

English and Reading

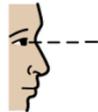
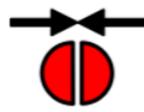


Our vision for English and Reading in our school

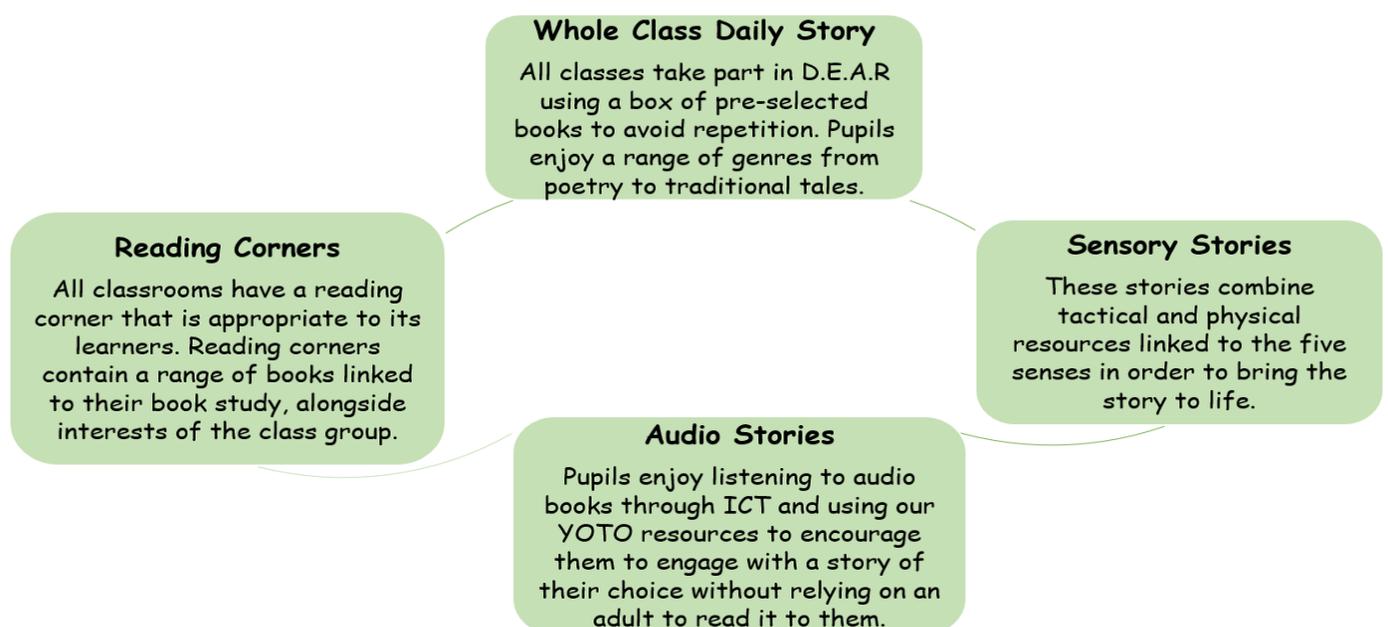
- To deliver an English curriculum that provides our pupils with a broad range of experiences to ensure that all of our pupils achieve their full potential.
- To provide a literacy-rich environment with high quality books and resources.
- To foster a genuine life-long love of reading.
- To develop communication skills, including listening carefully and sensitively to their peers.
- To be curious and creative when it comes to reading and writing.

Alfreton Park School takes every opportunity in our teaching to immerse our pupils in engaging with high quality texts. By following The Power of Reading scheme, we utilise creative and consistent teaching approaches to support and develop a whole school love of reading and writing. Texts are carefully selected from the programme ensuring our pupils experience a wide range of genres and stories that are set in the UK, around the world, both traditional and modern, and with engaging illustrations from different backgrounds and cultures.

Our **reading strategies** are used to support independent and whole-class reading.

Sharp Eye Look at the pictures 	Mouse the Mouth Say the first sound 	Sound Talk It Say each sound 	Don't forget Use your memory 
Tommy Tracker Point to each word 	Try on the fly! Try a word that makes sense 	Slide the Snake Blend the sounds together 	Chunky Monkey Look for chunks 
Hop, Skip and Jump Read to the end and come back 	Punctuation Pete Pause for punctuation 	Excited Evie Add expression 	Flippy Dolphin Flip the vowel from short to long a e i o u

How do we develop a love of reading, books and stories at Alfreton Park School?



Our learning environments are well-organised, including key vocabulary alongside Makaton signs and display letter cards and posters showing grapheme-phoneme correspondences that match our phonics teaching programme.

What does Reading and Phonics look like for our learners?

Pre-formal & Informal

Our **Pre-formal learners (PMLD learners)** will develop their pre-reading skills through sensory and immersive stories using a range of resources. One story is the focus of the half term supported by the Power of Reading scheme. These stories may be adapted by the classroom teacher to suit the needs of the pupils with an awareness of cognitive overload and learning styles.

Our **EYFS & Informal learners (Complex ASC)** will engage with sensory stories that are usually delivered through ICT to support engagement. One story is the focus of the half term supported by the Power of Reading scheme and is taught in small chunks to support anticipation, recognition and language development.

In both pathways, Phonics is taught to develop an awareness of sounds linked to a general phonemic awareness through an interactive, multisensory approach. Teachers will use visuals and plans linked to the Read, Write Inc programme but the delivery will alter depending on the learners. There is an expectation that Phonics is taught daily.

Semi-formal and Formal

Phonics is taught using the Read, Write Inc programme. This programme teaches phonics in a systematic, synthetic way. RWI promotes speaking and listening skills, phonological awareness and oral blending skills. A typical phonics session follows a set structure: Revisit and Review (Speed Sounds), Teach (Introduce a new phoneme/special friends), Practise and Apply. As part of the RWI programme, the pupils will learn "red" words that do not follow phonetic patterns and must be learned individually. Once children are working at Red Ditty Level, they are introduced to reading books.

Pupils typically revisit the same phonemes and graphemes many times so that they become embedded. We understand that to progress in reading, children need to read with fluency otherwise their working memory will be overloaded and this will impact on their ability to derive meaning from the text. Our pupils need to become automatic in their recognition of phonemes so that they can decode words at speed accurately. Teachers will provide pupils with various opportunities to revisit and reinforce this learning throughout the school day.

It is important to note that many of our pupils will remain at a pre-reading level and not all of our pupils will learn to read through phonics or whole-word recognition. Our English curriculum is evaluated and assessed using B-Levels, the use of the BPVS scheme, RWI phonics assessments and through the use of blank levels to assess comprehension and understanding.

At Alfreton Park School we know that fostering a life-long love of reading is paramount to developing our pupil's socio-emotional and interpersonal skills, specifically focusing on boosting mental wellbeing and self-esteem. Reading is encouraged as a means to support our pupils with forming meaningful relationships and connections with the world around them. The implementation of The Power of Reading scheme in our school **encourages** more children and young people to choose reading at both school and at home, alongside improved engagement and attainment in reading and writing.

