

Reading@Ravenshall

Our Intent

At Ravenshall we believe that all our pupils, regardless of their special educational needs can learn to read.

Through our bespoke and personalised curriculum all our children are given the opportunity to learn to read at a level appropriate for them.

At the heart of this philosophy is our aim to promote a love of reading, immersing them in a literacy and language rich environment, whilst developing their reading skills through carefully designed teaching activities that utilise a range of high interest texts and engaging stories.

Reading, even at a simple level, helps us to make sense of the world around us and enables our learners to access and make progress in most other areas of the curriculum. Many of our pupils struggle to embed reading skills and require daily practice and routine to make progress. As reading for many of our pupils may look different there may be more than one route to becoming readers.

Our Core Offer (Implementation)

High Expectations

Rich Language and Literacy Environment

Regular Structured Literacy Opportunities

Assessment

Accessibility

Impact

Pupils will have a greater love of reading and sharing stories.

Pupils will be better equipped to read in a functional context

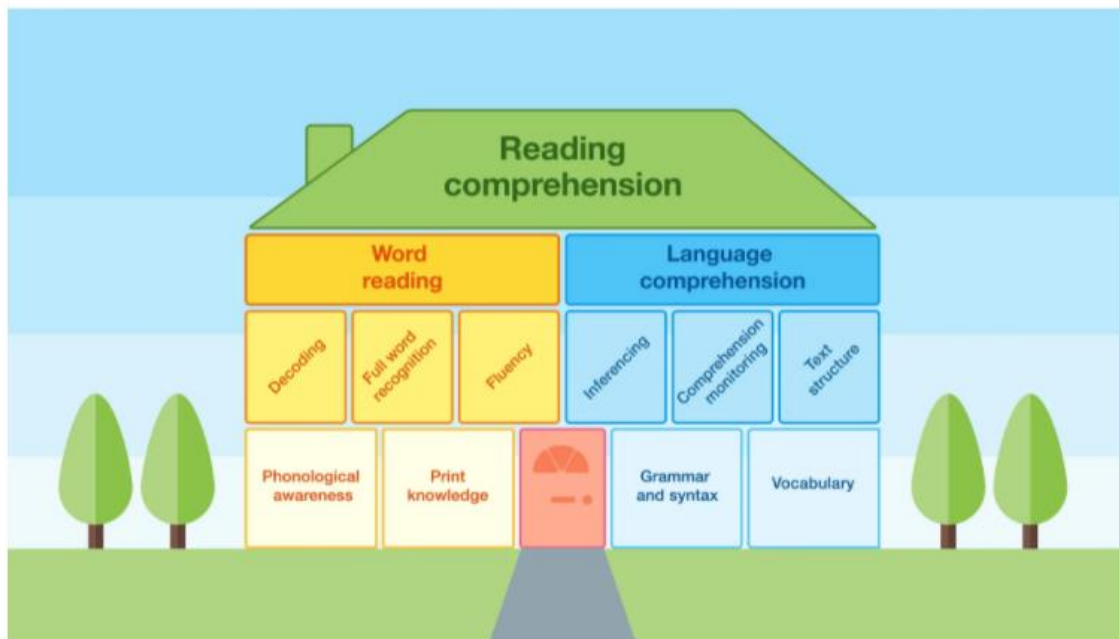
Pupils where possible will develop the skills to decode words

Pupils will be phonologically aware

Pupils will have an understanding of what they can read at their individual ability level.

High Expectations

Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)



Reading requires learners to gain several skills at the same time, illustrated on the Reading House above. To become proficient readers, pupils need:

- **Word Recognition** - the ability to recognise and read words instantly
- **Language comprehension** - our understanding of the words and sentences we read

The reading house shows word reading and language comprehension as the two key sides of reading that need to come together to enable reading comprehension - the ultimate goal of reading.

To achieve this, pupils will follow an inclusive reading pathway that gives them the opportunity to learn to read at a level appropriate to them. This is achieved through careful baselining and assessment to determine individual starting points and monitor progression.

Whilst we recognise and actively promote the teaching of these skills we also acknowledge that pupils should be motivated to read. This is done through fostering a love of reading and listening to stories.

