



EYFS and KS1

Beginning in EYFS, students at College Park participate in literacy activities which have very similar outcomes of Phase 1 and 2 of Letters and Sounds including exploration of sound as well as developing speaking, listening, language and communication skills. These are multisensory pre-reading activities including sensory stories (where each element of a story is made sensory) and an experiential approach to literacy is taken where children are able to enjoy stories and books through hands on experience of them. At this phase, pupils start using a range of early communication aids including objects of reference, pictures and symbols to foster understanding and expression. Reading is taught throughout the day through the use of object of references, photographs, symbols PECS and sight words.

Pupils consistently work on developing their pre requisite skills for reading such as picture to picture matching and word to picture matching skills.

Semi-Formal Curriculum

Many of our pupils with autism and complex needs, for whom the processing of information is compromised, are not able to blend; a key skill for phonetic readers. These students often know the phonemes in isolation but are unable to decode, segment or blend words together.

These pupils find it more efficient to learn to read using the Photo/Symbol and Word recognition as well as through using sensory approaches in KS 2 and 3 and then progress to functional reading, which is delivered in similar manner. Some pupils, because of their severe learning needs



and working memory difficulties, at this stage are still working on improving their prerequisite skills for reading. For pupils following the semi-formal curriculum, reading is taught throughout the day in different contexts, through the use of photos, PECS and chat boards.

First, we focus on teaching the core vocabulary and then progress to teaching of the fringe vocabulary. We also ensure progress through reducing support and extending contexts for pupils to master their reading skills.

- **Core vocabulary** can be taught and reinforced in a variety of activities and allow for quick and easy 2-word combinations. Core vocabulary is powerful because it allows communicators to express a wide variety of concepts with a very small number of words.
 - Everyday strategies to embed core vocabulary into the school day include:
 - Model use of core words that can be used and practiced across the curriculum and are not topic specific.
 - Use signs to accompany your speech.
 - Point out the vocabulary as you move around the school or when it occurs in stories and songs e.g. 'Look. Chair.' 'Sit on chair', 'Mr Smith's chair', 'Mummy Bear's chair', 'Put dolly on the chair.'
 - Target core words that occur in games and stories.
 - Encourage the use of targeted vocabulary when it occurs in an activity. Give a model. Make comments using the key word e.g. 'I like your chair.' 'Look at my chair' 'We are sitting on the chair'.
 - Core vocabulary includes the following words;
 - More; Stop; Go; Again; Gone; Like; Want; Me; No; Yes; Wait; Help; Look; Listen; Give; Finished; Eat; Drink; Now; Next; Home; Toilet; School; Outside; Come; Play; Me/ My; Turn; Choose; Mum; Dad; You
- **Fringe vocabulary** can be topic specific and incorporates the following words:
 - Arm; leg; head; hair; mouth; hand; feet; face; teeth; nose
 - Sit; stand; walk; run; jump; get; paint; play; cook; wash; read; work; make; do; sing; sign; talk
 - Cup; plate; spoon; apple; orange; banana; cake; biscuit; yoghurt; dinner; pudding
 - Jumper; trousers; T-shirt; skirt; coat; socks; shoes; boots; hat
 - Classroom; table; chair; paint; book; teacher; playground; swimming pool; outside; bus; taxi; wheelchair;
 - ball
 - Sun(shine); rain; wind; snow



- House; door; window; table; chair; door; garden; tree; flower
- Shop; road; car; bike; café; hospital; boat
- Cat; dog; rabbit; cow; sheep; pig; horse; duck; bird

- **Fringe vocabulary is thought in a variety of ways and normally incorporates the following steps:**
 - Select words from the curriculum, identify core and fringe words
 - Symbol: link it to something visual – real object including sensory elements, photo or symbol
 - Word Aware Program
 - Sentence: put it into a sequence
 - Practical group work that engages the children.
 - Prompt pupil to read the word (use signs and/or symbols to prompt)
 - Link vocabulary to activity

In KS4 and KS5 functional words are taught, often alongside a picture that can contextualise the word in a variety of ways to embed learning. These are carefully chosen words that will improve students' ability to live independently and include words like 'station,' 'cashier' and "ticket" as well as some phrases like 'wet paint' and 'watch your step.' This form of reading is characterised as functional reading and is supported by trips out and reading in wider community.

