

Reading and Phonics Policy

Approved by: Chair of Governors Silas Jones		Date: November 2021
Headteacher: Steph Clancy		
Last reviewed on:	November 2021	
Next review due by: (Every 2 years)	November 2023	

At Hollywater School we value all modes of communication and methods of reading and recording. We recognise the broad range of abilities our pupils have and believe that our curriculum allows each pupil to access communication and literacy to meet their needs.

Communication is a fundamental human right and we are fully aware of the implications of a lack of functional communication as a barrier to inclusion.

We are also passionate about fostering and developing a love of reading and stories for all of our pupils.

This policy sets out how we aim to support all pupils with communication and the development of reading skills.

Intent:

- To provide all children with methods of communication appropriate to their needs; verbal/signed/symbolic/tactile/augmentative/written. This will support their learning and provide functional access to literacy, reading and recording.
- To enable every pupil to develop modes of communication to ensure that all pupils can express their needs, share their stories and be understood by others.
- For pupils to access a curriculum pathway that develops and fosters literacy skills that can be shared and enjoyed with others throughout pupils' lives.
- To provide a reading scheme that meets individual and curriculum pathway needs that gives appropriate and functional learning access.
- To prepare pupils for life beyond school and provide them with the functional reading skills they will need as they move into adulthood.
- We aim to extend and challenge pupils in our community and offer them the widest possible range of reading opportunities.
- We aim to support those with more barriers to reading with powerful reading interventions based on individual need.

Implementation:

- To develop consistent communication, reading and recording systems throughout all key stages that appropriately meet the needs of individual pupils.
- To develop skills in reading and recording appropriate to needs which supports progress and access to learning.
- To provide functional and meaningful opportunities for all pupils for communication across all areas of the curriculum including leisure time.
- To work with SALT and other professionals to develop appropriate systems to support individual needs.
- To provide motivation and engagement in learning of literacy through our curriculum pathways ensuring a wide variety of activities including; books, stories, drama, role play.
- The school uses signs and symbols throughout the school to support functional reading skills; for example; visual timetables, symbols on all doors, symbolled resources, objects of reference, photographs, communication boards in play areas as well as communication aids for individuals such as; PECS, communication boards and augmentative systems.

- Literacy; including reading is supported and linked to communication systems, emotional literacy and zones of regulation with the aim of supporting all pupils to develop their understanding of what is happening around them in their environment. This will support; choice making; making appropriate emotional choices; community activities and other settings.
- Providing different levels of communication support appropriate to individual needs, such as; intensive interaction; PECS; communication boards; AAC; colourful semantics; zones of regulation.
- Pupils at phase 2 and above are listened to reading regularly each week.
- Where appropriate, based on learning needs, pupils are grouped for a focussed reading session each day for a minimum of 20 minutes.
- The teaching of reading and phonics are closely aligned.
- Pupil progress is assessed against the Hollywater School frameworks, which are based on the National Curriculum year group targets, but broken down into smaller steps to show progress. Students working below National Curriculum Year 1 may be assessed against H levels, which have been adapted from P levels to reflect the needs of our school community.

Language, Communication and Literacy across departments:

Pupils have cognition and learning targets appropriate to meet their learning needs.

Early Years Foundation Stage

Pupils access curriculum pathways appropriate to their learning needs

- Phonics lessons;
 - Phase 1
 - Rhyming
 - Listening skills
 - Letter sounds with props
 - Music with Mike
 - Introductory songs with different lessons
 - Clapping syllables
 - Individual reading targets/workbox
- Non-fiction stories – activities to include;
 - Role-play area
 - TEACCH tasks
 - Matching
 - Comprehension
 - Sensory stories
 - Story massage
 - Book area
- Writing table
- Write dance sessions – messy mediums
- Physical development targets

- Dough disco sessions
- Funky fingers sessions
- Mark making sessions

Communication focused on individual needs, to include;

- PECS
- Social communication
- Conversational skills
- Questioning and Comprehension
- Memory skills – auditory and visual
- Circle time sessions
- Attention sessions phase 1,2
- Attention Autism sessions
- Speaking and listening group sessions
- Zones of regulation

PMLD

Pupils access curriculum pathways appropriate to their learning needs;

- Daily focussed reading session
- Focussed reading sessions to incorporate daily phonics teaching based on the phases of progression in Letters and Sounds

Within the PMLD curriculum pupils will encounter the following :

- Exploring books and understanding and developing the skill of turning pages (this may be via alternative technology)
- Sensory Stories
- Looking and listening activities
- Focusing on pictures activities – matching
- Sound and music work
- Mark making
- Recognising objects of reference / pictures / symbols
- Use of appropriate communication devices - switches / Big Macks / Etran Frames / iPads / communication books / PECs/ ALD boards.
- Use of Clicker 7 to enable pupils to record
- Attention Autism sessions
- Attention sessions
- Dough Disco