At Ravenshall we challenge pupils to:

- ❖ know that stories can open up their world by sharing experiences
- ❖ feel empowered to access reading material in different contexts
- ❖ develop a curiosity
- ❖ 'have a go'
- ❖ answer simple questions about a story - varied based on need.
- ❖ organically develop their writing alongside reading skills

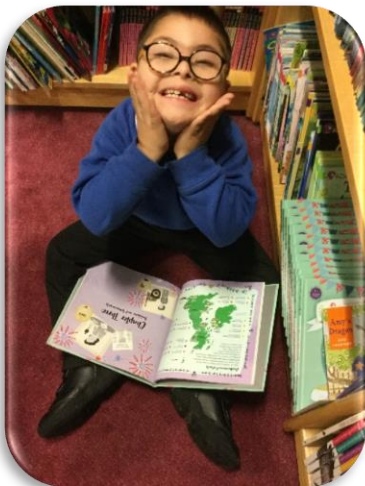
Rich Language and Literacy Environment

Success in reading has a direct effect upon progress in most other areas of the curriculum; therefore, we provide an environment with a balanced range of activities to help develop reading and language skills that include:

- Enjoyment of songs, rhymes, poems and stories, alongside learning about and using the sound system of our alphabet (Phonics).
- Track moving objects, sounds and lights.
- Matching pictures, objects and words.
- Drama, role play, opportunities to recall stories
- Watch stories/ text come to life through plays, videos etc.
- Guided reading.
- Regular independent reading.
- Home/school reading.
- Hearing books read aloud.
- Selecting own choice of texts.
- Use of the school Lending Library
- Use of technology.
- Comprehension skills at a basic (literal) and advanced (inferential) level.



This multi-strategy approach to develop reading skills encourages the pupils to understand text on different levels. It helps them read with a deeper understanding from a wide range of different text types including fiction and non-fiction publications, poetry, as well as real life texts such as text messages, emails, signposts, labels, captions and lists.



Reading for Pleasure

At the heart of our vision and ethos we believe that it is vitally important for pupils to develop a love of books and enthusiasm for developing their reading skills.

Daily 'reading for pleasure' time is built into the school day. Pupils can read independently or share their books/newspapers/magazines with a partner or adult. They can also listen to a story using our 'Scan and Read' resource. Books are chosen carefully to reflect, interest, diversity, different cultures and beliefs and levels of ability.

Teachers are encouraged to expand their knowledge of children's literature allowing them to make informed choices of books, making them better able to recommend books to children. To facilitate this staff are encouraged to read a range of children's fiction. It is important that adults are seen as readers therefore we have staff reading extracts from their favourite stories on our website as well as displays of staff reading around the school.



All our classrooms have appealing reading areas that have a wide range of books, both fiction and non-fiction as well as magazines and newspapers aimed at young readers.

Pupils are encouraged to review their books and share their recommendations with others in school and on the website.

Little Libraries

To encourage pupils to read whilst in the playground we are planning to introduce 'Little Libraries,' offering a range of books for children to read whilst outside. The books will be changed frequently to promote engagement.



We are in the process of introducing 'Reading Sheds' in both the Primary, Secondary and PFA playgrounds, where pupils can sit and read or share a story with a member of staff away from the hustle and bustle of outdoor games and sports.

Parental Involvement

Support from our parents and families is vitally important in promoting reading. We encourage parents/ families to:

- share a story with their children as often as they possibly can.
- talk about the stories their child is reading in school
- be seen as readers to their child. To encourage this, we will be offering a book exchange for adults. Available books will be displayed on our website for parents to choose from.
- Keep up to date with reading initiatives in school via the website, our 'Reading Matters' newsletter and informal 'Reading Cafés' where parents can support one another with any issues they may be having.

School Library

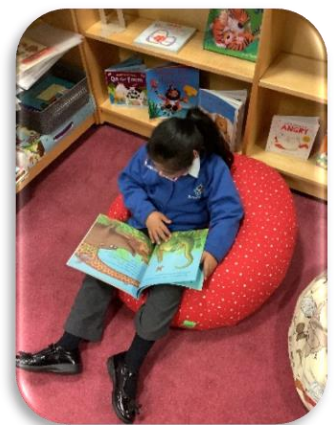
The school is fortunate to have two libraries, one in Primary and a recently refurbished one in Secondary. Every class has access to the libraries on a regular basis and can be used for small group work, individual reading, and shared story time.



