



Nancealverne Reading Offer



Intent: At Nancealverne reading is at the heart of all learning. We aim to build all pupils' skills in literacy and reading, and improve their fluency, confidence and ability for their next stage in school and in life outside of school. At Nancealverne we aim to ensure that all pupils experience and develop a love for literacy making at the very least the expected progress in reading. Our reading offer will enable all students to develop their literacy skills and reading ability whilst preparing them well for their next stage. Pupils will develop their functional reading skills, whether that be an ability to recognise and use (receptively or expressively) symbols and sight vocabulary or be able to read phonetically and recognise whole words using them for functional and leisure tasks.

Implementation: - Reading is taught through Literacy in EYFS and delivered as a discreet core subject from KS1-KS3. From KS2 upwards, literacy is taught cross curricular across a range of subjects which requires students to use reading and literacy skills in a functional way. It is our aim at Nancealverne that every child leaves us with accredited qualifications, therefore assessment outcomes by KS4 will determine student's access and study towards more formal qualifications such as the ASDAN Literacy short course and the 'Core Communication' modules: *Towards Independence* in KS4. In KS5 dependent on their pathway students will either continue with ASDAN 'Personal Progress' modules or study EDEXEL Functional Skills- English Entry Level 1 & 2. These accreditation modules are identified where these hold value and worth to the student in the development of their reading skills. The curriculum identifies long term planning which is driven by aspirational books and topics from EYFS to KS4 over a rolling programme to ensure breadth and balance in the reading strands studied. Phonics is delivered to the end of KS2 in mixed primary sessions where we have small groups accessing Sensory phonics and letters and sounds, Read Write Inc sessions and Precision Teach- whole word sessions. Phonics and literacy has a continued cross-curricular approach across the school day. In KS3 and above phonics will weave through the curriculum where appropriate to the sessions and the individual development of the student. Allowing opportunities and interventions with RWI and Precision Teach strategies linking to specific reading books when needed.

Impact: - All pupils make at least expected progress towards challenging Literacy and Reading targets (using the B Squared assessment system), with many exceeding expected progress. Pupils' leave school having experienced a large range of texts, enabling them to foster a love of reading and literacy that can be taken into adulthood. They would have developed reading skills acquiring formal accreditation outcomes where appropriate that will allow them to be as independent as possible in their adult life; reading outcomes are therefore aspiration led. Data collection through our assessment systems will support teachers to ensure that students make the expected or exceed the expected progress from their starting point of this area in the curriculum.

Reading at Nancealverne

INTENT

All pupils Nancealverne study English (reading) as part of their basic academic entitlement & is of vital importance in our Curriculum offer. All staff at Nancealverne School are involved in the teaching of English (reading) paying due regard to a pupils chronological age & their developmental stage. It therefore seeks to be flexible by being responsive to individual need, developmental need & learning style as well as in full consideration of pupil interests. We strive to provide all pupils, regardless of their ability, gender or race, with an opportunity to experience the enjoyment, stimulation & knowledge that the teaching of reading can offer by enabling the pupil's to use the skills they gain to choose & adapt what they say, read & write in a functional way in all areas of everyday life. We aim to ensure that all pupils have a breadth of experiences utilising the units of work & programmes of study (from the EYFS framework & National Curriculum) Our intention therefore, is to modify & adapt programmes of learning which make them both specific to need & provide a breadth of experiences which offer a progression from each pupil's starting point, planning personalised learning sequences appropriately.

Our school recognises the vital importance of developing skills in Literacy. We have high expectations & actively strive for each child to reach their full potential. Our progressive approach to the development of reading skills demonstrates high ambition for each pupil enabling all pupils to work towards the language comprehension & reading programmes of study identified within the National Curriculum and our chosen assessment system of B-Squared.

The flexibility and adaption in our curriculum is a necessity to meet our student's needs and therefore leads to a variety of teaching and learning approaches being used across the school, as detailed below.