Communication focused on individual needs, to include;

- PECS
- Social communication
- Conversational skills
- Questioning and Comprehension – using a range of communication aids
- Memory skills – auditory and visual
- Attention Autism sessions Phases 1 and 2

- Speaking and listening group sessions
- Zones of regulation

Key Stage 1

Pupils access curriculum pathways appropriate to their learning needs

- Daily focussed reading session
- Focussed reading sessions to incorporate daily phonics teaching based on the phases of progression in Letters and Sounds
 - Phase 1 / Phase 2
 - Rhyming
 - Listening skills
 - Letter sounds with props
 - Music
 - Introductory songs with different lessons
 - Clapping syllables
- Non-fiction stories – activities to include;
 - Role-play
 - Action songs
 - Matching skills
 - Story massage
 - Sensory stories
- Nursery rhymes and songs
- Class book area
- Reading class names
- Early writing skills – mark making, colouring, tracing and copying handwriting stages (follow OT programme)
- Write dance sessions
- Funky fingers / dough disco (fine motor skills for pre-requisite for writing)
- ALD boards

Communication focused on individual needs, to include;

- Communication boards for requesting and commenting
- PECS
- AAC
- Attention Autism sessions
- Turn taking games
- Zones of regulation
- Speaking and listening groups
- Makaton signing
- Circle time
- TEACCH timetables, individual schedules, symbols around classroom

Key Stage 2

- Pupils access curriculum pathways appropriate to their learning needs
- Daily focussed reading session.
- Focussed reading sessions to incorporate daily phonics teaching based on the phases of progression in Letters and Sounds;
 - Letters and Sounds
 - Jelly and Bean
 - Smart Kids – wordless readers (phase 1)
 - Big Cat Phonics

- Role-play
- TEACCH tasks
- Matching
- Comprehension
- SPAG
- Sensory stories (integrated pathway)
- Story massage
- Colourful semantics writing tasks
- Zones of regulation
- Fiction and non-fiction linked to curriculum topics
- Write Dance
- Non-fiction
 - Reading Eggs
 - Recipe books
 - Information text
 - Texts with props
 - Symbolled recipes and instructions
 - Texts with symbols and objects of reference to follow instruction

Communication focused on individual needs, to include;

- PECS
- AAC
- Social communication sessions
- Conversational skills
- Questioning and Comprehension
- Memory skills – auditory and visual
- 'Playdough therapy' - Dough Disco
- Play shop
- Talkabout programme

Key Stage 3

- Pupils access curriculum pathways appropriate to their learning needs
- Daily focussed reading session..
- Focussed reading sessions to incorporate daily phonics teaching based on the phases of progression in Letters and Sounds
- Functional literacy for independence
- Promotion of independent reading for pleasure.
- Library sessions
- Reading Eggs
- Fictional stories relating to the termly curriculum topic.
 - Role-play
 - TEACCH tasks
 - Comprehension
 - Character profiles
- Non-fiction
 - Instructions
 - Fact files
 - Information and explanation text for reading, writing and communication
- Communication focused on individual needs, to include;
 - PECS
 - AAC for communication
 - Social communication
 - Conversational skills
 - Questioning and comprehension
 - Memory skills – auditory and visual
 - Let's construct (Lego-Based Therapy)

Key Stage 4

- Pupils follow OCR Life and Living Communication Entry Levels 1-3
- Daily focussed reading session.
- Focussed reading sessions to incorporate phonics teaching based on the phases of progression in Letters and Sounds
- Functional literacy for independence
 - SEN Press
 - Social sight reading
 - Non-fictional writing linked to curriculum topic.
- Promotion of individual reading for pleasure.
- Library sessions

- Fictional stories relating to the termly curriculum topic.
- Sensory stories for pupils
- Communication lessons
- Social skills groups
 - Communication sessions
 - Circle time
 - Opportunities to discuss and debate topical issues.

Further Education (FE)

All students in FE follow the Adult Pre-Entry Curriculum Framework and Adult Core Standards; this is more relevant in preparation for adult life. Functional Literacy is embedded and taught in predominately 'real life' situations including shopping, cooking, using public transport and accessing community facilities. Emphasis is placed on developing independence and confidence in life skills. FE curriculum builds on previous learning and supports functional skills appropriate to meeting individual needs, progression to further provision, and prepares them for adult life. Literacy and reading are embedded within the curriculum for functional understanding as we seek to empower our students to be autonomous and self-determining. Within the continuum of the framework, individual learners will progress in different ways, at different rates, and at a pace that suits them. Progress may be demonstrated incrementally (or vertically), laterally, or by the maintenance of skills.

