



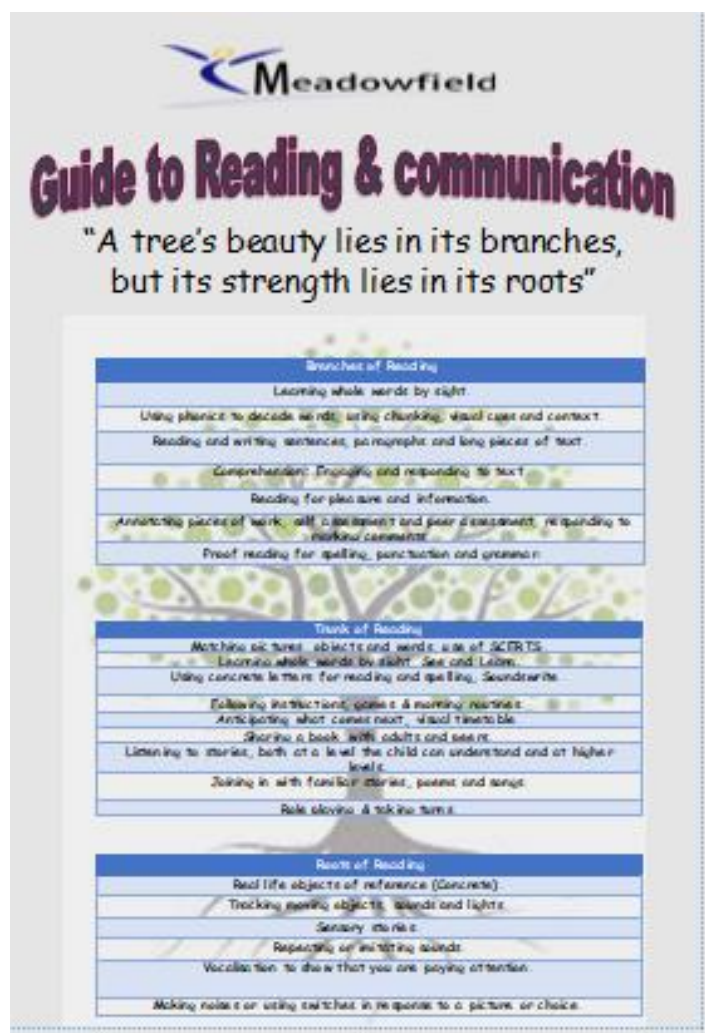
Reading Policy & Tool Kit

MEADOWFIELD



Reading Policy and Tool Kit

At Meadowfield School, we are passionate about reading and communication. The ability to recognise and use pictures, symbols and words is vital to developing our students' ability to speak, listen, write and read for a variety of different purposes. Reading is a gateway for students to understand and apply language to communicate, explore and express ideas. At Meadowfield, our aim is for students to grow on their learning journey and progress from the roots, to the trunk and then the branches of our Reading Tree.



Roots of Reading (Pre-reading)

Having strong reading roots is essential and consequently pre-reading skills are embedded throughout our daily activities. All our classrooms are **print-rich environments** to allow students to continually observe and experience a variety of different symbols, pictures and print. Alongside this, **Objects of Reference** are regularly used to aid understanding of the daily routine, to signal a new activity is beginning, to encourage students to make their own choice by selecting an object and to provide a means of expressive communication. Once these Objects of Reference are embedded, students may progress to using switches to vocalise their choices, repeat and imitate sounds and display their attention/engagement in an enjoyable activity.

Sensory Stories are a key tool for building pre-reading skills. Through engaging all five senses - sound, sight, smell, touch and taste - these simple stories provide students with more opportunities to engage, interpret and understand the story being read to them. This multisensory approach builds up attention and anticipation skills, whilst also increasing initial word association and language comprehension. Staff reading these stories will explicitly model looking at and tracking objects, lights or sounds and encourage student interaction through switches, movements and vocalisation.