IMPLEMENTATION

1. Curriculum

The reading offer at Nancealverne demonstrates ambition in upholding the overarching aims for English as outlined in the NC to promote high standards of literacy. We aim to equip our pupils with a strong command of the written & spoken word developing pupils' love of literature through widespread reading for enjoyment. We have recently updated our library to ensure that the books inspire and are linked well to our curriculum. We have improved the reading environment with vibrant paintings of well-loved book characters and quotes and also have the wonderful addition of a reading snug/room to encourage a real passion of enjoying books. Every classroom has a reading area or zone which promotes comfort, reading routine and a rotation of books which enrich and further the teaching and learning of reading and phonics. We are aspirational for all pupils in their development of 'reading' recognising that this subject must be viewed as a learning continuum which examines the essential pre-reading skills (pupils' developing engagement/ communication & interaction with others/ objects found within our L2L/ B2L cohort which we refer to as pre-requisites to learning) through to the skills of readers who are developing greater fluency & the ability to use their reading knowledge appropriately. In whatever form 'reading' takes, we will encourage all pupils to build upon their current skills & abilities identified from the assessment undertaken securing stretch & challenge tailoring learning outcomes which are fully differentiated. This enabling pupils to use, apply and extend their reading knowledge with further confidence both in the school setting & in the world in which they live.

Much like the Math's Mastery approach literacy and reading are taught cross curricular allowing plenty of opportunities for students to use functional reading skills to prepare them for their next stage in school and in real life. We revisit and revise reading skills, text types and authors across the school to ensure progress in the long term memory and towards student's individual targets and end points.

Our Primary curriculum is driven by aspirational books and stories to allow a broad coverage of challenging literature and a range of fiction, non-fiction, poetry, drama and media. Pupils are encouraged to develop understanding through exciting topic based cross curricular tasks with emphasis on context, vocabulary and functional reading. All teacher's expectations are high with lessons which promote many opportunities to be creative, really enjoy a text and topic and re-tell key concepts, ideas and stories. This approach is continued in KS3,4 &5, but with a bigger drive of functional reading skills to prepare our students for 'life after school' and success in their accredited qualifications.

2. Teaching and Learning across the school

In ACORN CLASS (EYFS and Year 1), we aim to encourage pupils to:

access a broad range of knowledge and skills outlined within the early learning goals (EYFS Framework), providing children with opportunities to develop and improve their skills in word reading using phonics, retrieving information, deducing and inferring (why and how questions), begin to use and talk about language for effect and beginning to identify themes and conventions. Effective teaching and learning will include playing and exploring (children investigating and experiencing and having a go; active learning (improving concentration and resilience if they encounter difficulties, and creating and thinking critically (developing their own ideas, making links between ideas and developing strategies).

Learning is informal in nature and pupils are taught through planned purposeful play and a mix of adult led and child-initiated activities. The aim is to provide a secure foundation for the move to the next stage in pupils' learning.

Teaching will focus on supporting pupils to work towards the Early Learning Goals:

- I am building my phonetic knowledge.
- I am using my phonetic knowledge to decode regular words.
- I am beginning to spot and read regular words out loud.
- I am beginning to spot and read some common exception words
- I am demonstrating understanding when talking to others about what I have read.
- I can answer 'How' and 'Why' questions in response to stories.
- I can join in and continue a rhyming string.
- I am listening carefully to stories.
- I can anticipate key events and respond with comments, questions or actions.

In SYCAMORE CLASS (KS1/LKS2), our principal focus of teaching reading is to enable pupils to:

Continue to progress from their start-points in early years, developing skills in reading, writing and speaking and listening. English and literacy in KS1 is taught in discrete sessions at least 3 times a week, through a book driven topic and taught through cross curricular subjects and text types. Learning is still relatively informal, with an emphasis on practical tasks, purposeful play and interactive games/activities to build fluency and develop key skills. Teaching and learning is based around a highly differentiated National Curriculum and is flexible to enable progression from individual start points, but also to ensure appropriate challenge. Opportunities for reading are maximised across the day.

Teaching will focus on supporting pupils to:

- continue to develop phonetic knowledge beginning to blend sounds to read a larger range of words.
- begin to recognise whole words – without segmenting or sounding out parts.
- identify key events or ideas in a text.
- answer straightforward questions about a story or character.

- express simple opinions and simple predictions about a character or event.
- appreciate and recognise patterns, repetition and rhyme.
- become familiar with key stories and story types and their core characteristics.
- begin to relate stories to real life or personal experience.
- develop understanding of key vocabulary linked to a text or text type.