The libraries have a diverse range of fiction and non-fiction reading material that we are constantly updating.

The libraries are also home to our reading scheme books.

We also promote a book of the month so that pupils are aware of the new titles added.



Lending Library

A lending library is available once per week to all our pupils. They have their own library cards which can be used to borrow a book of their choice and return it after one or two weeks.

We 'employ' pupil librarians to help organise and maintain the libraries, as well as offering advice and support to the library users.

Story Telling

Many of our pupils struggle to access stories independently, but our philosophy is that no pupil should be disadvantaged by this, so we have regular story telling sessions in each class. These sessions are lead by an adult in the classroom or by audio books.

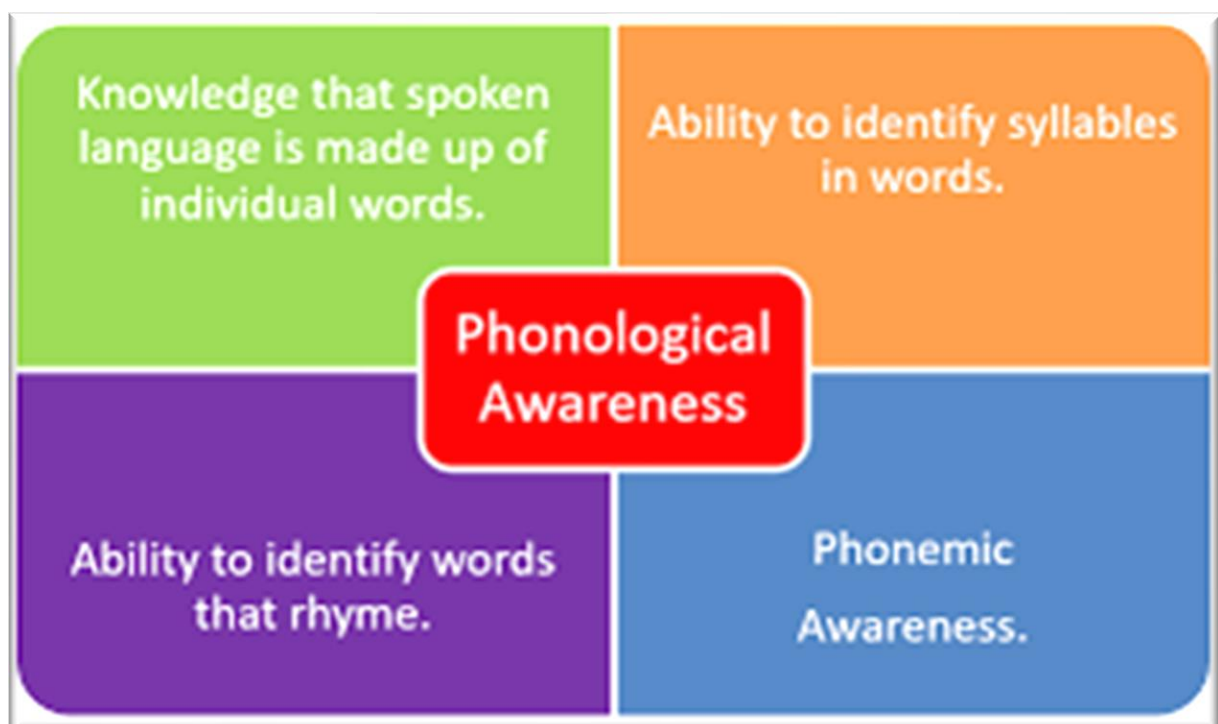
Teachers will introduce the pupils to a range of fiction texts chosen by them from a list of books for each Key Stage, or by teacher or pupil choice.

Phonological Awareness

Phonological awareness is the ability to recognise and manipulate the spoken parts of sentences and words.

Research suggests that phonological awareness plays a significant role when children are learning to read and spell words. Consequently, if children don't have an awareness of the sounds that make up words (phonological awareness), they are likely to find reading more difficult.