Reading is delivered by using matching flashcards and bingo cards in structured 20 minute sessions daily.



Formal Curriculum

For pupils who follow the formal curriculum pathway, reading is personalized depending on strengths and levels and implemented in a number of ways:

- Phonics- letters and sounds
- Whole word reading
- Guided reading- Class Story book and Oxford tree reading books
- Reading Eggs- specific online reading program
- Personalized social stories
- Reading for pleasure

In Key Stage 2, pupils begin both functional reading/whole word reading and continue phonics reading programs. Research into teaching reading pupils with learning difficulties including Autism and Dyslexia shows that pupils often benefit from distinct, routinized and systematic phonics teaching (Rose, 2006:93; Gregg, 2007:65) when combined with literacy that encourages the development of comprehension skills, reading for enjoyment and meaning. A large portion of children with autism exhibit strength in early word reading, hyperlexia. For that reason, the research suggests that early learners with ASD should also be supported by offering a word reading approach (McDonald, Luk and Quintin, 2020). Both methods are research based ways to teach and improve reading accuracy for pupils with autism (McArthur et al., 2015).

For pupils who can access Phonics, Discrete phonics teaching is in English lessons and is taught for 15 minutes in Key Stage 2 classrooms. This program is based on the Little Wondel Letters and Sounds Revised program and has been personalized to meet students' special educational needs through the inclusion of visual supports, multisensory elements, chat boards and the use of PECS.

For students who struggle with blending, the whole word approach is offered they may begin learning to read the DfE first 100 words and next 200 words. These include words important for sentence building, including 'I', 'me', 'my', 'is', 'was', 'were' as well as words that are important, meaningful and enrich learning including 'magic', 'trees,' 'narrator' allowing students to access the world around them and a rich range of



books and other texts. Students also choose words that they find meaningful and motivating and these can then be embedding in independent story writing.

For pupils to become readers, we must integrate the development of comprehension skills, reading for enjoyment and meaning. We do this through a guided reading program which is run in Key Sage 2, 3 and 4 Formal Curriculum; we integrate sensory and motivating elements, props and comprehension, turn-taking and speaking and listening skills to foster comprehension.

Engaging, exciting picture books, accompanied with visual chat boards are used for guided reading in KS2 and KS3 during daily reading sessions in the classroom. In KS4 more emphasise is put on independent reading.

Throughout the school, reading for pleasure is encouraged for all pupils in the way that there is a range of engaging, sensory and motivating books available in each classroom where pupils are free to choose and read or look at the book with their teachers or independently. There is a strong emphasize on pupils interests as well as on the cultural capital in terms of books available for reading for pleasure.



Reading-Progression of Skills and Knowledge

Personalised reading

- To understand that a favoured object can provide specific meaning in some form.
- To be able to visually discriminate and attend to matching activity (prerequisites for reading):
 - match object to object
 - match photo to photo
 - match photo to object
 - match symbol to symbol
 - match symbol to photo
 - match letter to letter
 - match simple words to simple words
 - match words to symbol
- To develop print awareness to understand that pictures (photos/symbols) have meaning.
- To make choices from identified favourite objects/activities e.g. 'train' or 'ball'.
- To recognise and respond to key signs, symbols and words.
- To recognize/read the core vocabulary symbols/words- More; Stop; Go; Again; Gone; Like; Want; Me; No; Yes; Wait; Help; Look; Listen; Give; Finished; Eat; Drink; Now; Next; Home; Toilet; School; Outside; Come; Play; Me/ My; Turn; Choose; Mum; Dad; You
- To recognise/read the fringe vocabulary words/symbols related to the termly topics
- To recognise/read functional words in different contexts.
- To be able to identify signs and symbols in the community



