

GLYNE GAP SCHOOL

Curriculum Guidelines 18 (CG18)

**Early Reading Policy**

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## 1. Glyne Gap Whole School Curriculum Intent

We believe it is our moral purpose to enable pupils to live happy, purposeful and fulfilled lives both now and in the future. Our whole school curriculum focus is on the areas of learning that are going to bring happiness, purpose and fulfilment to our pupils. Therefore our curriculum intent is that all pupils have opportunities and develop skills to:

- be as independent as they can be
- understand and be understood to support their choice and autonomy
- develop and enjoy purposeful play and leisure activities
- make a contribution to their families, communities and society
- have and maintain positive relationships and friendships
- build aspiration, self-confidence and resilience

At Glyne Gap, we believe that teaching pupils communication and early literacy skills (including where appropriate reading), enables them to develop the greatest level of independence and personal autonomy in preparation for their future lives.

### **Communication..... the Bridge to Literacy**

Communication and Language (along with personal and social development) is at the very centre of our curriculum. We define it as an Essential Skill for Learning and Life, and is prioritised as such in all pupil's individual learning plans. (See Supporting the Development of Communication and Language Policy CG5) We believe EVERY child should be given the opportunity to communicate to the best of their ability and therefore should be given Outstanding teaching and learning opportunities to develop these skills.

There is a complex link between communication and literacy. At Glyne Gap we define literacy as reading and writing with a focus on teaching skills for functionality. We believe that communication should not be seen as a separate subject but as an **integral pre-cursor** to all literacy development (including reading). The National Curriculum for English also reflects the importance of spoken language in the whole curriculum stating that 'spoken language underpins the development of reading and writing'. As such all pupils reading development starts with their learning in Communication.

### **Early Reading**

We believe all pupils need to establish the pre requisite skills of Communication (Essential Skills for Learning and Life) before then progressing to working on their skills in Early Literacy. This is outlined in the Guidance for Teaching Core Skills for Functionality - Literacy, Numeracy and ICT Policy (CG 8).

For pupils demonstrating they have the capacity to develop skills at a higher level, we believe that teaching these pupils to read supports them to have greater opportunities for their independence, personal autonomy, independent living and work in the future, and as such is a priority area of learning. For these pupils, alongside the whole school curriculum areas, they will in addition, engage in subject specific Phonics and Early Reading Curriculum.

## 2. Curriculum Intent for Early Reading at Glyne Gap

- To ensure pupils are given the right teaching and learning opportunities to be fully prepared for the next stage of their lives with the tools they need to achieve their potential
- To offer outstanding learning opportunities for identified pupils to develop their Early Reading skills
- To ensure pupils are supported as individuals to develop their Early Reading skills, with the right curriculum and teaching to support their own bespoke needs.
- To provide pupils with a language rich total communication environment in which pupils are immersed in stories, the spoken word, written word, signing and visuals.
- To support families in developing their young persons' skills in Early Reading

## 3. Curriculum Implementation of Early Reading

### **Core Skills for Functionality - Early Literacy**

Pupils are introduced to early functional literacy skills once they have achieved GGA6 in Communication, through the teaching of the Core Skills for Functionality (as outlined in Curriculum at Glyne Gap (CG1) & Core Skills for Functionality CG 8). This includes the teaching of the foundation skills for the mechanics of reading and writing (including phonics). Pupils Early Literacy skills are then assessed through GGA Functional Literacy Skills. (For more information see the Core Skills for Functionality Policy CG 8).

All pupils are provided with a language rich total communication environment, in which pupils are immersed in stories, the spoken word, written word, signing and visuals.

Stories and non-fiction books that appeal to our pupils are available to support the development of reading for pleasure and purpose.

### **Identification and assessment of pupils – Early Reading**

Pupils who may have the potential to become “formal readers” (i.e. decoding and encoding written text with the ability to apply this understanding) and who could access and benefit from subject specific early reading and phonics teaching, are identified and discussed at termly liaison meetings and/or at EHCP reviews based on evidence from their achieved goals in IEPs and completed GGAs in functional literacy.

Pupils will have usually achieved GGA Functional Literacy Level 10 including at least 80% of the mechanics of reading and writing and Pre-Key Stage Standard 2 for Reading and Language Comprehension.

Once identified and agreed by class teacher, Head of School and parents, a referral is made to the Early Reading Lead.

## **Roles and Responsibilities of The Early Reading Lead**

In order to support and extend the learning of a small cohort of pupils, demonstrating they are developing skills which could and should be further focussed in preparation for the future; Glyne Gap have employed an Early Reading Lead.

### **Specialist Support and Interventions by the Early Reading Lead**

- Completes an initial phonics assessment for the pupil within 2 weeks of a referral using the phonics assessment tool.
- Creates an individualised plan for the pupil which will include targets to be included in the pupil's IEP, activities and resources
- Works in partnership with the class teacher to support the delivery of the learning in Early Reading across the school day.
- Provides specialist targeted teaching weekly interventions, working individually with pupils or groups streamed by the outcomes of initial and termly summative assessment.
- Provides regular support for parents to support the delivery of learning in Early Reading at home

### **Additional Responsibilities**

- Maintain oversight of developments in Early Reading nationally and report these to SLT
- Maintain and develop policy and practice of the teaching of Early Reading at Glyne Gap
- Offer training, support and guidance to teachers in the delivery of Early Reading at Glyne Gap

## **Planning and delivery of the Early Reading Curriculum**

Once identified as moving onto the Early Reading Curriculum, pupils will be formally assessed by the Early Reading Lead in the areas of Phonic knowledge, sight vocabulary and Reading Comprehension, using the phonics assessment tool and Read, Write Inc. assessments.