Trunk of Reading (Early Phonics and Reading)

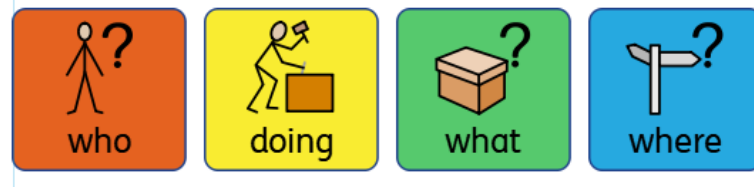
To progress to the trunk of reading and become emerging readers, systematic, high quality phonics teaching is essential for our pupils. At Meadowfield, we use the **Sounds-Write Programme**, which delivers grapheme–phoneme correspondences in a clearly defined, incremental sequence and teaches the skills of blending and segmenting in the context of real words, making it meaningful for our pupils.

Each student accesses a 1:1 intervention session in class three times a week, allowing all students to be stretched, challenged and progress through the Initial Code (Units 1-11) at their own pace. Sounds-Write is highly adaptable and we use a range of multi-sensory activities where pupils can recognise letters by sound, sight and touch simultaneously. To help pupils' development from decoding words to reading fluently and for pleasure, we use the Dandelion Reader and Sound-Write books series, which are fully decodable and follow the Sounds-Write units precisely (See **Phonics Statement** for more information).

Alongside Sounds-Write, staff at Meadowfield employ several strategies from our toolkit to further build these early reading skills. For example:

- **Reading Eggs.** Students have individual log-ins to Reading Eggs, an online Phonics and Reading Programme accessed through ipads and laptops, that encourages students to recognise phonemes, blend and segment words through online games and quizzes. The Reading Egg units mirror Sounds-Write and teachers can track students progress through the dashboard tool.

- Use of **PECs** (Picture Exchange Cards) and **SCERTS** (Social Communication, Emotional Regulation and Transactional Support) in all classrooms. This encourages students to use symbols and print cards to request items, make choices and build sentences. The use of these communication aids, particularly SCERTS, not only increases language comprehension and word association, but also introduces students to concept that words can be categorised into who, doing, what, which increases our students' ability to later answer questions about texts and stories.



- The **See and Learn strategy** teaches language and reading skills in small steps; first matching pictures or whole words, then selecting pictures or whole words and progressing to naming objects or whole words. This visual based tool is highly useful for introducing new topic or story vocabulary and is a building block for those students not yet accessing sounds and letters or need a whole-word approach.
- Continued use of a **print-rich environment** – emotions boards, visual timetable, communication boards and interactive displays.
- **Attention Autism and Story Telling.** In order to make storytelling 'irresistible', staff will often use Attention Autism or 'Bucket Time' as a strategy to engage our students in a new or familiar story. Developed by Gina Davies, Attention Autism aims to develop pupils' ability to sustain their attention on an adult led agenda for a short period of time, before shifting their attention to take turns. Adults may pull iconic items from the bucket building anticipation skills, allow student to take turns with the items, use their voice, instruments, songs, actions, masks or costumes to make the story visually appealing and interactive. Throughout the story, adults will model appropriate responses to the story and draw students' attention to key words or symbols. Moreover, adults will model looking at the book, tracking the text and turning pages.

Branches of Reading (Advanced Reading)