- To communicate effectively with others using preferred modes of communication.
- To share a personal event or news or share in a fictional story.
- To develop print awareness and the understanding that the print on a page represents words that have meaning and are related to spoken language.
- To develop letter knowledge which enable a pupil to recognize the letters of the alphabet and to know the names and sounds of each letter.
- To apply phonic knowledge and skills as the route to decode words-We use a systematic phonics programme called Little Wandle Letters and Sound Revised (**for Phonics learners**).
- - **Phase 1** of the programme is focused on discriminating environmental sounds.
 - **In Phase 2**, pupils begin to learn the sounds that letters make (phonemes). There are 44 sounds in all. Some are made with two letters, but in Phase 2, pupils focus on learning the 19 most common single letter sounds.
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 - Although the order in which sounds are taught will depend on which scheme your child's school follows, usually, they will learn the most commonly used phonemes first, starting with: /s/, /a/, /t/, /i/, /p/, /n/.
 - By the end of Phase 2 children should be able to read some vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, and to spell them out.



- **Phase 3** introduces pupils to the remaining, more difficult and/or less commonly used phonemes. There are around 25 of these, depending on which scheme is followed, mainly made up of two letters such as /ch/, /ar/, /ow/ and /ee/. They learn the names of the letters, as well as the sounds they make. Activities might include learning mnemonics (memory aids) for tricky words, practising writing letters on mini whiteboards, using word cards and singing songs like the Alphabet Song.
- By the end, they should be able to say the sound made by most, or all, Phase 2 and 3 graphemes, blend and read CVC words made from these graphemes, and write letters correctly when given an example to copy.



- **In Phase 4**, pupils should be confident with each phoneme.
- Practise reading and spelling CVCC words ('such,' 'belt,' 'milk' etc)
- Practise reading and spelling high frequency words
- Practise reading and writing sentences
- Children should now be blending confidently to work out new words. They should be starting to be able to read words straight off, rather than having to sound them out. They should also be able to write every letter, mostly correctly



- **In phase 5**, pupils learn new graphemes (different ways of spelling each sound) and alternative pronunciations for these: for example, learning that the grapheme 'ow' makes a different sound in 'snow' and 'cow'.
- They learn about split digraphs (the 'magic e') such as the a-e in 'name.'
- They'll start to choose the right graphemes when spelling, and will learn more tricky words, including 'people,' 'water' and 'friend'. They also learn one new phoneme: /zh/, as in 'treasure.'
- Say the sound for any grapheme they are shown
- Write the common graphemes for any given sound (e.g. 'e,' 'ee,' 'ie,' 'ea')
- Use their phonics knowledge to read and spell unfamiliar words of up to three syllables
- Read all of the 100 high frequency words, and be able to spell most of them
- Form letters correctly



- **By Phase 6**, pupils should be able to read hundreds of words using one of three strategies:
- Reading them automatically
- Decoding them quickly and silently
- Decoding them aloud

- They will also learn, among other things:
- Prefixes and suffixes, e.g. 'in-' and '-ed'
- The past tense
- Memory strategies for high frequency or topic words
- Proof-reading
- How to use a dictionary
- Where to put the apostrophe in words like 'I'm's



- To read common words
- To read other words of more than one syllable
- To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- To read aloud accurately books that are consistent with their developing reading awareness
- To re-read these books to build up their fluency and confidence in word reading.

Comprehension:

Pupils should be taught:

- To enjoy rhymes, poems and songs together
- To develop pleasure in sensory stories and sharing a book
- To develop pleasure in reading, motivation to read, vocabulary and understanding
- To communicate effectively with others using preferred modes of communication.
- To share a personal event or news or share in a fictional story.
- To understand the meaning of words heard and to relate to them in some way.
- To indicate correctly pictures of characters and objects in response to Blanks level questions
- To listen to and discuss a wide range of poems, stories and non-fiction
- To respond to questions that require simple recall
- To recount a short sequence of events
- To be encouraged to link what they read or hear read to their own experiences
- To become very familiar with key stories, fairy stories and traditional tales,



- To recognise and join in with predictable phrases
- To learn to appreciate rhymes and poems
- To discuss word meanings, linking new meanings to those already known
- To draw on what they already know or on background information and vocabulary provided by the teacher
- To check that the text makes sense to them as they read and correcting inaccurate reading
- To make inferences based on what is being said and done
- To predict what might happen based on what has been read so far