IN JUNIPER CLASS (LKS2 and UKS2), our principal focus of teaching reading is to enable pupils to:

Continue to progress from their endpoints in KS1, developing their reading, writing and speaking and listening. Reading and English teaching is more formalized to help to prepare the children for Key-stage 3. Expectations are high with four discrete English sessions a week and a continued focus on maximizing reading practice in learning opportunities across the day. Functional reading skills are now being embedded with lots of non-fiction and cross curricular tasks and texts used with opportunities to begin to put these skills in practice through role-play, writing tasks and across the school. Routine is now more embedded with daily reading slots, library visits and established phonics groups. Teaching uses an aspiration book to hinge a topic on and involves a range of reading and writing tasks, but also plenty of opportunities for students to be creative through drama arts & crafts and music, story retelling and role-play to further learning. Teaching and learning is flexible and multi-sensory, the class team are passionate to promote immersive learning with their interactive props, story boxes, displays, sensory stories and mini-worlds to further understanding and promote the practice of reading skills with a real focus on pupil interests whilst encouraging fun, stretch and challenge.

Teaching will focus on supporting pupils to:

- continue to consolidate their skills achieved within Key Stage 1.
- become increasingly fluent with letters, sounds or whole words practiced in Key Stage 1 reading and phonics.
- extend understanding of reading strategies to decode and establish meaning.
- develop their ability to discuss reasons for events and characters actions.
- scan a range of text types to find a particular section- especially non-fiction texts to begin to use our more functional reading skills to gather information.
- enjoy a range of more aspirational texts with introductions to Dickens, Shakespeare and some poetry linked to topics.
- begin to search and find evidence and clues from the text to back up their opinion or answer.
- extend their ability to explain and try to remember what has happened so far.
- make connections between texts, books and characters.
- develop a habit of reading widely and often for enjoyment and information.
- show greater precision and fluency in their work.
- continue to focus on developing understanding, reading using and spelling of key vocabulary linked to the context or content of the book and topic in study.

In PALM CLASS (LKS3) AND ELM CLASS (UKS3) our principal focus of teaching reading is to enable pupils to:

Consolidate the skills developed in KS2 and to extend learning further, again through a cross curricular approach but with very clear subject based sessions. Learning is primarily formal in nature, although flexible enough to allow sensory learners access to stimulating practical resources and shorter bursts of learning with regular sensory breaks. Teaching is both maximized across the day and within focused reading and writing sessions, and skills are utilised and developed across the curriculum in a functional way, e.g. through using holiday leaflets in a geography session or designing a menu or writing a recipe for cooking. Learning is increasingly focused on functional skills and increased independence, incorporating classroom, school-based and community activities, and prepares students increasingly for KS4 and life beyond school.

Teaching will focus on supporting pupils to:

- continue to consolidate skills achieved within Key Stage 2
- become increasingly fluent and confident with the letters- sounds and words learnt in previous key-stages with many reading more age and interest relevant books.
- develop an understanding of a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and author.
- develop an understanding for increasingly more challenging texts through learning new vocab, referring to evidence in the text, and knowing the purpose of a piece of writing.
- continue to develop functional reading skills such as beginning to use a dictionary or finding the prices on a menu.
- developing an understanding that vocabulary choice, grammar, text structure and organisational features, presents meaning.
- compare a range of text and identify common characteristics, language techniques or conventions.

In LOWER EVERGREENS (KS4) AND UPPER EVERGREENS (KS5) our principal focus of teaching reading is to enable pupils to:

Consolidate and extend the skills developed in KS3 and develop functional reading and communication skills that will enable them to progress through different pathways towards growing independence and life beyond school.

Building upon the reading and communication work previously delivered, students within KS4 and Post 16 will study functional reading, focusing on opportunities to apply and use these skills in increasingly wider contexts within the broad areas of Pathways 1 &2- Towards independence and preparing for 'Life out of School' or Pathways 3 &4- English Short Course. Our aim at Nancealverne is that every child will leave KS5 with accreditations which provide our students with the best skills & abilities they need to make to take an active and responsible role in their communities, everyday life, the workplace & educational setting, encouraging them to be effective and involved as citizens, preparing them well for their next steps in life. Such skills will encourage and enable them to operate with greater confidence in life, using their vital reading and communication skills with greater effect, increasing their ability to understand & make sense of information and to use & process that information in a meaningful way.

Pupils work towards either ASDAN Accreditations or EDEXCEL Entry 1 &2 levels. The curriculum is driven by functional skills- Practical Real Life Situations and further preparation for Life out of School.

Within KS4 and 5 students have daily reading sessions individually and in small groups or whole class in a shared designated reading zone in addition to working on real-life projects, utilising key skills. In Post 16, students again have daily individual skills sessions (linked to current topics in literacy) as well as focused lessons at least twice a week- and sometimes literacy and maths are taught in alternative week blocks to complete specific parts of a module. In addition, running through the curriculum are work related learning and enterprise opportunities, community based shopping and travel activities plus independent living skills and library visits which all encompass many of the functional reading and communication skills allowing students to really master and put them into real practise.

