

Reading Policy



Community Special School

November 2020

To be reviewed September 2022

Aims

At Alfreton Park School we are dedicated in ensuring that all our pupils achieve their full potential. The teaching of reading in our school reflects the importance of this aim and our pupils access reading in its broadest sense throughout their school careers.

We aim to provide an environment which encourages our pupils to read to the best of their ability and hopefully ignites a love for books. We will provide a safe and nurturing place for them to build on their skills, learning in a personalised way which best suits their needs.

The National Curriculum

Alfreton Park Community Special School has its own curriculum based on the pupil-centered learning model. There are four key areas which include Cognition and learning, Physical and Sensory, Communication and Interaction. The curriculum at Alfreton Park is taught through Cornerstones Specifically Designed Curriculum through a new theme per term and with meaningful links.

Our pupils will experience stories throughout school, initially through reading activities and experiences based on a sensory approach. They may show awareness of familiar songs and rhymes and familiar objects of reference connected to them.

Some pupils, but not all, may then progress through the following stages:

- Tracking
- Scanning from left to right
- Head control
- Focus
- Positive looking
- Sharing a book with an adult, looking at pictures and helping to turn pages
- Recognition of familiar pictures, symbols or words, attaching meaning to them
- Move from left to right across the page, top to bottom and working through a book from front to back
- Recognise sounds and be able to blend and segment words
- Recognise letters and words
- Observe, recognise and read signs and symbols out in the community and other environments.

Our long-term aim is that some pupils should:

- Develop comprehension skills so they can read for purpose.
- Be able to use a range of reading skills, for example phonics; gaining meaning from pictures and understanding the use of words and the story to further their reading.
- Have an increasing vocabulary
- Use a range of fiction and non-fiction books to widen their knowledge and understanding of the world and for pleasure.
- Develop reading skills to support them as they develop work-based skills

The delivery of reading

Pupils will take part in most or all of these activities, as much as their individual levels will allow:

- Phonics (letters and sounds)
- Individual Reading with an adult
- Shared Reading – reading with peers and an adult
- Reading across the curriculum
- Independent reading

All of these activities will be taught at an individual pupil's own pace and in a personalised way to meet their individual needs.

Pupils should have access to a range of reading schemes and books throughout their school life.

We have the following reading schemes in school:

- Complete Read Write Inc Reading Scheme with current fiction and non-fiction texts.
- Oxford Reading Tree
- Ginn
- Rapid Read
- Symbols Making Sense

We aim to provide a variety of books which are at lower levels as reading can be a long process for some of our pupils and we do not want them to be reading the same books repeatedly.

We also have a range of books which are designed for older readers with a lower reading age, so that we can maintain an appropriate level of interest.

Each classroom aims to provide a selection of books that are appropriate to the cohort of pupils.

Some classes may also use digital formats for stories and reading activities.

Reading away from the classroom

It is important for us to develop our pupils reading so they are able to navigate their way around the community. Reading is taught not just in the classroom but when we are out and about – this may be reading shopping lists, menus or signs in supermarkets. We are constantly working towards our pupils being as independent as they can be.

It is the responsibility of all class staff to implement this policy under the guidance of the class teacher.

Evaluation and Review

The literacy curriculum will be reviewed as part of the cycle identified in the School Development Plan. Evaluation of teaching and learning is also a part of the on-going review of department and whole school practice. An evaluation of each pupil's work in Mathematics is completed at the end of each term. The co-ordinator will monitor and evaluate reading according to the cycle identified in the Framework for Curriculum Subject Leaders. The policy will be reviewed every three years by staff and governors. There will be a learning walk undertaken annually as well as observations of teachers.

Reviewed November 2020 Charlotte Young