



Pre-Requisites for Reading and Early-Reading Activities

Phonological Awareness

Phonological awareness is the conscious sensitivity to the sound structure of language. Children need to be able to recognise speech sounds as distinct from other environmental sounds, so that they can understand the difference between words and sounds.

Developing a love of reading

From the earliest stages of development we encourage all children to enjoy sharing books and story-telling.
-Story time and reading aloud, inc. sensory stories and story massage.
-Drama and role play


Language rich environment

Interactions are crucial for cognitive and language development. Language is augmented and interactions enabled for our students with the use of Makaton signing, symbols, objects of reference, aided language boards, high-tech communication aids.


Social Interaction

The first stage of language acquisition is being able to look and attend. This is encouraged with all students from early stages of development through strategies including
-Intensive Interaction
-Attention Autism


Decoding	Blending	Automaticity	Fluency	Comprehension	Application
Students learn the letter sound correspondence.	Students use their knowledge of letters and sounds to blend and read unfamiliar words.	Students are able to recall whole words automatically which may come from phonetic blending OR whole word recognition.	Students are able to read with speed, accuracy and expression which comes from the automaticity/recall of words.	Students are able to understand the meaning behind the text. Less effort is required to read individual words. Students are reading with automaticity and fluency creating more cognitive capacity to focus on the meaning of the text.	Students can read and understand the meaning of a text and apply the information in a familiar or unfamiliar context.



TWINKL Phonics: Approaches to decoding text will be taught, as appropriate, to pupils on the 6th form, Oak, Willow, Beech and EYFS learning pathways.




Class Texts: Pupils are exposed to a wide range of literature. Texts are selected for breadth, interest and progression. Immersion and study of texts promotes comprehension and application of reading skills.




Rhino Readers: Phonics based reading scheme, appropriate for pupils working within an identified phonics stage. * Students at our SPIRES satellite classes use the Accelerator Reader Programme.


Cross Curricular and Community Activities: Provide students to demonstrate their understanding of the written word and apply reading skills in a range of environments. Functional skills accreditation at KS4



PM Reading Scheme: Supports the development of a range of reading behaviours and emphasises reading for meaning *. Appropriate for all pupils developing fluency and comprehension in their reading or for those stuck within a phonics phase, who may benefit from an alternative approach.



If a pupil is disengaging from any of the approaches described the focus will be engaging them in any text (book, comic, catalogue, packaging) that they are motivated by, to provide a stimulus for learning



The HANDLE Institute
 A personalised whole word approach to teaching reading,. Appropriate for pupils not making progress with phonics based strategies or who are developing a functional level of literacy.

BLANK Levels of Questioning:
 The BLANK scheme focuses on comprehension of language and what has been read. Pupils may be able to 'read' text but have a limited understanding of its meaning. The BLANK model identifies the level of support needed to support meaningful comprehension and learning.

Language Through Colour: Developed by Speech and Language Therapists, this approach uses a simple colour-coded system to categorise word types and helps pupils to process information; this in turn helps them to develop the skills and confidence needed to make sense of what they are reading – to become fluent readers.