Phonological Awareness is developed through immersing our pupils in a language rich environment. Pupils begin by exploring and manipulating different sounds and developing their Speaking and Listening skills through playing games, listening to stories, taking part in sensory stories, listening to rhyming poems as well as some taught, structured learning activities



Regular Structured Literacy Opportunities

"Regular participation in reading and writing activities plays a central role in supporting typical children's understandings about print. Research in emergent literacy shows that students with significant disabilities, including those with complex communication needs, can benefit from the same type of literacy activities used with typically developing children but may require more time and opportunity. Regular participation in reading and writing activities plays a central role in supporting understandings about print for ALL students."

Inclusive Literacy for All (Erickson and Koppenaver (2020))

At Ravenshall, reading skills are taught through daily timetabled reading for all sessions and, if needed personalised intervention sessions. They are based on careful assessment of pupil's abilities and needs and their progressive sequenced next step of learning. The sequence of learning is personal to each pupil or groups of pupils based on their prior learning and engagement in learning. Daily reading opportunities include, guided reading, shared reading, reading for pleasure, class stories and reading in other subjects across the curriculum.

Phonics

All our pupils will start at Ravenshall having acquired very different levels of phonic knowledge. After an initial baseline assessment to determine their starting point the pupils are taught the same alphabetic code as their mainstream peers are taught but at a slower pace, using a structured systematic programme are given more opportunities for repetition. All our staff are trained to deliver our phonics programme.

As pupils progress in their phonic knowledge, they will move on from learning the letters and sounds they make; to using and applying this knowledge to read and write words; to reading and writing sentences.

We give the pupils the opportunity to use and apply their phonic learning through games and activities so that they then use this in their independent reading and written work.

We ensure that pupils build on their growing knowledge of the alphabetic code as they move through school.

Teaching and Learning of Phonics throughout the school is taught following the systematic synthetic programme 'Phonics for Pupils with Special Educational Needs,' alongside reading fully decodable texts from 'PhonicBooks', at the appropriate level for them. As its name suggests our new Systematic Synthetic programme is specially aimed at pupils with Special Educational Needs, that teaches pupils to understand the way the alphabet code works and to write by using plausible (phonetic) spellings for sounds.

Phonics Progression - The order the sounds are taught at Ravenshall using 'Phonics for Pupils with Special Educational Needs.'

Teaching Order - Scope and Sequence						PHONICS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS	
Book	Knowledge (Sounds and their Sound Spellings)					Word Structure	Skills
1	Set 1	/s/	/a/	/t/	/p/	VC & CVC words	Phonemic Skills taught to mastery - Blending Segmenting & Phoneme Manipulation
	Set 2	/i/	/n/	/m/	/d/		
	Set 3	/g/	/o/	/c/	/k/		
	Set 4	/e/	/u/	/r/			
	Set 5	/h/	/b/	/f/	/l/		
	Set 6	/j/	/v/	/w/	/c/ /s/ <x>		
	Set 7	/y/	/z/				
2	All Sounds from Sets 1-7 Capitalisation (taught here or alongside Sets 1-7)					VCC, CVCC CCVC, CCVCC +	
3	/sh/	/th/	/ng/	/ch/	/k/*	Mixed VC CVC VCC CVCC CCVC CCVCC +	
	/k//w/ <qu>	/f/*	/l/*	/s/*			
4	/oa/	/z/*	/ee/	/ai/	/er/		
	/e/*	/ou/					
5	/oi/	/oo/	/u/*	/ie/	/or/		
	/air/	/ar/					
6	/s/*	/l/*	/b/*	/d/*	/o/*		
	/i/*	/ue/	Mixed Consonants*				
7	Revision of main sounds in multisyllable words:					2 syllable words 3, 4, 5 syllable words	
	/oa/	/ai/	/ee/	/er/	/e/		
	/ou/	/oi/	/oo/	/u/	/ie/		
	/or/	/air/	/ar/	/ol/	/ue/		

The **See and Learn** programme by Downsed is available for use with pupils who need to develop their vocabulary, speech sounds and learn to combine words into longer sentences. Unlike phonics it does not break words down into separate sounds but teaches them as whole words. The See and Learn Programme is used as a complimentary strategy to phonic instruction.



Secondary pupils have regular access to our online reading programme, Lexia Core 5 at least twice a week.

Please watch this short video explaining the Core 5 reading programme.

Reading records - 1:1 reading

At Ravenshall we record children's reading during 1:1 reading sessions. This allows for more personalised learning and allows children to track the progress of their reading skills.

