

Reading Guidance for The Four Seasons ARP



Intent

Reading is one of our main priorities at Becontree. It is a skill which underpins children's ability to access the wider curriculum and allows them to broaden their language, vocabulary and understanding of the world around them. Pupils with complex needs will have a complex individual profile of cognitive and perceptual strengths and weaknesses and it is important to stress that they will all begin their reading journey at different starting points. We understand that it is important to teach what is developmentally appropriate and understand the progression – *focusing on the child at the centre as a unique individual*. We believe that reading is an essential life skill and we are committed to enable our children to develop those skills by supporting children to develop their reading skills from varied starting points.

Implementation

Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

As already emphasised, teaching of language comprehension and word reading is based on the child's individual developmental level. We use a range of documents to plan their individual sequence for teaching and learning:

- EHCPs (including targets from Speech and Language Therapist)
- One Plans
- EYFS Developmental Journal
- Pre-Key Stage Standards for Reading
- National Curriculum Objectives

Impact

A systematic programme for teaching early reading is in place.

Children have a love of reading.

Children understand that pictures, symbols and words convey meaning.

Children are able to show an understanding of what they have read either signing words or pictures.

Children have the appropriate skills to further support their learning.

Pedagogy

A range of key pedagogical approaches are used in the teaching of early reading to ensure a coherent approach.

Pedagogical Approaches	Purpose
Language Development	<p>Language development is a pre-requisite required before we are able to teach children key approaches for early reading development.</p> <p>Each child will be at a different stage of their language development. Therefore, their learning will be individualised and tailored to their need.</p> <p>We use targets set out in their EHCP, Speech and Language report/assessment and also information we have gathered from our formative assessment.</p> <p>New vocabulary is introduced through Makaton signs, core boards, songs and games, speech and language interventions.</p>
Phonological Awareness	<p>We are developing children's awareness of how sounds are used in language to form words. This will not only help them learn more about what they do with words when they talk and their speech and spoken language, but it will also help to build up early skills that they needed later on for reading.</p>
Activities/Interventions	<ul style="list-style-type: none">• Developing early listening skills; listening to environmental and instrumental sounds• Sound button books• Matching activities (pictures to pictures, image to object, words to words with print etc)• Identifying rhyming sounds• Syllable awareness• Recognising alliteration• Recognising spelling patterns• Phonics• Lexia
Shared Reading	<ul style="list-style-type: none">• Foster an enthusiasm for reading for pleasure and an interest in reading, which includes rhymes and stories;• Model early reading behaviours, early concepts of print strategies and the reading process e.g., joining in with repetitive refrains, predicting what the next word/short phrase may be from a familiar text;• Matching activities (pictures to pictures, image to object, words to words with print etc)

	<ul style="list-style-type: none"> • Tuff tray activities relating to texts • Develop an understanding and recall of a range of familiar texts; • Support the development of vocabulary through the use of Makaton and Speech and Language targets; • Support children to discriminate between a variety of sounds; • Storyboards/sequencing cards • Teach key reading objectives identified in the curriculum; • Teach reading strategies which will support children in meeting the identified objectives; • Support children by using a range of techniques e.g., hot seating to understand familiar texts; • Support children to make links between books that have been read/shared and their own experiences.
Activities/Interventions	<p>Sensory stories, What’s in the box? and Tuff Tray activities.</p> <p>Main Purpose: We teach interventions such as sensory stories and “What’s in the box?” so that pupils become increasingly aware of their experiences and begin to react to events around them. Over time, the children will begin to respond to experiences in meaningful ways.</p> <p>Colourful Semantics.</p> <p>Main Purpose: Once children are engaging in texts and showing an understanding and curiosity in early reading, Colourful Semantics is used as a tool to support comprehension.</p>

Our overview details some of the specific activities that children will participate in as part of the teaching of reading.

Pedagogical Approaches	Purpose/Provision
Shared/Guided Reading	<p>Daily sensory stories for pre-formal learners.</p> <p>Shared reading introducing and reinforcing early concepts of print, often adapted using Widgit, where appropriate.</p> <p>High quality texts used daily, as part of the direct teaching of reading, as well as other subject areas.</p>
Reading for enjoyment	<p>End of day story book shared by teacher with children joining in reading for pleasure for semi-formal learners.</p> <p>Children enjoy sharing texts and reading to adults.</p>
Independent reading	<p>Children are benched marked and then are provided with a reading book to read independently with parents/carers at home.</p>

Our Reading Curriculum

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Core texts	<p>The Family Book What makes a family Jack and the Flumflum Tree The Paper Dolls We're Going on a Bear Hunt Wonderful and Different, Just Like Me</p>	<p>The Three Little Pigs Jasper's Beanstalk Goldilocks and the Three Bears Mr Wolf's Pancakes Jim and the Beanstalk Prince Cinders Diwali Christmas Story</p>	<p>Wonderful World of Colour Brown Bear Elmer's colours Mixed The Colour Thief Light</p>	<p>Farmyard Hullabaloo Farm Animals Hello World – Pets Noisy Farm I Want a Pet I want a cat Looking after Kitten's Looking after dogs Ramadan</p>	<p>Firefighter Frank Doctor Chef My 1st Book of Community Superheroes What jobs could I do? Busy People</p>	<p>From the Garden Sam Plants a Sunflower Tilly Plants a Tree TJ and the Sunflower Race Mad about Minibeast My First book of Minibeasts</p>

Reading Purpose	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words	Early concepts of print Multi - sensory exploration of text Rhyme and rhythm Repetition Sharing their own experiences Reading aloud Application of phonics knowledge and known words Comprehension Understanding the meaning of words
Key Rhymes, Poems and Songs that children will learn	Songs: Head Shoulders Feelings Song Good morning song Rhyming texts Number song and nursery rhyme	Songs: Feelings Song Good morning song Rhyming texts Number nursery rhyme songs	Songs: Feelings Song Good morning song Rhyming texts Number nursery rhyme songs	Songs: Old Mc Donald Feelings Song Good morning song Rhyming texts Number nursery rhyme songs	Songs: Feelings Song Good morning song Rhyming texts Number nursery rhyme songs	Songs: Feelings Song Good morning song Rhyming texts Number nursery rhyme songs

Promoting Reading in the Environment

- A print rich environment, e.g., labelling of resources and displays;
- An indoor and outdoor book area with a range of texts that the children are interested in;
- Reading stories for pure enjoyment/fun;

- “All about me” books for each child to learn about themselves and their peers in an enjoyable way.

Strategies to Involve Parents/Carers in their child’s reading development

- Curriculum Information shared termly on school website;
- Parent/Carer Open events;
- Parent/Teacher Consultations;
- Books sent home weekly for independent reading or for parent/carers to share with their child;
- Termly visit to the library with parents attending.

Assessment of Reading

Formative Assessment Tools			Summative Assessment Tools
Pre-Formal Learners	Semi-Formal Learners	All Children	
Engagement in sensory stories Observations with focus on early concepts of print, sequencing, prediction and matching.	Running records- children are benched marked to assess their reading behaviour. Comprehension, supported through colourful semantics	Free reading, using school books or book of children’s interests.	EYFS Developmental Journal Pre-Key Stage Standards for Reading National Curriculum Objectives