



What I learn today, prepares me for tomorrow.

Reading and writing: Our approach

Preamble

When children learn to walk they go through various stages before becoming independent. They move through these stages at their own pace. This is the same for reading. The stages of reading are a continuum that children move through as their reading skills become proficient (Dorn & Soffos, Fountas & Pinnell, [Chall](#), [CLPE](#), [Campbell-Hill](#)).










Every child will move through each stage when they are ready and proficient in the previous stage. A child's previous literacy experiences influence progression through the stages. This is different for all children as they do not start school with similar levels of literacy exposure.

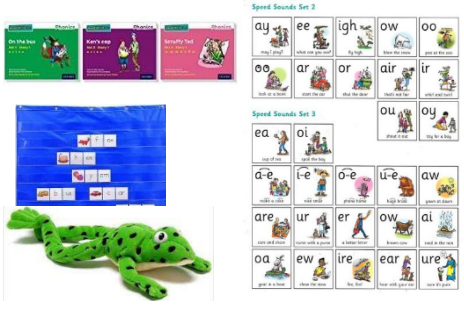
Intent


Reading is a vital skill that will support pupil's learning and access to their communities. All pupils at Barndale House School have needs that will directly impact on their development and learning, some of which can be very complex. All pupils, however, have the same entitlement to develop literacy skills and as a school, we will ensure that all of our pupils are given the most appropriate reading progression route depending on their specific needs and abilities. At Barndale House School, there are five 'reading progression routes' and teacher assessment will inform the progression route that each pupil will follow. There is flexibility in this and a pupil may transfer onto a different reading progression route as and when appropriate based on the progress they make.


For pupils who are learning to read, we will ensure that they are given opportunities to be taught to read with fluency, accuracy and understanding through a variety of discrete and cross-curricular learning opportunities. In EYFS, KS1, KS2 and KS3, the school uses the Read Write Inc programme as its main phonics and literacy scheme and all staff have received training in this to ensure that a consistent approach is used across the school. In KS4 and Post 14, pupils follow an accredited programme in Functional Skills English.

Our five reading progression routes are:


Reading Development and Approaches				
Stage	Reading Behaviours	Curriculum	Resources & Teaching Aids	Criteria
Emerging Readers	<ul style="list-style-type: none"> ● understanding print has meaning ● familiar with handling books ● commenting on illustrations, with guidance ● starting to recognise letter names and sounds ● having a good grasp of oral language ● relating a story to their own experiences ● pretending to read a story ● starting to rhyme 	<p>Developing reading behaviours.</p> <p>Reinforcing sounds, letters, rhythm and rhyme.</p> <p>Sharing stories</p> <p>Teaching/modelling sounds</p> <p>Sensory sound activities</p> <p>PECs/visuals with stories</p> <p>Mark making</p> <p>Fine motor skills</p> <p>Frequent Reinforcement</p>	<p>Wordless books, Colourful Books, PECS, Sensory sacks</p>    	Children who know less than 16 of the set 1 sounds
Early Readers	<ul style="list-style-type: none"> ● starting to memorise the story ● taking risks ● beginning to memorise common sight words ● making connections between sounds and print ● using the illustrations to tell the story ● starting to read for meaning ● starting to predict unknown words using visual cues ● using rhyming knowledge to add, change and delete phonemes or individual sounds to make new words ● combining strategies in their attempts to read unknown text 	<p>Follow RWI Programme:</p> <p>speed sounds</p> <p>segmenting</p> <p>blending</p> <p>word building</p> <p>spelling</p> <p>Handwriting</p> <p>Read red ditties</p> <p>Get writing!</p> <p>Frequent Reinforcement</p>	    	Read the first 16 of the set 1 sounds


