

## Reading at The Dales School

Opportunities to read are offered across all curriculum pathways and phases at the school. Exposure to books and texts are offered in a variety of ways as part of the differentiated approach. Examples of the way reading opportunities can be offered are standard books, symbols, resources on displays, digital platforms, social sight signs in the community, or multisensory stories. To ensure consistency for pupils, typed resources and displays should use the font Comic Sans to ensure legibility and correct letter formation in line with reading, writing, phonics and resources within the school environment. Reading skills can be taught implicitly through free flow play and exploration provision, and around the environment, or explicitly through directed lessons. Lessons may be directly linked to literacy-based curriculum areas (*Communication, Language and Literacy, My Communication, or NCFE Functional Skills English*), or lessons linked to other curriculum areas. Pupils at The Dales School often present with 'spiky' learning profiles and the following guidance should be personalised to meet specific pupil need.

## Reading for Pleasure

The Dales School aim to inspire and foster a love of reading in all pupils by providing opportunities to explore props, multisensory resources, photos, symbols, books and other texts. Opportunities are available throughout the school day for pupils to choose and explore resources that interest them. Pupils have the choice to investigate alone or share them with adults and peers to develop their motivations around reading. Exploration of each of these supports development of pre-requisite reading skills (*attention, motivation, language skills, etc.*).

## Reading for Our Most Complex Learners

Many of the complex learners attending The Dales School have visual, sensory or perceptual impairments and / or physical barriers that impact their development of reading skills (e.g., cortical visual impairment (CVI) which can impact recognition of and responses to visual stimuli). Opportunities to read for complex learners can be delivered through multisensory approaches, high contrast imagery, objects of reference, full or half mounted object symbols, tactile or raised symbols, and narrations. Salient features of tactile resources should be used when narrating to provide pupils with the information to recognise and in turn read the resource. Resources should be presented in a way that meets the needs of the pupil (e.g., within the central visual field, the left or right visual field or mounted). These methods provide pupils with opportunities to engage with stories and texts while motivating and inspiring a love of stories and reading. Methods listed are not exclusive.

## Modelling and Practice

Providing a literacy rich environment models good practice and encourages an interest in text and reading. Consider the text on display boards, in annotated pupils' workbooks and labels, using Comic Sans for printed text. These offer further exposure to written text to encourage pupils to attend and recognise. Resources to support reading should be considered as part of the differentiated approach to personalised learning e.g., symbolised texts, large print texts, coloured texts, multisensory props to support reading. Modelling good practice in holding and exploring texts is an essential aspect in the delivery of reading. This includes supporting correct positioning and orientation of the texts (upright), fine motor skills in turning pages, and scanning from left to right and up and down.

## Pre-Requisite Skills

For a pupil to be ready to read they need to develop the following pre-requisite skills. There are lots of ways staff can and do this to encourage pupils develop these skills.

Pre-requisite Skill	Some ways we inspire and develop this
<b>Attention and Focus:</b> Pupils will develop their ability to attend to and focus on a resource to explore and learn.	- Offering a range of motivating resources e.g. light toys, sound makers, moving toys

## Overview of Reading at The Dales School

<i>This is a key learning behaviour that can be developed cross-curricular through a range of methods.</i>	<ul style="list-style-type: none"> <li>- Modelling use of resources and objects</li> <li>- Offering familiar imagery (e.g. photos of family)</li> </ul>
<b>Motivation:</b> Pupils will show an interest in books, texts and stories. They need to show attention when exploring and listening to books, texts and stories that are read to them.	<ul style="list-style-type: none"> <li>- Following pupil choice and interest on books and stories</li> <li>- Reading stories with enthusiasm, movements and props</li> </ul>
<b>Language skills:</b> Pupils will have expressive and receptive language skills that enable them to respond to / answer questions about a story, describe pictures in texts or retell a story themselves.	<ul style="list-style-type: none"> <li>- Asking questions about books and stories</li> <li>- Offering opportunities for pupils to read and tell stories to their peers and adults</li> <li>- Offering props to enhance story telling</li> </ul>
<b>Concept of print:</b> Pupils will be aware of books and texts, holding them correctly, turning pages and scanning from left to right, top to bottom.	<ul style="list-style-type: none"> <li>- Ensuring books and texts are available for pupils to explore</li> <li>- Using a finger to track the words when reading with a pupil</li> </ul>
<b>Letter knowledge:</b> Pupils will recognise lowercase and uppercase letters, as well as knowing the letter names and the sounds each letter makes.	<ul style="list-style-type: none"> <li>- Using alphabet books, texts, posters and images to expose pupils to different letters</li> <li>- Using song alongside texts and images</li> </ul>
<b>Phonological awareness:</b> Pupils will be able to hear and understand the sounds that are happening around them. After early phonological awareness of environmental sounds, location and discrimination of sounds, pupils need to have an understanding that a word is made up of smaller sounds.	<ul style="list-style-type: none"> <li>- Exploring rhyme and song</li> <li>- Counting syllables using clapping, knocking or a drum</li> <li>- Word games e.g. Bertha Bus, Name Play, or What's in the Box? found on Little Wandle</li> </ul>

Some of our complex learners may not gain all pre-requisite skills for learning to read. Teaching should remain aspirational and highly differentiated to meet the need of the pupil and inspire a love of reading.

### Phonics

Phonics provides the foundation skills for reading. When pupils are ready to start reading, phonics should be taught alongside opportunities for pupils to explore and read texts for pleasure. Phonics is taught across all curriculum pathways and phases at the school. Exposure to sounds and language is embedded in all aspects of the school curriculum to support the development of listening and communication skills and develop a pupil's vocabulary. If and when appropriate, pupils are taught how graphemes map to phonemes through a systematic synthetic phonics program to support them in decoding and reading words. Further information about phonics at The Dales School can be found in The Dales Phonics Overview document.

### Writing

Writing and mark making opportunities are provided across all curriculum pathways and phases at the school. Pupils are encouraged to visually attend to their mark making and writing to develop their attention, recognition and understanding of images, marks and letters to build their reading skills. Further information about writing at The Dales School can be found in The Dales Writing Overview document.

### Impact will be evidenced through:

- Tapestry, WOWs, pupil work, practitioner discussions.
- Progress of MAPP targets on the CSD.
- Cherry Garden Framework, EYFS Prime and Specific Areas Tracker, Functional Skills NCFE, Little Wandle Placement Assessments.