol supported texts, core boards.

Reading at home

Regular family training sessions are organised with a range of themes and focus areas to support families to understand how we teach reading and how to best support their child at home. Phonics training sessions also share the resources that we use in school for families to support at home. Our secondary students can access their Bug Club profiles to revise their phonics objectives at home. Pupils are encouraged to borrow books each week from the classroom reading area and the library to take home to share with their family. Families are encouraged to read with their children at home and to join their local public libraries so their child can access a wide range of books and become enthusiastic about reading.