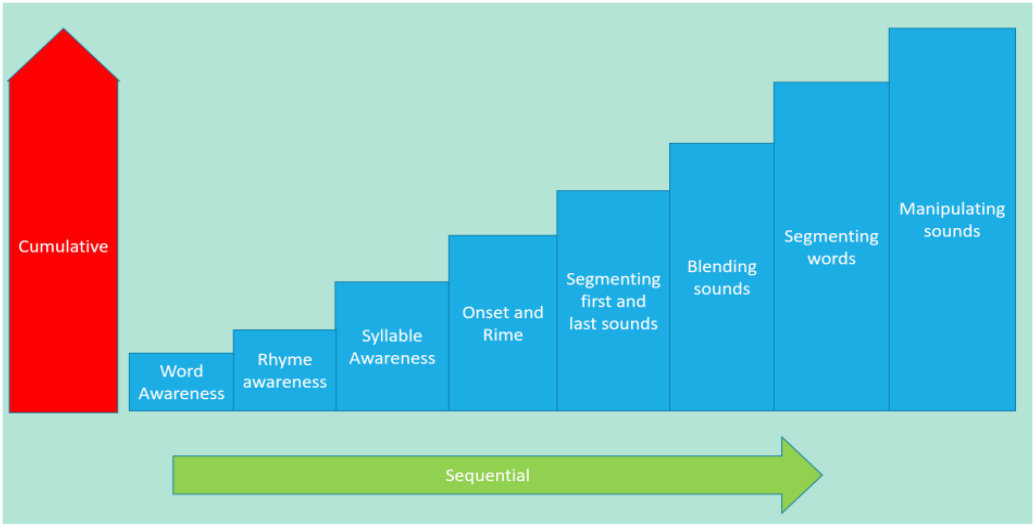
Reading and Phonics:

At Chadsgrove we understand the importance of reading and therefore have a carefully considered and sequenced approach to reading.

In Early Years pupils read a wide variety of literature together as a class and individually with an adult. The stories are brought alive through the use of props, music and videos. The text is also simplified so pupils are able to focus on the key words and events, which are highlighted through the use of symbols, Big Mac switches and signing. Pupils are encouraged to participate in the stories by accessing these communication aids with support from an adult. Pupils will read a book until they are very familiar with the story, so they are able to show anticipation and become increasingly aware of pictures and what they stand for in everyday experiences.

Our pre formal curriculum learners are immersed in on-going, multi-sensory experiences to foster emergent literacy skills and awareness through all aspects of their daily routines and work. Pupils must experience and retain a series of pre-requisites to learning in order to develop skills in literacy, these skills include: self- awareness and a sense of rhythm pattern and order. In addition to this, a focus is put on building essential pre-reading knowledge, understanding and skills. These include visual, auditory and motor skills; focus and attention skills and communication skills.

Foundations for reading for our semi-formal curriculum learners are established through a clear focus on developing language comprehension and word recognition skills. This includes a focus on developing vocabulary, language conventions and background knowledge alongside phonological development. This is achieved through sharing high-quality stories and poems; learning a range of rhymes and simple poems; and activities that develop speaking and listening skills.



For our formal curriculum learners we follow the 'Little Wandle Letters and Sounds' systematic synthetic phonics programme. The programme is based on the principles of synthetic phonics, which teaches children to read by breaking words down into their individual sounds, or phonemes, and then blending those sounds together to form words. Not all words are phonetically decodable; these words are taught as whole words through sight recognition. 'Little Wandle Letters and Sounds' uses a multi-sensory approach to learning, incorporating visual, auditory, and

kinaesthetic activities and approaches to help students remember and apply the sounds they learn. Alongside our phonics programme, we use carefully matched 'Big Cat' decodable reading books in order for children to apply their phonics knowledge, enabling them to access an increasing range of high quality texts and to read for pleasure.

In Post-16, we aim to offer meaningful reading opportunities for pupils to develop cognitive, social and communication skills in school and in the community. These skills enable pupils to practice functional English and reading, allowing them to access community information eg. Health, leisure and transport safely. We facilitate a cross curricular model where pupils are supported to practice English and reading across the whole Post-16 curriculum. For example: digital literacy (eg., sending and receiving emails, completing online shopping, navigating websites and online information sources), reading signs symbols and timetables in the local community, reading information for independent living skills and reading for personal organisation skills.

All of our learners at Chadsgrove have daily opportunity to explore and enjoy texts through a variety of multi-sensory approaches; story massage, sensory stories, role play, books beyond words etc. As a school we place priority on 'reading for pleasure' and acknowledge the importance this has on a pupil's success, enjoyment and fulfilment. This is promoted throughout school with; inviting and high quality class reading corners, a well-resourced and organised library, author visits, curriculum days and whole school reading competitions.