Once this assessment has been completed, the Early Reading Lead will identify the key next steps that the individual needs to work on, and in discussion with the Class teacher regarding the pupils' individual needs; create an individualised learning plan of specific targets, with adapted resources to meet the individual child's needs in order to deliver these targets.

The Early Reading Lead will meet with the class teacher to share the targets and teaching methods to deliver this learning. Targets will be included in pupils IEPs, and these targets along with teaching methods, will be disseminated to the class team by the class teacher in team meetings and delivered across the week throughout the school day.

In addition, pupils will receive specialist targeted teaching weekly from the Early Reading Lead, working either 1:1 or in small groups of pupils working on similar learning outcomes.

Pupils are assessed at the end of a block of input or minimum termly (3x per year), in order to identify and plan for the next steps.

## **Systematic teaching of Phonics**

Reading is taught through 'Read Write Inc.' which a DFE approved systematic, synthetic phonics programme. By using Read, Write Inc. we provide pupils with a personalised, but structured approach to the teaching of reading from the starting point of identifying sounds and moving through to reading books and comprehension work.

Phonics is taught daily (or as appropriate to individual pupils) in small groups or individually following the Read, Write, Inc. Programme aligned with pupils' goal and/or IEP targets.

Class teachers lead the teaching of phonics within their class teams with resources that are simple and limit distraction.

Resources are adapted to support pupils by:

- using pictures to select responses and augmentative communication strategies
- using alternative communication systems, such as Communication books and iPads
- using Makaton signing
- using enlarged texts, if needed.

## **Systematic teaching of Reading**

Pupils have the opportunity to read in school at least 3 times a week. Individual reading books are matched to pupils' phonic phase and are practiced at home and school. These are specifically selected to support the development of decoding skills.

Each pupil has a reading record for staff to complete in school and for parents to fill in at home to ensure regular communication between home and school.

Pupils have the opportunity to select books for pleasure, which they may enjoy being read to them, reading with an adult or by themselves at school and at home. An emphasis is placed on Language Comprehension, with staff encouraging pupils to use their primary means of communication to talk about the story and answer questions about it.

All staff are supported to ensure they deliver the correct teaching method for reading with individual pupils through liaison with the Early Reading co-ordinator and discussion within their class team meetings.

Teachers are supported through 1:1 discussions with the Early Reading Lead and through training delivered in Teachers meetings.

## **Supporting Early Reading at Home**

We work in partnership with parents and/or carers and ensure they are informed, involved and supported in the teaching of early reading for their child.

The Early Learning Lead meets with parents on a termly basis to discuss, plan and evaluate set targets for their child and provide strategies to work on at home to support learning.

Individual and group Phonic reading books matched to phonic levels are sent home along with a reading record to be used in partnership with school, parents are encouraged to make comments on the pupil's book chosen to share for pleasure at home.

Information sessions and workshops are planned for parents to introduce them to the teaching of phonics and how they can support this at home.

## 4. Impact of the Early Reading Curriculum

The Impact of this curriculum is that by the time these pupils leave school, they will be able to:-

- *Use their phonic/ early reading skills to decode in their everyday life context such as bus timetables, online shopping etc.*
- *Communicate with their friends/ family through text channels e.g. texting/ social media platforms*
- *Use their literacy skills to complete application forms e.g. gym memberships/ job applications*
- *Use their skills of reading to gain information from various written sources e.g. websites, leaflets, information boards etc.*
- *Enjoy reading for pleasure as part of a purposeful leisure opportunity*

### **Evaluating and Tracking Progress**

Formative assessment is used by teachers throughout every lesson, to identify any misconceptions, if pupil's are getting stuck or if any additional support is needed etc. Class teams share these misconceptions with the class teacher and class teachers can discuss them with the Early Reading co-ordinator. Targets or materials can then be adapted as necessary to support the delivery of the next steps.

Reading targets in pupils IEPs are assessed by class teachers termly (3x per year) and information is shared with the Early Reading Lead. In addition the Early Reading Lead will complete a summative assessment using the phonics assessment tool at the end of every term to assess pupils' progress and inform next steps.

Pupils learning in Early Reading is then shared and discussed at termly liaison meetings with Heads of School and reported to Head teacher and governors via Teaching and Learning governors meetings. These outcomes are used to inform pupils PPIs to give a judgement on how well the pupil is learning against their own individual curriculum. All pupil outcomes are collated and considered in the annual Whole School data analysis meetings, used to identify next steps/ developments needed for the next year within the curriculum. (See CG10 - Impact of the Curriculum-Assessing, Evaluating and Tracking Progress)

Statutory Assessment is the responsibility of the Early Reader Lead who undertakes the Reading assessments for pupils at the end of key stages 1 and 2 completes their Teacher Assessments for Reading. The school meets all its statutory duties for assessment and information gathered is shared with the local authority.

## Next Steps/ Developments for Early Reading

### **Development plan 2022-23**

- To extend the skills of a group of pupils working towards subject specific skills within literacy and numeracy

*(See SDP for further detailed planning and key tasks)*

### **Future Development opportunities**

- To offer moderation for Pre-Key Stage Standards for teacher assessment at levels 1 and 2, for pupils at the end of key stage 1 and 2 (Years 2 and 6)
- To create links with Early Reading Leaders in local special school to meet regularly to share and develop expertise and practice
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### **Links to Other Policies**

CG1 - Curriculum at Glyne Gap School

CG10 - Impact of the Curriculum- Assessing, Evaluation and Tracking Progress

CG5– Supporting the Development of Communication and Language

CG8 –Guidance for Teaching Core Skills for Functionality-Literacy, Numeracy and ICT