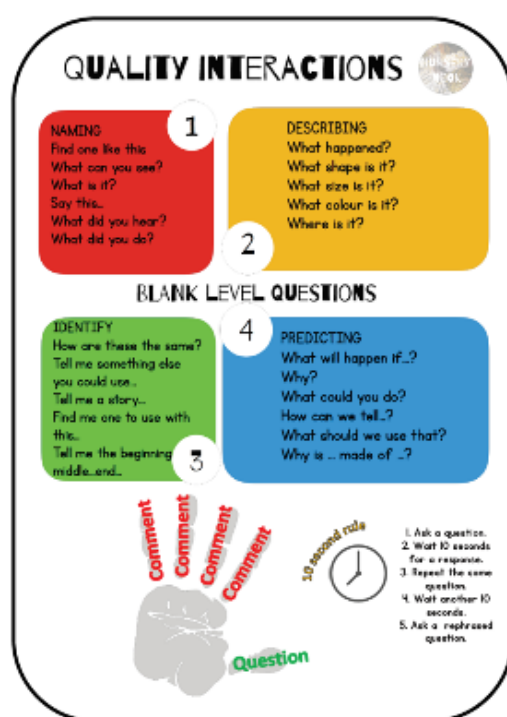
Once the initial blending and segmenting skills have been embedded, our students 'branch out' and advance to the **Sounds-Write Extended Code Programme**. The Extended Code teaches the key concepts that the same sound can be spelt in more than one way and that the same spelling can represent more than one sound. Throughout the programme, students learn to build, spell, read and identify words containing digraphs, trigraphs and quadgraphs, as well as explain what these terms mean.

Following this, our pupils will be challenged to explore **polysyllabic words** through the Sounds-Write programme, using key skills such as chunking to read more complex word structures. The Sounds-Write method encourages students to analyse the 'chunks' of the polysyllabic words, identifying and comparing unusual and tricky spellings, as well as considering the word's morphology to discover the meaning of new vocabulary.

Alongside Sounds-Write, staff at Meadowfield employ several strategies from our toolkit to further grow and progress these advancing reading skills. For example:

- **Fast Phonics.** Using colourful animation, fun characters, songs and rewards, Fast Phonics is an online reading programme, accessible through ipads and laptops, that mirrors the Sounds-Write Extended Code Programme. Having completed a placement quiz, the programme is self-paced and adaptable for each student. Students have access to over 3000 online books through Fast Phonics, each text ending with a comprehension quiz to assess understanding, that teachers can track through detailed progress reports.
- **Bloom's Taxonomy and Blank's Levels of Questioning.** When pupils are able apply their reading skills with increased automaticity, greater accuracy and fluency, our key focus becomes comprehension. Staff use Bloom's Taxonomy and Blank's Level of Questioning to ensure they are asking high-quality questions that stretch and challenge our students and encourage them to read for meaning.

Remember: State, recall and identify key facts from the text. (Who? What? When?)



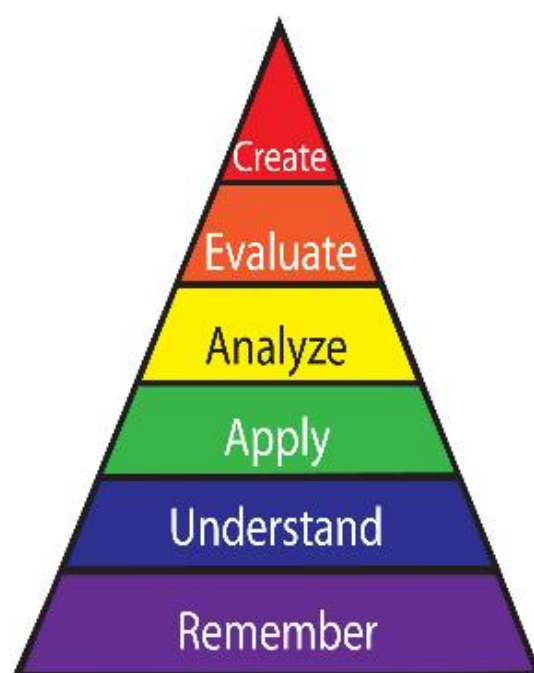
Understand: Explain ideas and seek evidence from the text. Summarise key ideas. Make predictions. (Why? What might happen? Summarise the main idea.)

Apply: Review and clarify vocabulary in context. Confirm or reject predictions. (How do you know? What does that word mean?)

Analyse: Make comparisons. Make judgments and form opinions using explicit information from the reading. (Compare...? Do you agree that...?)

