



# Sunningdale School

## **Subject Overview: Reading**

The school is ambitious in its pursuit of the best possible outcomes for its pupils. Sunningdale School is committed to providing a broad and balanced curriculum that remains wholly appropriate to the needs of each learner. A multi-tiered curriculum model is utilised so that content and pedagogy can be closely matched to the needs of pupils. This approach is arranged across 3 theoretical pedagogical pathways that begin on transition from the Early Years Foundation Stage and run through Key Stages 1 and 2 until the pupils' transition to relevant secondary provisions at the end of year 6. The pathways are the Pre-formal Pathway, the Semi-formal Explore Pathway and the Semi-formal Play Pathway.

The subjects taught within each curriculum pathway are closely matched to the developmental needs of the learners accessing that pathway, enabling them to develop the appropriate baseline level of knowledge, understanding and the skills required to access the next pathway approach or to prepare them for life beyond the school, secondary school and adulthood.

Our Reading curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps. Strong links are made with Preparation for Adulthood (PfA) outcomes and Reading builds cumulatively towards supporting these: Employment, Independent Living, Community Participation, Friendships & Relationships.

Through the curriculum area of Reading we aim to ensure that all children are provided with opportunities to develop their reading skills at their own personal level using differentiated reading roads, pre readers, emerging readers and developing readers.

The key skills and knowledge we want to develop in Reading are:

- Early tracking skills
- Early sound awareness using songs/rhymes/body percussion.
- Symbol discrimination.
- To recognise social sight words and Logos in the local environment.
- Phonemic awareness – to understand and develop their ability to manipulate different sounds in words.
- Phonics – to develop their awareness between phonemes and graphemes.
- Blending and decoding words.
- Comprehension – to show an understanding of what they are reading.
- Fluency – to be able to read whole words without blending.
- Functional reading.

Understanding/ Developing Reading supports pupil's development and understanding of British Values

The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child so that they can 'be more'.

Reading supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. By developing their reading skills they can keep themselves safe by recognising environmental signs such as knowing the correct toilets to go in and keep themselves safe by recognising environmental signs and texts such as 'keep out' and 'fire exit' etc. Reading will give them a sense of autonomy and enable them to make informed decisions. It enables them to make choices such as choosing recipes to make things or to see what they want to watch on television or navigate technology. It will also provide opportunities for them to read texts around different cultures/family groups and to develop their understanding of diversity.

### **Our Curriculum Intent: Reading**

The Reading curriculum has been carefully designed and sequenced to provide pupils with a secure, coherent knowledge of the pre-requisites of reading then developing their skills and knowledge to progress at their own pace through the reading roads enabling them to reach their own reading potential. At all stages, the curriculum links to previous content and concepts and identifies later links.

The Reading curriculum is carefully planned to ensure concepts are taught in optimal order to support children's understanding. Medium term plans are

tailored to the needs of each class, adapting the learning areas and opportunities to the interests, needs and level of learning of the class. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum connector theme. This is actioned at a pupil level through the use of a highly personalised planning system supported by specific Personalised Learning Plans (PLPs). PLPs are used these to set very small stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP) and linked to Preparation for Adulthood outcomes.

At the earliest stages, the sequence of learning begins with the pre readers reading road focusing on objects of reference, sensory stories and massage, early sound awareness games, rhymes and songs, tracking activities and symbol discrimination.

As Reading becomes more developed it moves on to the Emerging readers reading road focusing more on social sight words, personalised high frequency word vocabulary, using functional lists, sharing and listening to stories, matching pictures, objects and words, joining in with familiar songs and rhymes, following instructions , the beginning of phase 1 Systematic Synthetic Phonics and the foundation stage of Little Wandle.

From there it leads to developing readers reading road where the focus leads to using phonics to decode words, individual decodable reading books, reading and writing sentences, Comprehension – engaging and responding to text and phase 2/3 of Little Wandle.

Reading prepares pupils for future learning and transition to Key Stage 3 because children who have functional reading skills are able to:

- Develop independence in their immediate environment such as reading bus timetables, brand names when shopping, recipes, identify logo's and developing their awareness of health and safety in relation to road safety.
- They will have the skills required to take ownership of routines associated with medical appointments and hospital visits. For our pupils this would be recognising words and signs around the venues directing them to the right department.
- It would give them the fundamental skills to apply for future aspirations, education and employment.

