



Lonsdale School

Reading Policy

This policy is applicable to both School and REP

Policy agreed by SLT
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Introduction

Pupils at Lonsdale School have a wide range of learning requirements ranging from those with complex needs through to those who have a physical difficulty but who can access education at a level comparable to their mainstream peers.

The following definition of reading supports us to make our reading policy inclusive to all pupils:

'...reading may be interpreted as any activity that leads to the derivation of meanings from visual or tactile representation'. (QCA 2001)

All pupils at Lonsdale are entitled to be a part of the reading process at whatever level they are able to access it and using the methods that are most appropriate and suitable to their learning needs. These methods may be accessed visually, orally, through touch, or through the use of electronic devices and it is in this way, and by using such resources that pupils learn that one thing can represent something else.

It is important to respond to directives from DfE to make good and regular use of a phonics approach; however, we are aware that whilst this will work well for some pupils, other pupils will develop their reading skills more readily in a variety of other ways.

We are aware that pupils with Autistic Spectrum Disorders (ASD) may have difficulty combining sounds to make meaningful words and that they do not necessarily see

phonemes as building blocks for words. They may also have the ability to decode more complex words and texts, but without taking relevant meaning from the words they read. Using phonics to decode words can also be difficult for pupils with hearing impairments, as it requires good auditory discrimination of sounds. Similarly, reading can also present specific challenges for pupils with Physical and Neurological Impairments (PNI), encompassing such physical challenges as page turning as well as visual-perception difficulties that may cause words to appear backwards or with an inconsistent pattern.

There is therefore no 'one size fits all' approach to the teaching and learning of reading at Lonsdale and we will plan for each individual pupil so that they are at the centre of their reading experiences and will achieve according to their unique abilities and learning styles.

Aims and Objectives

- For all pupils to enjoy reading for pleasure and leisure; either being read to, sharing a book with an adult or choosing and reading a book independently
- For all pupils to have access to a wide range of literature to enrich and broaden their experiences both at school and at home
- For all pupils to develop and use pre-reading and reading skills to extract meaning from visual, tactile or electronic representation in order to enhance their communication and literacy skills
- For all pupils to develop functional reading skills that enable them to communicate choices, interact with others and access and apply information at school, home and in the wider community

Putting it into practice

The development of reading skills relies on the progressive acquisition of skills together with a broadening and reinforcing of acquired reading skills. An important aspect of the acquisition of reading skills is access to a rich and varied range of motivating, high quality texts for individuals (at home and at school), small group and whole class reading. The broad curriculum at Lonsdale focuses on developing pre-reading skills at the earliest stages before beginning to teach reading skills to those pupils who will learn to read print in a more formal way.

Pre-reading skills will include activities that promote the development of:

- Communication, play and thinking/problem solving skills. Opportunities to develop children's communication skills at all levels from pre-intentional communication, through learning to anticipate, share joint attention, make choices, and join in with imaginative play and small world play learning activities.
- Listening attention skills, starting with developing awareness of environmental sounds such as birds and a car passing and including the sound of familiar voices. Using sensory stories, maintaining attention, learning to anticipate what will happen next in a predictable sequence, favourite story or rhyme
- Visual attention skills; developing visual attention skills such as looking at light sources, making choices from photos and pictures, progressing to identifying elements within a picture, commenting and labelling pictures, linking real things with a symbol or words and symbol or word matching
- An appreciation of the sounds and the patterns of language through songs and rhymes.

- An enjoyment of books and stories through positive and exciting encounters with printed media, including access to books from a variety of genres and including non-fiction texts and poetry.
- An understanding of single words through the consistent and systematic use of photographs and symbols and labels. For all pupils this will begin with learning the names of objects, people, places and actions that a pupil needs to acquire in order to make sense of the world and influence events.
- The development of an increasing vocabulary by using an individual pupil's preferred symbolic representation and with the aim of supporting all areas of the curriculum.
- The introduction of early phonics skills through interactive multisensory phonics sessions

Formal Teaching of Reading

For pupils who are able to develop strong pre-reading skills, the next step will be to extend their understanding of phonics, begin to decode words and to develop a sight vocabulary. For these children the development of phonological awareness will start with the learning of phonemes and corresponding graphemes.

Pupils will learn phonic skills using the '*Letters and Sounds*' programme, first published by DfES in 2007. This scheme sets out a detailed and systematic approach to teaching phonic skills with the aim of pupils becoming fluent readers as they progress through the phases. The scheme is well supported with resources and games and includes the use of ICT. Aspects of other phonic programmes (e.g. Jolly Phonics) may also be incorporated into learning activities.

Phonic letter sounds are established and phoneme-grapheme correspondence is developed, and pupils will learn to blend sounds together in order to read individual words.