<p>Respon ding/Progressive Readers</p>	<ul style="list-style-type: none"> ● understand text has meaning ● use illustrations as part of self-monitoring ● understand how to tell a story ● independently use comprehension and prediction strategies ● use multiple strategies to increase their reading fluency ● make educated guesses when predicting and adapting their predictions as needed. 	<p><i>Continue RWI Programme:</i> speed sounds segmenting blending word building spelling Handwriting Read texts green purple pink Get writing!</p> <p style="text-align: center;">Frequent Reinforcement</p>		<p>KS1,KS2 and KS3 who have completed Ditty assessment</p> <p>Set 2 Sounds Focus</p>
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<p>Exploration /Transitional Readers</p>	<ul style="list-style-type: none"> ● recognising an increasing number of words ● using multiple reading strategies and have increased comprehension ● reading with improved fluency and speed ● using illustrations and text to self-monitor and self-correct ● reading unknown words using knowledge of phonemes and digraph ● understanding how to read with expression using punctuation marks ● choosing books to learn about subjects of interest ● reading books as part of a series 	<p><i>Complete RWI Programme:</i> speed sounds segmenting blending word building spelling Handwriting Read texts Orange yellow blue grey Get writing!</p> <p style="text-align: center;">Frequent Reinforcement</p>		<p>KS1,KS2 and KS3 who have completed Set 2 Sounds</p> <p>Set 3 Sounds Focus</p>
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<p>Applying /Independent Readers</p>	<ul style="list-style-type: none"> ● confident and independent readers ● self-monitoring on a regular basis ● reading different for purposes, including expanding their own interests ● reading longer texts, extracting the information they need ● aware what they read can influence their opinions ● reading text from different points of view ● learning to read between the lines and analysing what they have read ● expanding their comprehension and vocabulary as they read more complex texts 	<p><i>Focussed accreditation routes:</i> ASDAN NCFE <i>Entry Level 1,2,3</i> <i>Level 1,2</i></p>		<p>Completed Read, Write, Inc.</p>
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Resources to Reinforce Learning







Band 0 Lilac	Band 1 Pink	Band 2 Red	Band 3 Yellow	Band 4 Blue	Band 5 Green	Band 6 Orange	Band 7 Turquoise	Band 8 Purple	Band 9 Gold	Band 10 White	Band 11 Lime	Band 12 Brown	Band 13 Grey	Band 14 Dark Blue	Band 15 Burgundy	Band 16 Black
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Implement

Developing Reading Behaviours – Engagement Curriculum

Pre readers, non-verbal and minimally verbal pupils (Emerging route)

Where many pupils at Barndale House School will respond well to phonics instruction and can understand that sounds combine to form words, we know that many autistic children and young people will have difficulty with this due to their processing difficulties and/or spoken language ability. Many pupils will be non-verbal or minimally verbal and some will rely heavily on visual recognition of whole words, so phonics should not be the only way that reading is taught.

At Barndale House School, we do believe however that all non-verbal or minimally verbal pupils should be exposed to phonics, as the ability to indicate first sound can be highly supportive of their future use of alternative and augmentative communication. For example, when non-verbal pupils are using word prediction on a communication device, the first two letters of words become important.

We begin by teaching pupils within the Emerging progression route to discriminate between sounds – for example, environmental, instrumental and body percussion sounds. We then develop symbolic understanding by matching pictures to objects and objects to symbols. When pupils demonstrate symbolic understanding they are ready to learn visual discrimination.

Pupils are taught to:

- Visually discriminate between object sequences
- Visually discriminate between objects differing in only one detail (e.g. different coloured cups - same cup)
- Visually discriminate between block patterns
- Discriminate between pictures/sounds e.g. pre phonics sound cards, they see a picture and make an appropriate sound
- Visually discriminate between letters and numbers using simple matching boards and flash cards

We use the [Picture Exchange Communication System \(PECS\)](#) to support the above activities for our *Emerging* pupils.

Pre Reading Skills

The key skills that will be taught are:

- **Vocabulary** - Knowing the names of things, feelings, concepts, and ideas. Knowing the meaning of words and connecting words to objects, events, or concepts in the world
- **Print Motivation** - Being excited about and interested in books
- **Print Awareness** - Understanding that print on a page represents words that are spoken, knowing how to follow words on a page, and knowing how to hold a book
- **Letter Knowledge** - Understanding that letters are different from each other. Recognising letters and knowing that they have different names and sounds
- **Narrative Skills** - Being able to describe characters and events. Being able to retell and understand stories
- **Phonological Awareness** - Understanding that words are made up of smaller sounds. Hearing and playing with smaller sounds in words

Sensory exploration of sounds, words and sensory stories (non-verbal interactive reading)

For pupils accessing the Emerging progression route, we use a multi-sensory approach to create lots of opportunities for non-verbal interaction with sounds, letters, words and stories. We encourage pupils to engage with a book or story without relying on spoken language by:

- Encouraging them to point to text and / or mirror running their finger under text whilst reading is happening
- Supporting them to turn the pages at the right time.
- Encouraging them to explore props and objects linked to the story so they can act out the story as it unfolds.
- Encouraging them to look at and match pictures and symbols to the story
- Using symbols to comment on aspects of the story
- Using movement to imitate what the characters in a story are doing

Tools for Reading - Phonics

(only taught if appropriate or when pupils are ready to learn phonics)

For our pupils who are ready to learn phonics, our aim is for them to become confident, enthusiastic, independent and reflective readers. Essentially, we want pupils to enjoy reading and to read for pleasure, which will in turn contribute to educational success.