ADDITIONAL CLASSES OFFERING SPECIALIST PROVISION:

Within the school we also have additional learning bases that cut across year groups and offer specialist provision. These two classes still follow the Primary 'Book Driven' curriculum which covers a broad range of exciting topics and have hinged their lessons and cross curricular tasks on really aspirational texts.

MAPLE CLASS (KS1-5):

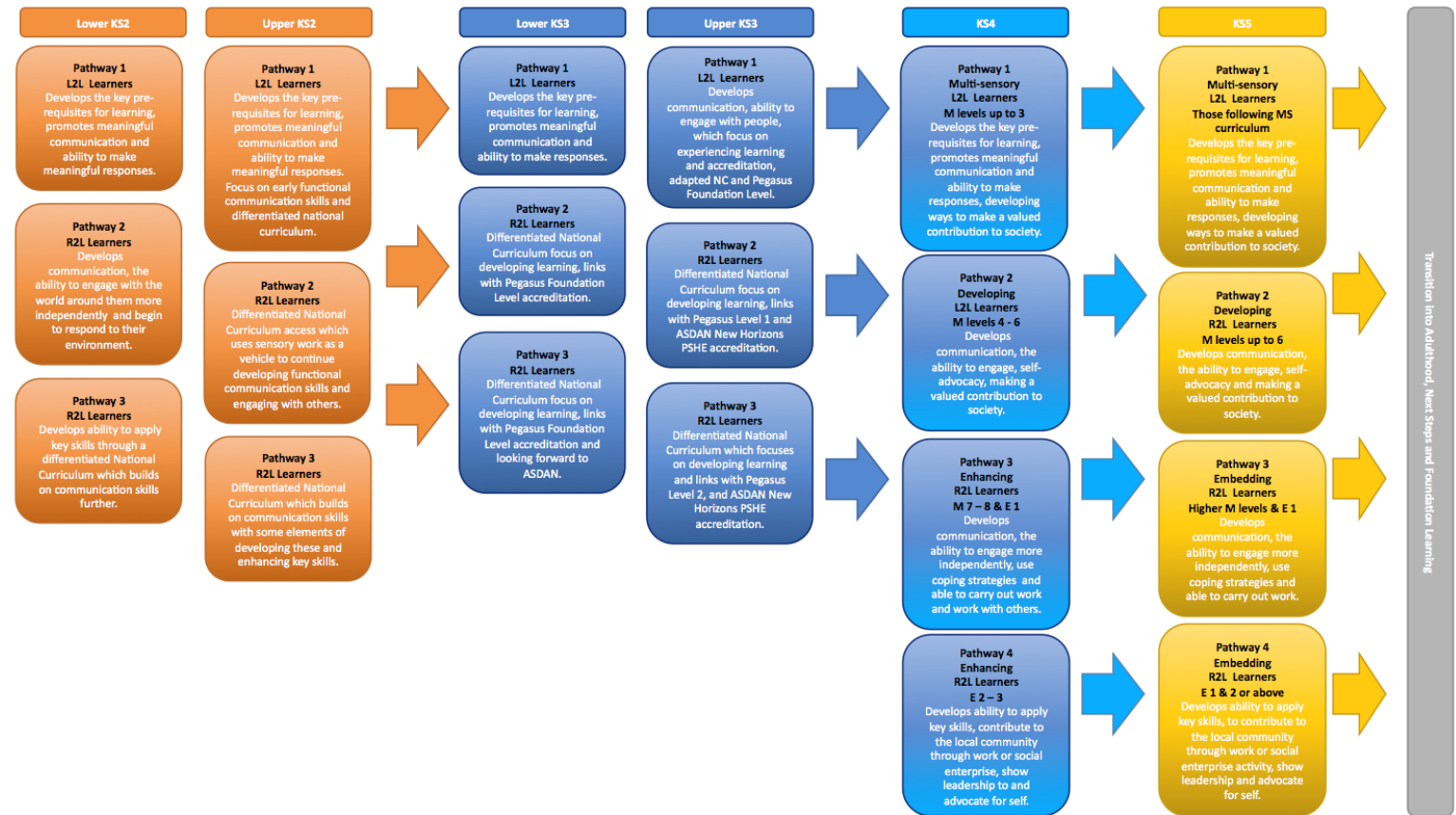
Pupils in Maple class have high health needs and need close support at all times. Pupils are primarily on the Learning to Learn Pathway and taught holistically through termly topics. Within this structure, Reading and Literacy learning is very much embedded into routines throughout the day - whether it be sequencing in sensory awakening, story massage, following instructions in cooking lessons and DT lessons, or memory based tasks and songs etc. However, short discrete literacy sessions incorporating reading and communication games/activities and story-telling related to topic based work are also offered (up to 3 a week),