Reading Pathways - Overview

Our pupils have a diverse range of needs and abilities. Reading is a personalised process and is differentiated to meet their needs in every year group and Key Stage.

For our **Semi-formal** learners, the emphasis is on developing communication, language attention and understanding. This is done through sensory stories, exploration of books, learning and singing songs, multi-sensory play and Makaton signing. Running alongside phonological and phonemic awareness, pupils are taught to recognise social vocabulary such as recognising bus stop signs, places of interest and signs such as the doctors, shops and food labels for example.

Primary (EYFS/ KS1/ KS2)

The Primary creative curriculum has been developed to incorporate the interests and diversity of our learners. Texts are age-appropriate and provide challenge as well as high interest. Teachers are able to select texts linked to each term's themes.

KS3 Creative Curriculum

The Key Stage 3 Creative curriculum differs only into theme areas for each term. Books are chosen carefully to match the interests, reading levels and diversity of the different classes.

Key Stage 4

In Key Stage 4 pupils follow a functional approach to English with many of our Year 11 pupils leaving with an accredited qualification which can range from Entry Level 1 through to Level 1. They read a diverse range of texts related to real life such as adverts, poster leaflets etc. as well as having access to a range of fiction and non-fiction texts.

Preparation for Adulthood (KS5)

PfA learners continue to follow a functional approach to English. The focus through each session is the application of reading and writing, primarily together with communication/speaking and listening being the core of each lesson.

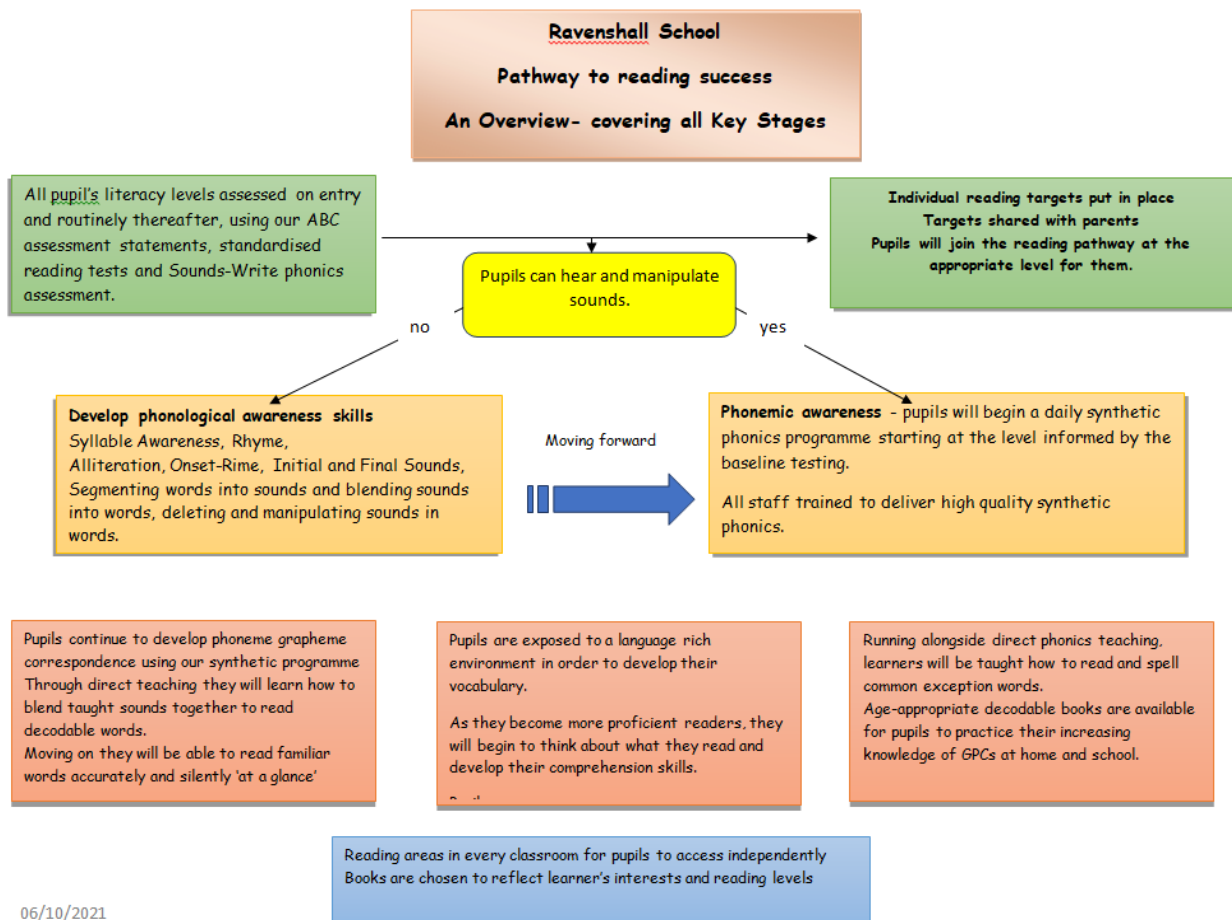
Assessment is through the OCR Life and Living Skills units that cover all the necessary English elements: Reading, Writing and Communication and also cover Encounter, Interaction and Personal Information. The units offer progression through to EL3.