- OCR Life and Living Communication Entry Levels 1-2 accreditation
- ASDAN Personal Progress Pre-Entry and Entry Level 1 accreditation
- ASDAN Personal and Social Development Entry Level 1-2 accreditation
- Shared reading opportunities
 - SEN Press
- Functional literacy for independence
 - Social sight reading
 - Symbol recognition
 - Forms
 - Lists
 - Recipes
 - Schedules
 - Instructions
 - Timetables
- Promotion of individual reading for pleasure
 - Magazines
 - Websites of interest

- Reading Eggs

Communication focused on individual needs, to include;

- PECS
- iPad for communication
- Social communication
- Conversational skills
- Questioning and comprehension

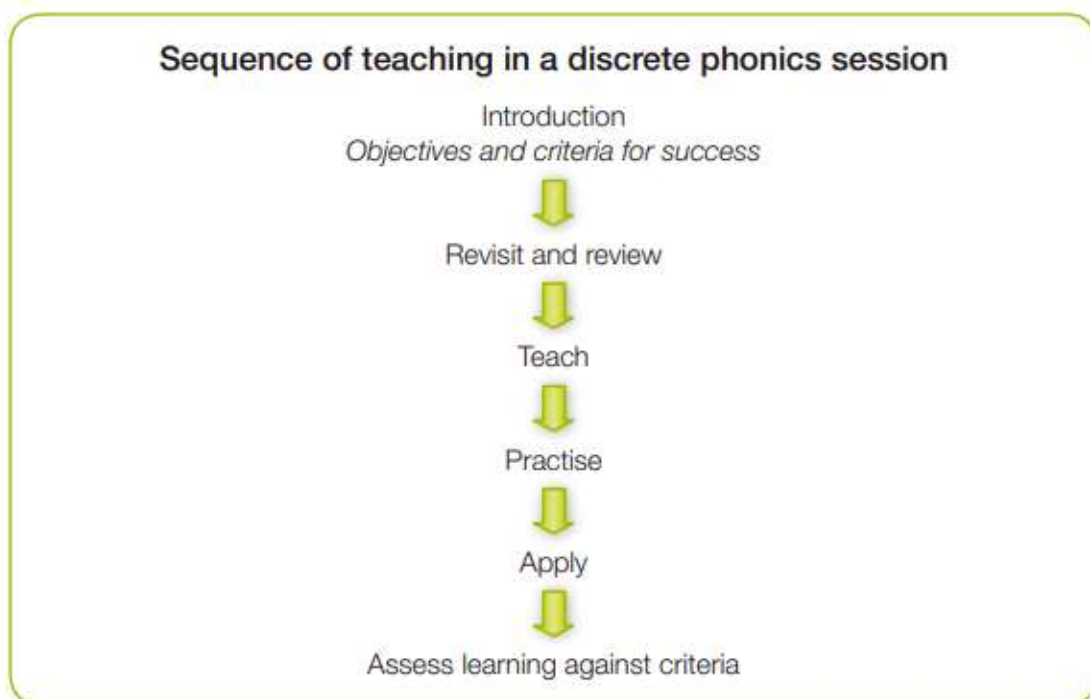
Phonics Overview

We base our phonics teaching and assessment on the phased progression of Letters and Sounds. We have created a Letters and Sounds Assessment Framework based on the first 5 phases. The teachers use this to record progress that the pupils are making within each of the phases.

Teachers record termly achievement on this framework as well as ongoing assessments. The resources we use are from a range of texts and reading schemes that follow the same progression as Letters and Sounds (Jelly and Bean, Collins - Big Cat Phonics, Smart Kids – wordless readers (phase 1)) We also use an online subscription to Reading Eggs and Twinkl that again, follows the progression advised by Letters and Sounds.

The following phases are used as a guide to show the sequence in which systematic synthetic phonics should be taught. A range of resources and techniques are used to teach the following to suit the individual pupils needs and ways of learning. (please see attached resource list)

Planning outline used across school



(Letters and Sounds: Principles and Practice of High-Quality Phonics Primary National Strategy)

Revisit and review

- Practise previously learned graphemes
- Practise blending and segmentation

Teach

- Teach new graphemes
- Teach tricky words

Practise

- Practise blending and reading words with the new GPC
- Practise segmenting and spelling words with the new GPC

Apply

- Read or write a sentence using one or more high-frequency words and words containing the new graphemes

Phase 2

Set 1:	s	a	t	p	
Set 2:	i	n	m	d	
Set 3:	g	o	c	k	
Set 4:	ck	e	u	r	
Set 5:	h	b	f, ff	l, ll	ss
Tricky words	the	to	l	no	go