Evaluate: Discuss, argue for or defend a standpoint about the text or character. (Would you rather...? Construct an argument...)

Create: Writing in the style of an author or character. (Investigate... design....)



Accreditation

- **WJEC Personal Progress Accreditation.** Many of our Key Stage 4 learners in the Explore Department will work towards accreditation. The Personal Progress accreditation is graded at Entry Level 1 and provides students with the opportunity to have their reading achievements recognised through practical and functional activities. The 'Developing Reading Skills' and 'Communication' units are highly focused on communicating ideas via verbal speech, symbols or signing about people, characters, events, as well as thinking about the purpose of different texts. [Entry Pathways Personal Progress \(wjec.co.uk\)](http://wjec.co.uk)
- **WJEC Additional English Accreditation.** In the Enquire Department, our Key Stage 4 learners work towards the Additional English Accreditation. Graded at Entry Level 2 and assessed through observation records and course work carried out in class, students will cover three units, often including: 'Exploring Shakespeare', 'Creating Narratives', 'Exploring Poetry' or 'Exploring Events and Characters in Audio/Visual Texts'. Students will

deepen and broaden their reading skills and understanding so they can describe the features of a poem, create their own characters, analyse dialogue, identify expressive vocabulary and what these words mean, compare characters and think about audience response to texts and plays. [Additional English Entry Pathways | WJEC](#)


- **ASDAN Personal Social Development or Employability.** During their time at Sixth Form, many of our Key Stage 5 learners will work towards accreditation at Entry Level 1 or 2 via ASDAN. Reading skills are taught and assessed in a highly functional way, embedded through accreditation units such as: 'Preparation for Work', 'Managing Own Money', 'Healthy Living', 'Personal Safety in the Home and the Community' and 'Dealing with Problems in Daily Life'. With a focus on life skills and preparation for adulthood, learners explore how to read and understand recipe instructions, contracts or medical leaflets so they can be as independent as possible. <https://www.asdan.org.uk/personal-and-social-development/>

Reading for Pleasure

At Meadowfield school, we believe that if pupils enjoy listening to and sharing books, they become enthusiastic, motivated and ultimately better readers. Consequently, Class Reading Time is built into our daily timetable, ensuring all students are read to daily, exposing them to a wealth of vocabulary and variety of different text types from traditional stories and picture books, to magazines, newspaper articles and fact files. Texts are explored in class through a range of creative approaches including story mapping, drawing comic strips, responding to illustrations, role-play and drama, shared writing, diary entries, book reviews, creating title pages, making puppets and book-based reading games.

Our school library is fully stocked with hundreds of books of all categories and text types, from Disney to Roald Dahl chapter books to encyclopaedias. In order to promote independence and choice, the library has been organised and set up so it is student-friendly and easy to use, with symbol support labels making it clear which books are on offer. All classes have a weekly slot in the library, in which students can sit on the bean bags and enjoy a book or sign out books to take back to their classroom. In addition to our library, a variety of texts are always on offer in the book corner of every classroom, providing all students the opportunity to access texts at any time.

English Curriculum Days occur three times a year and always focus around a theme – for example World Book Day or Mr Men Madness, David Walliams etc. These themes allow students to explore new authors and expose our pupils to texts they may not usually engage with. On these days, crafts, baking and dressing up are all encouraged to create an exciting atmosphere that really promotes a love of reading and books. In addition to these days, two phonics enrichment days are held per academic year. These days are themed and often take place in the library or Sensory Garden and involve highly sensory and interactive tasks such as Hook a Duck Phonics, Phonics Ping Pong I Spy Sensory Bottles and Playdough Word Building to engage pupils in fun phonics. Where possible, author visits are arranged to further increase the storytelling experiences and opportunities provided to our students.

 School Policy Approved by Leadership	
Policy Adopted	Date: July 2023
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Next Review	Date: Academic Year 2023/24