Reading intervention is part of the PfA curriculum where those learners not making satisfactory progress have the opportunity to level up.

Interventions

For those pupils who are not making expected progress and need extra input, we offer interventions to help accelerate their progress. These interventions are delivered by fully trained staff who meet regularly with English Subject leads to discuss issues and share good practice.

Assessment



At Ravenshall we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensures that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what their next step of learning entails.

Formative assessment creates a positive learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the standard necessary for the child to make continuous and sustained progress.

Summative assessment provides accurate information regarding a pupil's attainment and progress. It informs whole school target setting and is used to predict future attainment of individual, year group and end of Key Stage results.

The school's assessment processes enable a clear link between the two in, order to provide the best possible outcomes.

As part of the monitoring process, we look at the teaching of reading through lesson observations, learning walks, book-looks, listening to readers and communicating with staff and pupils. Routine tracking of every pupil's progress is used to ensure that all pupils make the expected progress from their starting points. This also ensures that any pupils who require additional support are identified and early interventions are implemented.

What does our assessment system look like?

ABC Assessment

Our bespoke assessment system which was developed in accordance with guidance from the Rochford review and National Curriculum end of year expectations is divided into three areas; accessing, building and connecting (ABC). Accessing is the assessment area for pupils involved in non-subject specific learning and will support the implementation of the Engagement Model. Building is for pupils who were historically assessed from P5 - P8 and working below NC level. Connecting is for pupils working within National Curriculum expectations but not necessarily at age related expectations.

The system is based on an accumulation of skills which gives teachers a clear picture of each pupil's strengths and weaknesses and informs planning for the next steps in learning in a highly personalised approach.

Moderation

Regular moderation and benchmarking take place each term to ensure consistency of assessment, marking and feedback. Teachers meet in phase groups or in cross phase groups to analyse children's work against Ravenhall assessments which are based on current curriculum guidance.

Diagnostic reading tests

The York Assessment of Reading for Comprehension (YARC) is an individually administered reading assessment delivered by trained staff that allows us to closely observe a pupil's reading behaviours, strengths and areas for development.

It provides an in-depth analysis of a pupil's reading ability, including Standard Age Scores, age equivalent scores and percentile ranks for comprehension, rate and fluency, YARC helps us to identify specific problems to inform appropriate interventions.

Phonic Baseline testing

All pupils are assessed using the 'Phonics for Pupils with Special Educational Needs' diagnostic tool with regular monitoring to track progress

Accessibility

All our teaching is at a suitable pace for the pupils to progress, however some of our pupils will need additional individualised strategies to engage in reading.

Those strategies will include:

- Personalised Interventions
- Digital and tactile books for pupils with Visual Impairments.
- Adapted technology for pupils with physical disabilities
- Audio books
- Sound books
- Low level age-appropriate reading books
- Picture books
- Visual Symbols - At Ravenshall symbols are used for communication and to support comprehension. We do not use symbols for the teaching of word reading or literacy instruction.
- Use of computer software and DVDs
- Use of hearing technology
- Multi-sensory play
- Touch screens
- Reading websites
- Apps for tablets
- Seeing AI for specific pupils
- Braille resources and books available as needed.
- Sensory experiences
- Real life experiences
- Dual language books

