

Early Reading Policy

Intent

We aim for all learners to achieve the following:

- To develop a positive relationship with the written word, and enjoy reading for both pleasure and information
- To be reading at a level that is in line with their developmental progress
- To ensure all learners are assessed according to the Communication Matrix (SaLT) and follow the intended pathway
- To ensure listening skills and functional communication play a key role in all learners' phonics lessons

Implementation

Curriculum Phase	Curriculum Offer
Expose (Social Partners)	<ul style="list-style-type: none"> • Learners will have access to Sensory Stories, at least 3 times per week • Learners will be exposed to preliminary Phonics learning experiences (Essential Letters and Sounds; phase 1) • Learners will have access to Universal SaLT approaches • Learners will have access to AAC resources • Learners will have continuous access to additional reading resources, throughout wider curriculum and bespoke reading for their classrooms (i.e. letter/word cards and games)

	<ul style="list-style-type: none"> • Learners will access 1:1 support with reading tasks and experiences every day, with an LSA and/or Teacher • Learners will have opportunities to access small group literacy lessons, or will have opportunities to access the work from small group in their own space/time • Learners will access familiar songs/rhyme every day • Learners will consistently access modelled reading via their Class Community; staff will also engage in learner specific intensive interaction in order recognise and celebrate all/any verbalisations, and support individual confidence building (Essential Letters and Sounds ebook library, decoded reading books and general class reading books)
Explore (Language Partners)	<ul style="list-style-type: none"> • Learners will have access to Sensory Stories, at least 3 times per week • Learners will explore graded Phonics learning experiences with 1:1 support (Essential Letters and Sounds) • Learners will have access to Universal SaLT approaches • Learners will have access to AAC resources • Learners will have continuous access to additional reading resources, throughout wider curriculum and bespoke reading for their classrooms (i.e. book boxes) • Learners will access 1:1 support with reading tasks and experiences every day, with a LSA and/or Teacher • Learners will have opportunities to access small group literacy lessons, or will have opportunities to access the work from small group in their own space/time • Learners will access familiar songs/rhyme every day • Learners will consistently access modelled reading via their Class Community; staff will engage in learner specific intensive

	<p>interaction, and staff will support Explore (LP) learners with reading/singing aloud by utilising appropriate prompt levels for individuals (Essential Letters and Sounds ebook library, decoded reading books and general class reading books)</p>
<p>Enquire (Conversational Partners)</p>	<ul style="list-style-type: none"> • Learners will have access to Sensory Stories, at least 3 times per week • Learners will access graded Phonics learning experiences, either independently or with 1:1 support (Essential Letters and Sounds) • Learners will have access to Universal SaLT approaches • Learners will have access to AAC resources • Learners will have continuous access to additional reading resources, throughout wider curriculum and bespoke reading for their classrooms (i.e. book boxes) • Learners will access 1:1 support with reading tasks and experiences every day, with a LSA and/or Teacher • Learners will have opportunities to access small group literacy lessons, or will have opportunities to access the work from small group in their own space/time • Learners will access familiar songs/rhyme every day • Learners will consistently access supported reading via their Class Community; staff will engage in learner specific intensive interaction, and staff will support Enquire (CP) learners with reading/singing aloud by utilising appropriate prompt levels for individuals (Essential Letters and Sounds ebook library, decoded reading books and general class reading books)

Reading

Quality age-appropriate stories and universal reading materials, are used or created to teach reading and inspire our learners to be life-long readers. These will often link to writing and/or other learning experiences: termly themes, special events, cross curricula opportunities and universal SaLT approaches. The teaching of reading at Kestrel House considers the following:

- Access to developmentally and age appropriate reading
- Enticing learners in to reading; via strengths based and multi-sensory approaches
- Access to supported 1:1 reading
- Functional reading for understanding and communication

We seek to generate an individual interest/appetite for reading with our learners; we will offer daily reading opportunities in a wide variety of forms, we will offer daily choices within each individual's access to reading tasks/experiences, and we will offer daily individualised support for reading. All staff are trained in universal SaLT approaches; specially designed and deployed to aid individual access to reading. We have a language rich curriculum to ensure that pupils are immersed in high-quality and consistent vocabulary from the start. All children are exposed to a language rich environment that supports children's reading and language acquisition development.

