

At St Nicholas school we recognise that the earliest stages of developing reading is based on listening and attending and is an important focus in our Early Years. A child needs to hear and be immersed in a language rich environment. These early stages of language acquisition are crucial in developing vocabulary, word recognition and communication skills. Children will play with sounds, listen to sounds in the environment and begin to distinguish between environmental sounds and words. It is important to develop Phonological Awareness which helps them understand that sounds are the building blocks of words. This in turn is linked to speech and literacy skills including writing. By commenting on what children are interested in or doing, narrating play and echoing back what they say with new vocabulary added, staff will build children’s language effectively. Pupils are provided with a wide range of reading experiences to help them develop a love of reading, curiosity and wonder about the world around them. Focus will be on developing a knowledge of language and how it works; that words carry meaning. Development of pre-reading and language skills are essential to communication and we seek to develop functional communication skills for all our learners.

Children will have daily opportunities to read and look at books and develop their love of reading. They will experience a range of literature including stories, rhymes and poems to help develop their curiosity around reading books and literature. The children will begin to understand that text has meaning. Children will practise their phonetic knowledge daily. They will become more aware of reading for information ie. Reading signs/symbols in the environment.

Pupils will extend and progress their reading skills, building upon basic reading skills learnt. They will develop their ability to read for information and have an understanding about how reading is functional and enjoyable. They will be encouraged to read for pleasure and support well-being. Our aim is to support our pupils to become fluent readers so that they can access print in the environment and be able to apply their skills in reading into functional tasks and activities within their local community and help develop confidence and self-esteem to work towards gaining the skills needed for their future endeavours.

CURRICULUM READING IMPLEMENTATION

EYFS	CEDAR	WILLOW	BEECH	OAK	SIXTH FORM
We start listening to sounds within the nursery, developing language and communication skills using a total communication system ie objects of reference, sign symbol and technology. Intensive Interaction is used to promote awareness of others and value the child’s responses and develop communicative intent. We use phonological awareness approaches to help children learn to differentiate between environmental sounds and words. Through the 6 stages of development ie Speech detection, syllable awareness, onset and rime, rhyme detection, initial sounds and rhyme production they learn to understand the sound structure of language. They play with the letters and begin to learn the	Pupils in the Cedar pathway will have access to a wide range of strategies and interventions to support the understanding of language and given opportunities to express themselves. They will be offered total communication systems to include the spoken word, objects of reference, touch cues, and symbol systems such as PEC’s and Aided language boards. Some students may move on to using Eye-Gaze systems, speech or vocalisations to communicate, and to read or write using communication systems such as Communicate in Print or the written word. Pupils will engage in sensory stories, story massage, audio stories, tac pac, Intensive Interaction and ShineBeats. Active listening is encouraged and	Teaching of reading at Key Stage 1 is immersive, creative and engaging. Key stage 1 teachers will use a topic based approach to delivering English. A TEACCH cycle is utilised to support children in practising skills independently. Learning is predominantly practical and often play based, focusing on hands on experience of books and varying literature in a variety of environments and activities. Teaching of reading at Key stage 2 will be delivered both discreetly and alongside topic work. Phonics will be delivered and other relevant reading methods will be incorporated. ie phonics, sight reading, whole-word reading and contextual reading. Reading across the curriculum will be	Within the Beech Pathway we recognise that our students may have difficulty with abstract concepts and working memory which would enable them to become fluent readers. We understand that some of our pupils may be able to demonstrate fluency in reading far higher than their level of comprehension. Our students at the earliest stages of reading are continuing to develop their listening and attention skills that are imperative to their progress within reading. Students have access to a language rich environment to enable them to develop these skills. These early stages of language acquisition are crucial in developing vocabulary, word recognition and communication skills. Children will continue to play	All pupils in KS1-3 have a reading record in which comments are recorded with reference to decoding, blending, automaticity, fluency and comprehension. They are set reading targets in their reading records which pupils take ownership of. The TWINKL Phonics programme uses the systematic synthetic phonics approach (Used in KS1 and 2 – an intervention at KS3 and 4) Pupils choose texts at their level from the PM reading scheme and/ or Bug Club scheme. These are complimentary schemes that pupils can access simultaneously.	Teaching reading within sixth form is both an integrated and independent learning experience across all classes. We begin every day with a reading session where the students are given the opportunity to choose books of their choice, linked to their own interests. We provide a wide range of levelled books, to accommodate different reading abilities and try as much as possible to allow age related reading opportunities. Within each class, phonic assessments happen to determine the independent focussed phonics teaching needed for the individuals and whole class learning.

