Teaching Children to read at Kingsland School

All Children:
access a range of literature and stories, presented in a way that allows them to develop enjoyment and appreciation of the spoken and written word. Children work on personalised communication, language, reading, or writing targets through engaging with texts as part of a class group, in small groups and 1-1 with an adult.

Pupils in ELF: **2022/23 26/195 pupils (13%)**
These pupils follow the Early Years Framework. In the prime area of Communication and Language children work on individual targets that support them to develop the foundations of language, reading and writing.
All children – develop an awareness of language and enjoyment of songs, stories and poems, through participating in sensory story experiences and sharing appropriate books with an adult.
Most children - develop some awareness and understanding of language and how to respond in familiar language activities
Some children (3 pupils currently) – develop some awareness and understanding of how language is represented by objects, sounds, photographs, pictures and symbols. They predict and recall familiar events in sensory stories. A very few children might begin daily phonics teaching, following Little Wandle's 'Foundations for Phonics'.

Pupils on the CLDD pathway: **2022/23 22/195 pupils (11%)**
These children do not follow a subject specific curriculum. 'Reading' is taught within the Cognition/Communication strands of the Engagement Profile.
All children - develop an enjoyment of oral stories and poems, through participating in sensory story experiences and sharing appropriate books with an adult.
Most children - develop some awareness and understanding of language and how to respond in familiar language activities
Some children – develop some awareness and understanding of how language is represented by objects, sounds, photographs, pictures and symbols. They predict and recall familiar events in sensory stories.

Pupils on the SLD pathway **2022/23 81/195 pupils (42%)**
All children – develop awareness and understanding of language. Children develop an understanding that language can be represented by objects, photographs, pictures, symbols or words. They learn to enjoy oral fiction, non-fiction and poems that are presented in an accessible and engaging manner, for example through drama, sensory activities or music. Children take part in a daily 'Everybody Read' session.
Most children – develop comprehension of single words and short phrases and follow Little Wandle's 'Foundations for Phonics, developing sound discrimination and phonemic awareness. They follow the Kingsland Personalised reading scheme which develops their understanding of the link between language, pictures and words.
Some children (10 pupils at Stanley, 9 pupils at Castleford) - develop an understanding of spoken phrases, sentences and short narratives. They develop their comprehension of fiction, non-fiction and poetry through discussion, drama, pictorial representations, using Colourful Semantics and progressing through Blanks levels of questions. Some of these children also learn to understand the written word. From February 2023 we have begun to introduce the Little Wandle phonics scheme which will be taught on a daily basis. All children on the SLD pathway will follow the Foundations for Phonics programme and some will progress through Phases 2 and above. Children will read texts

that help them use and practise their phonic knowledge. Children also learn to recognise whole words, learning words that are functional for language progression or high interest words, and do this by progressing through the Kingsland Personalised Reading Scheme. These are then applied through the use of Picture Exchange System (PECS), Manual Communication Boards (MCBs) or Voice output communication aids (VOCAs)

Pupils on the SCERTS pathway **2022/23 66/195 pupils (34%)**

The pupils follow a non-subject based curriculum and for the majority of pupils on the SCERTS pathway the focus is for children to develop functional reading skills. Refer to the Literacy and Communication progression map

All children - Develop an awareness of communication, learning to interact with those around them. They follow Autism specific approaches that develop their functional understanding and use of language and communication, for example SCERTS, PECS, Attention Autism. They learn to enjoy stories that are presented in an engaging and accessible manner, for example through sensory activities or sharing an interactive book.

Most children – develop their understanding of everyday, functional language. These children develop awareness and understanding of how language can be represented by objects, photographs, pictures and symbols. They follow Autism specific approaches that develop their functional understanding and use of language and communication, for example SCERTS, PECS. All children on the SCERTS pathway will follow the Foundations for Phonics programme on a daily basis and a small number will progress through Phases 2 and above. Children will read texts that help them use and practise their phonic knowledge.

Some children (1 child at Stanley, 1 child at Castleford) - develop an understanding of spoken phrases, sentences and short narratives. They develop their comprehension of stories through discussion, drama, pictorial representations, using Colourful Semantics and progressing through Blanks questions. From February 2023 all children on the SCERTS pathway will follow the Foundations for Phonics programme and a small number will progress through Phases 2 and above. Children will read texts that help them use and practise their phonic knowledge.

The teaching of phonics is only a small part of our overall approach to reading as the complex learning needs, sensory impairments and disordered processing skills experienced by many of our pupils mean that phonics is not an accessible system for all. Those children who find it a challenge to develop their reading skills through daily phonics learn to recognise whole words, progressing through the Kingsland Reading Scheme and onto high interest and high frequency words. It is vital for these children that we focus upon comprehension skills to ensure that they can properly understand and interpret what they read.

A very small number of children (currently potentially 3 at Stanley and potentially 5 at Castleford) on the SLD/SCERTS pathway may be working at a level where they will become fluent readers. These children will have personalised reading programmes and interventions to support their comprehension and decoding skills. They follow the Little Wandle phonics programme and develop their comprehension by working on Blanks Levels of Questions. Children will read books that match their phonics levels but will also access books that reflect their interests and match their understanding of language (for example book banded books)