



Reading Pathways

Greenvale School



At Greenvale school, all students follow a reading pathway that gives them the opportunity to enjoy reading at their own level. The differentiated reading pathways mean that for many of our young people, communication, phonics and reading may look a little different. For some, this will be through Specialist software, the reading scheme, sensory stories, Makaton sings, cued articulation, communicate in print stories, print rich classroom environments, and for others it will be through developing knowledge of phonics, vocabulary, reading comprehension and fluency.

Below is an outline of the three Reading pathways within our school and how the acquisition of these skills is undertaken and progressed.

At Greenvale school, we have a daily designated reading time in classes with individualised reading targets that are set and reviewed termly. Reading activities are strategically planned across each Pathway then delivered and cyclically assessed to ensure all learners achieve.

Our utmost aim is to foster a lifelong love of reading, books and stories here at Greenvale. Resources and extensive opportunities enable students to develop their own interests and enjoy books and stories whilst alongside developing reading skills that help them to learn both now and to prepare them for their adult life beyond Greenvale. Opportunities to enjoy and develop reading skills and knowledge exist within all of the National Curriculum subjects offered at Greenvale.

Students visit the library regularly and have an opportunity to explore and borrow books, reading also forms an important part of our homework offer and is individualised to support both students and families at home.

Reading for Pleasure Culture in School:

- Modelling a positive approach to reading
- Theme reading activities around the time of year
- Making reading part of the timetable.
- Diverse and inclusive books in the library that reflect the reality and experiences of our young people from a wide range of backgrounds.
- Encouraging book choice
- Celebrating books and stories (World Book Day. Poetry Day)
- Students preferences (Books in the library selected by students)
- Classroom reading corners/ spaces.
- Reading Pathways.
- Reading newspapers and Picture News for young people
- KS5 Book Club (themes selected by students)
- Sensory Story Tellers.
- Library assistants to reflecting a real life scenario.
- Reading for Pleasure pedagogy embedded.
- Curriculum inspired enrichment activities (creativity hub. E.g. I am a refugee- sensory story)

Reading Pathways:

Pre- Reading

Pathway:

(Grove/ Glade sensory)

Intent: Students in this Pathway are supported to acquire the pre-reading skills necessary to tune into sounds, sound discrimination and understanding patterns, developing communication, language attention and understanding of the world through a range of activities.

Implementation: Staff will support students by delivering lessons which may include multisensory stories, intensive interaction, book exploration etc. This could include Pre-readers' phonics: These sessions (Tuning into sounds) are usually cross-curricular with sensory sessions in order to motivate and capture their attention. This could include resources such as the sound beam, Musii, Omnivista, switch and touch screen activities, Big Bang, trips out into the community and real object experiences, sensory stories.

Impact: Students will demonstrate enjoyment and engagement through the exploration of language and objects, relating to stories.

Semi-formal- Reading

Pathway

Forest/ Glade

Intent: Students on the semi-formal pathway focus on social sight and functional vocabulary and learning whole words by sight. They will be able to respond to/ read familiar words/ symbols/signs.

Implementation:

Staff will support students by delivering lesson that support recognizing and responding to familiar symbols/ words/ signs from sight and the relationship between print and the spoken world.

Impact: Students will develop their understanding that signs, symbols and text convey meaning and begin to use these themselves to express preferences and understand expectations and instructions.

Formal -Reading

Pathway

(Woodland)

Intent: Students on the formal-Reading pathway will focus on reading comprehension, spelling, punctuation and grammar. They will read simple, familiar texts with increasing fluency.

Implementation: Staff will support students to focus on real life opportunities in line with preparation for adulthood, e.g. reading job application forms, following recipes, reading shopping lists, reading messages and texts. Some woodland students attend advanced English lessons. Students follow the Read Write Inc Phonics programme and follow the rapid readers reading schemes.

In KS5 students follow the Docklands reading scheme and if appropriate may also follow the Read Write Inc reading programme.

Impact: Students will demonstrate increasing independence in decoding of texts, understanding and comprehension of the written word and engagement with books in a range of genres.

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