<p>alphabetic code. Children are read to and encouraged to look at and share books with adults.</p> <p>Each classroom has a reading area and access to the library. Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books.</p> <p>We start teaching phonics in Reception, where appropriate for individual children, and follow the Twinkl framework which ensure children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school.</p> <p>Phonics and/or reading activities are taught daily supplemented by a range of speaking and listening activities and joint attention such as the Curiosity Programme, Attention Autism and contextual play to extend vocabulary. Pupils use the PM reading scheme Rhino Readers.</p>	<p>games to promote phonological awareness played through games such as parachute, cause and effect activities and response games to build vocabulary.</p> <p>Pupils will develop joint attention skills through Attention Autism. They match symbols to photos and learn to categorise.</p> <p>We use photographs, pictures, symbols or signs to enable learners to ascribe meaning or associations with people, activities, places or feelings so they can develop some independence in their learning, make choices and make their needs and wants known to others.</p>	<p>encouraged. Learning is made fun and motivating for the learners and it is predominantly practical and can be play based with more discreet 'phonics' lessons, focusing on learning to use functional methods to decode sounds and letters.</p> <p>Teaching of reading at Key stage 3/4 will build on previous knowledge and used within community projects and vocational activities. Phonics will be delivered daily and other relevant reading methods will be incorporated. Learning is made purposeful, functional and motivating for the learners and is predominantly practical with more discreet 'phonics' lessons, focusing on learning to use functional methods to decode sounds and letters.</p>	<p>with sounds, listen to sounds in the environment and begin to distinguish between environmental sounds and words. Pupils work to develop Phonological Awareness on a daily basis. Students will have opportunities to access books, stories and texts as a means of developing their expressive and receptive language skills and social interaction. Daily reading is encouraged through individual reading, group, shared and guided reading sessions. The formal teaching of phoneme/grapheme correspondence will be taught when the pupil can demonstrate that they are able to "hear" initial sounds in words. Once this has been demonstrated, students will access our phonics programme adopted by the whole school. For our students who are sight readers, our focus is their understanding of the language within the texts they are accessing.</p>	<p>Pupils take reading books home and are able to access Rhino Readers from the TWINKL Phonics programme, online.</p> <p>All classes have access to a library area- either within or outside the classroom with motivating and relevant texts.</p> <p>Pupils' phonics levels are assessed annually against the stages of the TWINKL phonics programme and progress in literacy is measured using P-Scale steps.</p> <p>The BRP intervention is used for a small number of identified pupils in KS3 and 4 to support the development of their reading skills.</p>	<p>Through the use of communication aids such as, symbols and communicate and print, students are encouraged consistently and constantly to use their reading skills that have been developed.</p> <p>In addition to this, we use reading across the curriculum and the students have extended opportunities within other lessons and topics, this encourages reading within relative contexts and real-life scenarios including reading recipes or job applications. Within the community the students are given some responsibility to read in real life to emphasise its importance and relevance including, menus, road signs, notice boards etc.</p>
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READING IMPACT

St Nicholas school aims for our students to become fluent readers. We appreciate that this maybe at different chronological stages dependent on the pupil's level of need. All pupils are assessed against the BLANK scheme to support their language comprehension. This guides staff in their own use of language in order for pupils to access all learning and encourages development of general language and vocabulary as well as skills in comprehension, reasoning, inferencing, predicting and problem solving.

Attainment in reading is measured using statutory assessments, where relevant, and following the targets and outcomes on their Educational, Health and Care Plans as well as reading records and teacher judgement. Every child/young person will make progress from their starting point. Children will be exposed to a range of different genres, authors, culturally diverse literature and both fiction and non-fiction texts. In doing so, pupils will develop confidence in reading and be encouraged to develop culturally, emotionally, intellectually, social and spiritually through a wide variety of texts and digital literacy.

When our young people leave us we have the ambition that they will possess the reading skills and love of reading which will help them to enjoy all aspects of their lives.