

# Reading Rationale



**February 2020**

***As a rights Respecting School we believe that all children have the right to an education, Article 28***

## **The Pines Special School**

### **Reading Rationale**

Reading is a fundamental part of the learning experience at The Pines and the pupils are given a variety of reading opportunities, where appropriate, including:

Whole class reading,  
Small group reading,  
Guided reading,  
Daily phonics (RWI)  
Regular independent reading,  
Home reading activities/books  
Timetabled allocations for use of the school library.  
Cross curricular reading  
Access to interventions for struggling readers in KS2 – Lexia, a computer based reading programme.  
Access to Lexia in KS3 as a weekly reading slot.

*Much of the programme of study is taught through English lessons and daily phonics sessions.*

#### **Reading for Children with Autism**

“Children with Autism can face distinct challenges in learning to read. Autism is a spectrum, so the range of challenges is different for every child. But for many young children with Autism, it affects the development of foundational language and social skills. This impacts reading readiness, comprehension skills, and a child’s overall approach to learning. This is why it’s especially important to explicitly provide children with Autism the tools to help them become successful readers.

#### **Aims:**

- To raise standards in reading
- To have a consistent approach to reading across the school.
- For all children to learn and practise appropriate and effective reading skills appropriate to their stage of development.
- For all children to have access to Read, Write Inc when appropriate.
- To Develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience.
- Use reading as a fundamental part of all curriculum planning and development.
- Develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence.
- Read and respond to a variety of texts whilst developing an increased level of fluency and independence.
- For all staff to use and model the agreed conventions outlined in this document, thus providing consistency and continuity throughout the school community.
- To develop functional reading skills for all learners to equip them with skills for their future.

## **Teaching and Learning**

Teaching and learning reading is one of our main priorities at The Pines. It is a skill which underpins a child's ability to access the wider curriculum and allows them to broaden their vocabulary and develop imaginations. To ensure that pupils at The Pines are given the best opportunity to succeed, we ensure that pupils are given daily reading/phonics teaching that builds skills in letter/sound recognition, blending and segmenting, fluency and comprehension and additional reading for pleasure time (class and school library). All children will be taught functional reading skills to enable them to access opportunities after The Pines.

## **Read, Write, Inc**

*Read Write Inc.* is a literacy programme developed by Ruth Miskin. Read, Write Inc is taught at The Pines through 1:1 tutoring or in small groups. Due to the fast paced learning and differing abilities in each class whole class teaching is not suitable for our children. Read, Write Inc is used to systematically teach all of the common sounds in the English language, help the children to recognise the sounds and then to 'sound-blend' them into words for reading and writing.

When appropriate children will:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts.
- learn to read words using Fred talk (pronouncing each sound in the word one at a time) and sound blending (putting those sounds together).
- read from a range of storybooks books matched to their phonic knowledge.
- develop comprehension skills in stories by answering discussion questions.

## **Independent reading.**

All children have access to independent reading time with both the class teacher and teaching assistants. Clear learning intentions are identified during this reading time. Books are at a level that is appropriate to the child. (Children's reading levels are based on the end of year YARC reading assessment). If a child is not yet ready for a reading book then they are given opportunities to look at picture books or have shared reading time with an adult. All independent reading sessions are recorded on The Pines Reading Record sheet and are kept in a classroom reading folder. All comments recorded relate directly to the learning intention.

## **Whole class/Shared Reading and small group reading**

All classes have access to whole class or small group reading. This is often taught through Attention Autism techniques to engage the children and maintain their attention. In classes where children are able to sit for longer periods reading is often taught as a whole class session with use of symbols to help aid understanding. The texts chosen are linked to the half termly topic and the text being read will usually lead into the children's main activities.

Small group reading may also be taught through a guided reading session ensuring all children in the group are of a similar reading level. Children are required to take turns reading, answering questions and maybe completing work based around their comprehension of the text.

### **York Assessment of Reading Comprehension (YARC)**

Where appropriate children will take part in a reading assessment at the end of the year. There are three parts to the YARC assessment dependant on the child's reading ability.

#### **Early Reading (age 4-7)**

The early reading suite comprises four short tests specifically designed for 4-7 year olds or older pupils with reading difficulties. These tests assess a pupil's phonological skills, alphabetic knowledge and word reading in a time-efficient and flexible way.

#### **Passage Reading Primary (age 5-11)**

Comprising fiction and non-fiction texts, the passage reading primary suite has been developed to identify the reading (decoding) and comprehension skills of 5-11 year olds or older pupils with reading difficulties. It assesses accuracy, reading rate and comprehension in one single test.

#### **Passage Reading Secondary (age 12-16)**

The passage reading secondary suite comprises a series of fiction and non-fiction passages for 11-16 year olds. Designed to be read silently, the test assesses reading accuracy, fluency and comprehension.

The YARC assessments provide an in-depth analysis of reading and comprehension skills for children. It identifies specific problems with word recognition, reading fluency or reading comprehension and informs on the best and most appropriate interventions to support the individual. Children's progress is monitored yearly (by the English lead) and interventions, where necessary, are discussed with class teachers and are actioned.

### **Resources**

All classrooms have book areas that are stocked with a range of fiction and non-fiction texts appropriate to the learner's levels. The school library has a selection of fiction and non-fiction reading material from a wide range of genres and topics. Additionally, Primary and Secondary have a stock of banded books for teachers and children to access for independent reading purposes. High interest, low level books are available for older children who are not yet reading at age related level.

Further phonics and reading resources are located in the English cupboard in the main foyer and are accessible for all Key Stages.

Big Books and story sacks are located in the cupboard by the KS3 library and computing suite.

### **Parent/Carers & the Community**

We engage with parents through parent group meetings that demonstrate how we teach reading using phonics, including how to read with a child to foster enjoyment. Every child has a home/school reading diary; it is the school's expectation that these are used as a

dialogue between teachers and parents. Parents may comment on their child's reading and teachers keep parents updated on reading progress. Books are changed as frequently as needed. In order to encourage reading at home, children may be rewarded with small prizes in their classes. This will be done at the class teacher's discretion. Children who do not read regularly at home have support put in place to ensure that this happens in school. Classes also visit local libraries to encourage reading out of school.

### **Monitoring**

The frequency of independent reading and RWI sessions are monitored through book scrutinies and learning walks.

Whole class and shared reading opportunities are monitored through book scrutinies and planning.

English and RWI assessment is monitored through progress on SOLAR and yearly Phonic Screening Assessments. Interventions, where needed, are put into place during termly progress meetings with SLT.

Children's progress in reading age is monitored through the YARC end of year assessment. The English lead (Michelle Rudd) through discussion with the class teacher will suggest interventions for children not yet making expected progress. These interventions are expected to be carried out by the class teacher and progress will be monitored termly.

### **Conclusion**

This rationale sets out the intentions of The Pines School with regard to the teaching of reading. Opportunities for discussion of any issue relating to this rationale will be made available and any concerns should be raised, in the first instance, with the post-holder.