WILLOWS CLASS (KS1-3):

Pupils in Willows Class have diagnoses of ASD and need a much more personalised, highly structured, multi-sensory learning environment and journey with 1:1 support. Pupils benefit from a more holistic approach to learning supplemented with short, interactive, practical communication sessions focused on games, rhymes and role-play, in addition to a semi-formal curriculum which is loaded with immersive learning, sensory stories & songs, mini-worlds, work stations, memory games , motor skills practice and sequencing and matching activities.

PATHWAYS:

Pupils are assigned to specific school pathways from the end of Year 1, depending on their readiness for formal programmes of study. These pathways are regularly assessed and pupils are able to move between them as they progress. Within KS1-3 there are three pathways (Learning to Learn plus two Ready to Learn), which split into four in KS4 and post 16, where, depending on the pathway specified, pupils have the opportunity to access Accreditation modules (via ASDAN) and Functional Skills (or Entry Level 1 or 2) qualifications via EDEXCEL.



'Learning to learn' (L2L) pathways focus on the key pre-requisites for learning: developing and extending meaningful communication, the ability to recognise and respond to people, objects and the environments and to problem solve. Students working at this level are taught holistically, with English and communication very much embedded into routines throughout the day.

'Ready to learn' (R2L) pathways, focus on subject-specific learning and reading teaching is discrete, focusing on functional reading and communication skills, phonics, writing a speaking and listening. All classes also offer teaching and learning sessions focused on reading cross curricular texts and resources, through stand-alone Sensory Phonics sessions.

IMPACT:

Assessment

Impact is measured against challenging individual targets, through B Squared, a nationally recognised assessment system. Assessment against a raft of key objectives is recorded on the B Squared system on a termly basis, along with supporting evidence (via online platform Evisense). This evidence is moderated both within school and across other special schools within the Special Partnership Trust. Data is overseen by the English coordinator and the Assistant Head, who also has termly meetings with teaching staff to discuss progress. Interventions are put in place for any students who are at risk of not meeting their targets and additional challenge offered to those students exceeding expectations. Pupils in KS5 will have internal assessment for both ASDAN and EDEXCEL Entry Level qualifications, with moderation via external bodies. Effectiveness of teaching and learning is reviewed regularly by both the Teaching and Learning Coordinator and the English coordinator, through focused observations and learning walks with recommendations made for improvement, additional support, mentoring and training. Twice-yearly book and planning reviews examine breadth and depth of provision and feed in to assessment of the effectiveness of provision.

Monitoring and review

It is the responsibility of the teachers, Subject Leader and Leadership Team to ensure the area of English and Reading is monitored and reviewed to make sure the delivery continuously maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own lives.

The Subject Leader will monitor the English and Reading offer on a biennial basis as part of the School Self Evaluation Policy and Guidelines. Additionally the subject leader will monitor the impact of the provision by examining the data on pupil progress alongside the SLT of the school and Governors. The subject leader will detail any actions which may be required to address any issues or concerns, to enable the teaching staff at Nancealverne to 'close the gap' within pupils' learning/achievement, either raised by an individual teacher through the tracking system or on examination of end of year data collection.

Planning

Long term planning guidance is given by the Subject Coordinator, feeding into a scheme of work and progression map for each class.

Class teachers are responsible for medium and short term planning and the regular cycle of planning, delivery and formative assessment that feeds into future sessions.

Resources

Nancealverne is well resourced in the area of English and all efforts are made to ensure that resources are up-to-date, age appropriate and culturally diverse. Resources are kept both in class and in a centralised storage cupboard and the library. The subject coordinator issues staff resources in teacher meetings and CPD with key templates and representation, supplemented by a range of manipulatives used throughout the school (such as Read Write Inc. Precision Teach, Jolly phonics sounds etc.). Regular audits and key-stage collaborations are carried out and additional resources purchased as and when necessary.