The Read Write Inc (RWI) phonics programme is introduced in our EYFS phase and continues throughout KS1, KS2 and KS3. The format it follows is:

- Pupils begin by exploring 'speed sounds' set 1.
- Pupil progress onto 'speed sounds' set 2 and 3
- As part of their learning they practice reading and spelling green words (which are words that are decodable using the sounds they have been taught). They also learn red words (which are words that are not easily phonically decodable).

The Read Write Inc (RWI) phonics programme is used as a fun, visual and lively way to teach phonics. The aim of teaching our pupils phonics is to ensure that they can:

- Decode words and texts so that they learn to read and can read to learn
- Spell so that they can record accurately their own thoughts and ideas
- Understand what they read













Strategies for the Teaching of Phonics

- Our pupils who are learning to read will participate in at least 4 RWI lessons a week
- Pupils will be introduced to 1 sound per week
- Pupils will be grouped in peer groups with pupils who have similar phonetic ability
- Pupils will have access to appropriately levelled RWI books matched to their phonetic ability

Session Delivery – Phonics

Emerging Readers	Planning is focused around RWI set 1 sounds using a multi-sensory approach. Before starting to teach Set 1 sounds: 1. Practise using 'pure sounds'. 2. Use Fred Talk to teach oral blending. 3. Teach children to name the pictures. 4. Sound and object correspondence 5. Focused story time, book chosen from key stage set books (PECS, focused English objectives)	
Early Readers	Planning is focused around teaching RWI set 1 sound. Teach a new sound every week for 10 minutes. Planning must follow this structure (daily): Speed Sound lesson (10 mins, pg33-48): <ol style="list-style-type: none"> 1. Show the sound 2. Say the sound 3. Read the sound 4. Review the sound 5. Write the letter 6. Speed Write 7. Fred Talk 	Word Time 1:1, after the children know the 1st five sounds (20 mins, pg 37) <ol style="list-style-type: none"> 1. Review the sounds 2. Blend orally without sound cards 3. Blending using sound cards in pocket chart 4. Table activity- Blending with magnetic boards 5. Independent blending using green word cards with Fred Talk. Focused story time, book chosen from key stage set books (15 mins) inc. <i>Get Writing!</i>
Responding/Progressive Readers <input type="checkbox"/> Exploration/Transitional Readers		
Speed Sound Lesson Word Time Focussed Story Time inc. Get Writing!		

WHAT TO TEACH WHEN

Group		In Speed Sounds lessons teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 26+ sounds Blend sounds into words orally
Set 1 Sounds Group C		Read 26 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single-letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM		Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends with Fred Talk) Read 3 sound nonsense words with Fred Talk
Red Ditty Books		Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 (4/ 5 sounds) Phonics Green Words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 Phonics Green Words speedily
Purple		Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily
Pink		Read Set 2 Sounds and matching Phonics Green Words Read Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 Sounds in Phonics Green Words speedily
Orange		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow		Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read Set 1, 2 and 3 Sounds and matched Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic Phonics Green Words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Reinforcing Reading & Writing Behaviours

Wider opportunities for reading

We aim to share, with all children, the love and enjoyment that can come from reading. This could be an interest in fiction that extends their imagination or nonfiction which supports them in the way they live or to gain a greater understanding of the world they live in. We will achieve this by developing reading behaviours through modelling and enriching their curriculum with a broad range of texts from different genres.

To promote a love of reading at Barndale House School, we will:

- Ensure all pupils have access to a range of books and ebooks- in school or at home
- Share on our half term overviews a range of texts that will enrich the pupils learning
- Have daily story time sessions in every class to promote reading for pleasure.
- Celebrate favourite stories, books and literary characters through special themed events and assemblies
- Have regular guided reading opportunities throughout the week (where appropriate within RWI lessons).
- Encourage parents and carers to read with their children and provide support with this engagement

Guided reading

Guided reading takes place wherever appropriate within pupils RWI lessons, either on a 1-1 basis or in a small group and is facilitated by a teacher or teaching assistant.