Phase 3

Set 6:	j	v	w	x	
Set 7:	y	z	zz	qu	
Set 8:	ch	sh	th	ng	
Set 9:	ai	ee	igh	oa	
Set 10:	oo (long)	ar	or	ur	
Set 11:	ow	oi	ear	air	

Set 12:	er	Oo (short)			
Tricky Words	he was my	she you her	we they	me all	be are

Phase 4

Children entering Phase Four will be able to represent each of 42 phonemes by a grapheme, and be able to blend phonemes to read CVC words and segment CVC words for spelling. They will have some experience in reading simple two-syllable words and captions. They will know letter names and be able to read and spell some tricky words. **The purpose of this phase is to consolidate children's knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.**

(Letters and Sounds: Principles and Practice of High-Quality Phonics Primary National Strategy)

Phase 5

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words, they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words.

(Letters and Sounds: Principles and Practice of High-Quality Phonics Primary National Strategy)

Set 13:	ph	ow	ae	ay	
Set 14:	ie	o-e	a-e		
Set 15:	ir	ue	ea	ee	
Set 16:	wh	ure	oy	ou	
Tricky Words	oh called their	Mrs looked	people could	Mr asked	

List of books and resources linked to each of the Phonic phases:

Phase 1:

Books:

Reading egg library

Big books

Story books

Sensory stories

Resources:

Sound cards, initial sound pictures and object bags/boxes, alphabet display, rhyming games, a variety of listening games

Access to Twinkl

Phase 2:

Books

Songbirds phase 1+

Read Write Inc, set 1, 5 titles

Read Write Inc, set 2, 5 titles

Collins Big Cat pink

Start Reading pink, band 1

Read with Biff, Chip and Kipper, OR, phonics with stories level 1, 2 and 3

Dandelion Launchers unit 1, 2, 3, 4, 5, 6 and 7 (4 titles in each set)

Project X pink (4 titles)

ORT stage 1

Ginn Literacy Ladders stage 1

Oxford Literacy Web sound books

Goal level 2 (books and workbook, for older children)

Reading egg library

Resources:

Letter mats, big sound display cards, wall freeze, button cards, bingo games, dice, matching games, tricky word cards, writing frames with pictures, phoneme flip stand, phoneme fans, high frequency word mats, work books (printable), sound playdough mats, caption cards

Reading Eggs map 1, 2, 3

Fast phonics peak 1 – 6

Access to Twinkl

Phase 3:

Books

Songbirds stage 2 and 3

Collins Big Cat red

Read Write Inc set 3, 2 titles

Rigby star orange

Start Reading yellow, band 3 and blue, band 4

Read with Biff, Chip and Kipper, OR, level 4 and 5

Dandelion Launchers unit 8, 9 and 10 (4 titles in each set)

Dandelion launchers unit 11, 12, 13, 14 and 15 (4 titles in each set)

Project X red (4 titles)

ORT stage 2 and 3

Ginn Literacy Ladders stage 2 and 3

Goal level 3 (books and workbook, for older children)

Reading Eggs library

Resources:

Letter mats, big sound display cards, wall freeze, button cards, bingo games, dice, matching games, tricky word cards, writing frames with pictures, phoneme flip stand, phoneme fans, high frequency word mats, work books (printable), sound playdough mats, yes-no question cards, caption cards

Reading Eggs map 2, 3, 4, 5, 6, 7

Fast phonics peak 7 – 12

Access to Twinkl

Phase 4:

Books:

Collins Big Cat yellow

Rigby Star turquoise

Read with Biff, Chip and Kipper, OR, level 6

Start Reading green, band 5 and orange, band 6

ORT stage 5

Reading Eggs library

Resources:

Football phonics, yes/no cards, sentence substitution cards, sentence building activities, loop cards, Let's spell (flip book), a variety of tasks for children when doing independent work

Reading eggs map 5, 6, 7, 8, 9

Fast phonic peak 13 and 14

Access to Twinkl

Phase 5:

Books

Songbirds stage 5 and 6

Collins Big Cat blue

Rigby Star white, gold, purple

Start Reading turquoise - band 7, purple – band 8 and gold – band 9

Project X blue and yellow (4 titles each)

ORT stage 5, 6, 7 and 8

Oxford Literacy Web, Phonic Stories stages 4 - 6

Oxford Literacy Web, Phonic Stories stages 7 – 9

Goal level 4 (books and workbook, for older children)

Reading Eggs library

Resources:

yes/no cards, sentence substitution cards, sentence building activities, loop cards, Let's spell (flip book), a variety of tasks for children when doing independent work

Reading eggs map 8, 9, 10, 11, 12

Fast phonics peak 15 to 20

Access to Twinkl

Phase 6 and beyond:

ORT stage 9, 10, 11

A variety of group reading books

Reading express

Reading Eggs library

Access to Twinkl