Alongside phonics, pupils will also learn high frequency words that are not decodable using phonic methods. Because the English language is full of exceptions to the rules of phonics, pupils will learn to recognise those irregular but high frequency words separately using the 'Look and Say' approach.

Some children may participate in the Year 1 Phonics Screening Check and by the end of Key Stage One and they may also take their National Curriculum Tests (SATs). Pupils at Lonsdale all have a 'Phonics Passport', which moves with them throughout school. This is a form of continuous assessment, highlighting the Phase and sets of 'Letters and Sounds' that they are secure in, and that they are working towards.

Formal Reading activities will include:

- Speaking, listening, reading and writing activities, which allow pupils to explore and practice their phonic knowledge, blending and/or segmenting skills both independently and with adult support.
- Shared reading and/or writing sessions led by an adult who demonstrates reading and writing strategies (including phonics) in a meaningful way - the teacher models the reading process and the children are actively involved.
- Shared or whole group reading session where pupils listen to the text being read aloud, join in, following the reading, and contributing to discussion and response.
- Opportunities for pupils to learn how to apply the knowledge and skills they are acquiring in their word level work in other areas of the curriculum.
- Activities that give pupils opportunities to interpret and make sense of what they have read.

Fluency and Comprehension

As pupils develop their reading skills, it is important that they learn to understand and take meaning and information from the words and sentences that have been decoded. Some pupils, and particularly those with ASD, can become proficient at reading, often using the 'look and say' method, but do not read for pleasure or meaning.

Through questioning, pupils will develop the ability to understand the meaning of what they have read or had read to them. From the earliest stages of engaging with books, they will learn comprehension skills through looking at and talking about stories and pictures, anticipating what will happen next in a familiar story, describing characters and relating idea and events in a story to their own experiences. This will extend into activities such as sequencing the events in a story, answering more complex 'how' and 'why' questions, the re-reading of text to improve fluency skills such as predicting and drawing inferences from what they have read.

Assessment, Recording and Reporting

Teachers and Learning Support Assistants regularly record the progress of pupils including phonics assessment where appropriate. Our specialist-reading teacher tests our pupils' vocabulary, reading and comprehension skills annually using standardised tests, such as BPVS, Salford and Suffolk Reading Tests and Reading Now. The reading scores are logged on each pupil's Individual Learning Plan (ILP), and the reading-test data forms part of the whole-school assessment.

As with other subjects, individual reading progress is documented and recorded on the school's New Horizons system. Lonsdale School use the B Squared Progression and Adult Steps, Engagement Steps and Early Years tools to track and mark assessment points and measure progress over time.

Every pupil has a home-school reading record to log when they have read, what they have read and how they have applied their knowledge and skills. Reading forms part of set homework for all groups.

Reading progress is reported annually as part of the annual review process and in termly progress meetings.

Home-School Reading

All pupils are encouraged to take books home to share with parents and other family members. A home school reading record book is used for both home and school to share information about each pupil's reading experiences. Some pupils will also take phonic activities to practise at home and/or reading books to practise reading independently. We ask parents to support their pupils by reading with them at home and sharing reading opportunities wherever and whenever possible.

Resources

'Real' Books

Lonsdale has a wide range of books that foster our pupils' love of reading and enrich their experiences. Our library houses both fiction and non-fiction books, including titles linked to

curriculum topics, sensory books, large print books and big books. Books are also available to pupils in classrooms so that they can access literature throughout the school day. Books are selected to match the age of the pupils but with varying degrees of challenge to suit everyone, and topic books are included that match the specific interests of individual pupils. Tactile books and large print books are available for children with a visual impairment.

Our school library also houses a selection of magazines and newspapers as well as audio books and DVDs. All school iPads, laptops and PCs are loaded with Clicker Writer and have access to Clicker Books and Bug Club.

Reading Schemes

At Lonsdale we do not use one particular reading scheme to teach reading. Reading books are read by pupils in developmental order and matched to their phonic, word reading and comprehension levels. We use the national reading book band colours to group books so that individual reading books are presented sequentially and are well matched to a pupil's abilities. Book bands from lilac through to orange are broken into 'phonics-based' and 'non-phonics-based' schemes. Within each band, pupils move through the phonics-based books first.

Books from reading schemes in use include:

- *PM Starters*
- *Oxford Reading Tree*
- *Project X*
- *Nelson : Wellington Square Rocky and Friends*
- *Longman: Reading World*
- *Red Squirrel*
- *Rigby Star*
- *Ransom Reading Stars*
- *New Reading 360*
- *Phonic Books: Moon Dog, Totem and Talisman Series*
- *Planet Wobble*
- *Sound Start*
- *Fuzz Buzz*

Lonsdale School subscribes to Audible to access a wide range of audio books. Audible is accessible on a number of iPads in school and REP.

These schemes offer pupils a variety of genres and promote comprehension and a range of other language skills.