Independent reading time

Pupils will be given the opportunity to explore different books and / or to read material which interests them, to assist them in fostering a genuine love of reading and to help them to appreciate the value of reading. During independent reading time, pupils will read a book which they have chosen from the class reading area, e-book library, school library or a magazine of their choice.

Story Time

All classes have a timetabled 'story time' session each day, designed to inspire a love of reading. The aim is for classes to come together as a group (where possible) and a teacher or teaching assistant will read to the class. Classes should have a story that is age/developmentally appropriate and teachers may choose to deliver the story in a multi-sensory way to promote engagement and enjoyment. Teachers may also choose to have smaller differentiated 'story time' groups in their class, depending on the needs of pupils.

The allocation of reading books

All books are colour banded to ensure that pupils have access to reading materials that match their individual reading abilities. Each class should keep a log of what is going home/being issued to ensure progression is monitored. The class teacher or teaching assistant needs to ensure that pupils are accessing different books from the appropriate colour band/level.

Handwriting

Handwriting is taught as part of the RWI phonics programme and specific time should be allocated to handwriting within each English lesson for pupils in all groups. Handwriting is taught using mnemonics (memory pictures) which the children will already be familiar with. This allows them to visualise the letter before they learn to write it down. **It is important that we do not ask children to copy or trace letters as they need to be focused on their own formation of letters.** There are three handwriting teaching stages: -

Stage 1	Stage 2	Stage 3
<p>These lessons are taught while children read the Red, Green, Purple, Pink and Orange Storybooks. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc. Phonics Online.</p> <ul style="list-style-type: none">● Stage 1a: Children practice correct letter formation.● Stage 1b: Children learn where to place the letters on the writing line	<p>These lessons are taught while children read the Yellow, Blue and Grey Storybooks. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc. Phonics Online.</p> <p>Children learn a mature style of writing that will lead to joined-up writing.</p>	<p>These lessons are also taught while children read the Yellow, Blue and Grey Storybooks. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc. Phonics Online.</p> <p>Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.</p>

Impact

Assessment and Monitoring of Progress

Our Reading Writing Inc leaders will carry out individual assessments on each pupil every half term. Pupils may transfer onto different reading progression routes depending on the progress they make. To moderate the assessments the same pack (1-3) will be used and adapted resources will be available for those children requiring support with communication.

Progress in reading will also be tracked using Bsquared and assessment data is collected termly. This will help correlate against the Read, Write, Inc assessments to help us make a judgement on pupil progress.

As part of evidence gathering school leads will also listen to children read, look at their learning (evidence) and use pupil/parent/carer questionnaires to build the bigger picture.

Parent and Carer Involvement

We encourage parents/carers to read at home with their children by providing books to take home and half termly topic plans with suggested texts on. Communication is key and each parent/carer will receive written messages in their child's individual reading record to update parents/carers with their child's targets and progress, and to help parents/carers know what they can do to support reading at home.

Post 14

Key stage 4 will be introduced to a functional skills programme alongside development of their creative writing skills and reading for pleasure. Key stage 4 will continue to be monitored using Bsquared assessment. They will also be working towards accredited units in English- reading, writing and speaking and listening.

The Post 14 curriculum seeks to build upon the skills acquired from earlier Key Stages, but also encourages the consolidation and application of their existing skills in practical, everyday situations.

English is delivered in a cross-curricular way (eg speaking and listening skills could be developed through current affairs, performing arts and within the community). The reinforcement of skills acquired in English lessons will take place across all subject areas and in some cases, specific units are delivered within other subjects (eg communication and presentation skills could link in with vocational skills lessons).

Pupils will be grouped into one of the following English groups according to teacher assessment.

Grouping	Curriculum	Criteria
Emerging	Inclusive reading using a sensory approach, PECS (as appropriate) shared reading time. Developing communication and self- help skills.	Engagement model P1-4
Pre entry level	An introduction to basic functional skills alongside development of creative writing and reading for pleasure. Differentiated success criteria based on learning level criteria	P5-8
Entry level 1		P8-NC1
Entry level 2		NC1-2