Supporting reading at home

- All parents/carers are encouraged to access Progress Meetings and Annual Review; throughout these meetings communication and interaction needs/development will be discussed, and appropriate approaches and/or resources will very often be offered for use at home
- All parents/carers will have access to all universal SaLT provision, as well as individual SaLT provision (in accordance with ECHP provision/s) for use at home



- Via meetings, and weekly communication with parents/carers, reading materials will be shared, explained and supported for home use
- All parents/carers will have access to evidence of learning and progress

Story and rhyme/song offering at Kestrel House School

All learners at Kestrel House School will have opportunities to read/hear stories and rhymes/songs. We believe that these high-quality reading experiences will support the learners' language acquisition & development whilst promoting a strong love of learning. Learners will be able to learn key words/phrases and be able to recognise/sing/retell while accessing their individual method of communication.

The core stories/rhymes/songs that learners within each curriculum phase will learn will directly relate to the termly theme, and will be selected appropriately by Teachers and their class communities. Learners will also be exposed to a variety of additional high-quality texts throughout each theme/topic cycle. All learners, will be offered opportunities to access functional reading every day, via our Universal SaLT approach. All learners, will be offered opportunities to access Sensory stories at least 3 times per week, with at least 1 new story topic per half term. All learners will be offered opportunities to access music, rhymes and songs every day.

Sensory Stories and associated reading tasks

At Kestrel House School we plan and deliver Sensory Stories in order to motivate and entice our learners into reading experiences; we consistently model reading for our learners, both during Sensory Story sessions (and their associated reading tasks) and throughout the school day via our Universal SaLT approach for the school.



Classroom Environment

Every classroom utilises and displays reading materials in accordance with curriculum phase; concentrating key words, phrases, themes, and rhymes/songs. Communication mats are available in every lesson to support children's early reading/writing across the curriculum. Working walls will be updated weekly/daily to reflect the current learning. All environments around the school provide multiple opportunities to consolidate learning and both the indoor and outdoor environment is rich with language/symbols/print.



Impact

Assessment

All learners are assessed via admission (in accordance with SCERTS, EYFS, Engagement Model or Pre Key-stage) to determine their individual understanding of reading, their current communication strengths/needs, and in order for us to place each learner appropriately into a curriculum phase. Their progress with reading will be tracked throughout each year; associated learning targets will be set and amended each term, and learners will be assessed against these targets every day at school.

Staff CPD and monitoring

All staff receive regular training in early reading and communication to ensure everyone has up to date knowledge of how best to support children in early reading and communication.

Our Intent, Implementation and Impact are regularly monitored through learning walks, Evidence for Learning timelines, Learner's books, Witness Statements and Annual Review/Progress Reports.

Expected learning outcomes

Our learners will all access various reading experiences in a variety of different ways, all progress with reading will be recorded on our Reading Progression document, and teaching staff will sequence learning within reading by utilising reading frameworks (Essential Letters and Sounds, Oxford University Press reading library and Equals literacy framework).



All learners will be exposed to literacy experiences, chiefly involving: developing or maintaining joint attention, turn taking, stories, keywords, objects of reference and developing non-verbal skills.

Most learners will take part in the exploration of literacy experiences, involving: understanding question words, combining words to build comments/descriptions, sequencing events and self-expression.

And, some learners will aim to enquire a little deeper when accessing literacy experiences: understanding more advanced question words, understanding time/place, predictions, inferencing, basic grammar and role play.

Learners who are accessing 'Exposure' Curriculum (Social Partners) will: gain their own understanding of keywords/symbols, match words/symbols to real objects/items, have their own preference for reading experience (ebooks, books, sensory stories), and be able to utilise their own receptive language skills functionally (following instructions, make choices, comment, respond and request).

Learners who are accessing 'Exploration' Curriculum (Language Partners) will: use a range of word combinations, use symbols and/or Makaton to communicate, have their own preference for reading experience (ebooks, books, sensory stories), and be able to utilise their own receptive language skills functionally (following instructions, make choices, comment, respond and request).

Learners who are accessing 'Enquire' Curriculum (Conversational Partners) will: use a variety of sentence constructions, request information/support/guidance when needed, have their own preference for reading experience (ebooks, books, sensory stories), and engage in reciprocal interactions based on their interests.