

# Reading

## Reading at Red Gates

Here at Red Gates School our core focus is on developing pupils' desire and ability to communicate, connect with and understand their environment and the people in it. As a large number of our pupils are non or pre-verbal, teaching pre-reading and reading skills is crucially important to support them in achieving this. Pre-Reading skills are built through our Foundations for phonics Phase 1– where pupils engage in a range of activities to develop skills that are essential to reading, such as attention and listening skills. These skills are taught throughout the day and not just in discrete Reading sessions. Our pupils who progress to RG6 start our Little Wandle Letters and Sounds SSP. They have daily phonic lessons that build their phonic knowledge and reading skills.

At Red Gates we work continually to develop pupils language skills and understanding. This helps comprehension skills. Each class has a 10 minute reading for pleasure time to develop our pupils love of reading and expose them to a language rich environment and nurture a lifelong interest in books, pictures, symbols and words.

Teachers regularly assess pupils' skills in phonics and reading and work through a wide selection of appropriately levelled and motivating phonics books with them. Although evidence of embedded learning in reading can be found across the curriculum it is mainly assessed in 'Communication and Language' and 'Literacy – Reading' for EYFS, 'Communication' for those working below RG4 and all areas of 'Literacy' for pupils working within or above RG4. For those working at RG6 and above there is a separate 'Reading' assessment on SOLAR.

### EYFS

In the Early Years Foundation Stage, focus is placed on helping pupils begin to feel familiar with their new surroundings, connect with the adults working with them and become familiar with routines throughout their day. These are fundamental skills which prepare them for their school lives. Pupils are introduced to visual aids including photos and symbols of specialist rooms around the school as well as visual timetables and transition songs/ symbols which enable them to begin to anticipate what is happening next, and develop knowledge that symbols carry meaning. Key skills such as recognising their own and other's photos are built on during short 'Hello' sessions as well as throughout the day. Pupils will begin to have access to the school Library and through the use of multisensory books start to learn how to enjoy sharing a book or rhyme with others as well as how to handle books appropriately. Pupils will begin their phonics journey with a wide selection of listening and attention activities - through music, attention autism, dance and outside learning time, encouraging them to 'tune in' to a variety of sounds around them.

### LISS

In the LISS Pathway Reading continues following the Foundation for phonics framework. In this Pathway books are resourced using more puppets and props and pupils enjoy a variety of small world and role play activities to build their comprehension of stories and characters. Pupils share a core story as well as accessing a wider variety of books in the Library. Pupils build on their communication skills using communication boards and talking mats to extend their vocabulary. When pupils have progressed to RG6 level they begin to work on Phase 2 Little Wandle. They have daily phonics lesson following the scheme at an adapted pace. Pupils are given a variety of text such as comics, magazines and audiobooks to develop their love of reading. Alongside group and 1:1 work, pupils begin to learn to enjoy following a story independently for increasing amounts of time. Pupils also begin to learn more about understanding different non-fiction texts, which may be useful in later life such as shopping lists, worksheet instructions, signs and information books etc. These skills are generalised on regular community visits.

### Sensory

In this Pathway, many pupils find sensory processing and regulation a challenge and this effects the way in which Reading is planned and taught. Topic stories are carefully chosen to be paired with interesting sensory experiences, which explore each of the senses. As well as providing vital sensory exploration, this helps to motivate pupils and give meaning to each part of the story. Pupils generally work in small groups or 1:1 when Reading, resources are rotated and sessions are kept short to maintain full engagement and high-quality learning. Pupils' continue to access the Library exploring books independently as well as sharing multisensory and sound books in small groups. Teachers continue to develop pupil's skills in phonics with a variety of sensory-based learning. All pupils build on their understanding of photos and symbols through appropriate communication aids. Story Massage is an approach used widely in the Sensory Pathway. Teachers create stories linked with their current topic and use this approach to support some of the fundamentals of communication including social skills and concentration.

### ASD

In the ASD Pathway pupils continue to build on the skills learnt in EYFS. Core stories are shared with the whole class or small groups and are chosen to motivate children as well as provide context for their topic. Stories are resourced with a selection of interesting props and sensory experiences to support pupils engagement and comprehension skills. Small groups at a time work in the Library sharing Bag books, story sacks and audiobooks. In the Library pupils also develop their independent reading skills through exploring preferred books and reading levelled reading books 1:1 with an adult. Teachers aim to incorporate the core story and props into a variety of lessons throughout the week to enable learning to be generalised. Main themes from stories are explored through exciting attention autism sessions, developing pupil's comprehension of the story as well as targeting learning of key words. At workstations pupils consolidate their pre-reading and reading skills on a daily basis through varied and personalised TEACCH activities. In Key Stage 2 pupils do an increasing amount of learning around non-fiction texts and are given real life opportunities to use these.