



# Reading at the Chiltern School

## Guide

July 2022



---

## **Contents:**

### **Statement of intent and Aims.**

1. **Teachers' roles**
2. **Reading materials.**
3. **The Chiltern School reading curriculum**
- 4.. **Reading Area – Non-Negotiables – Pathway Specific.**
- 5.. **What does reading look like within our Informal, Semi-Formal and Formal Curriculum.**
6. **Pupils who can read fluently- comprehension stage**
7. **Flash fast method- an alternative approach for pupils who do not benefit from phonics teaching**
8. **The Read,Write Inc programme.**
9. **Reading at home – How parents can support their child's enjoyment of reading.**
10. **Equality and diversity.**

### **Statement of intent**

**The Chiltern School** believes in encouraging pupils to develop pleasure for reading. Pupils who read on a regular basis, in school, and at home, have a higher chance of fulfilling their academic potential.

Reading is a complex skill with many components. At The Chiltern School we believe that successful approaches to the teaching of reading should encourage pupils to use a variety of strategies in their pursuit of meaning and that when planning the development of reading skills individual needs are taken into account and reflected in the approach. Independent reading, and reading as a group, are integrated into the existing curriculum across all pathways, in everyday teaching. A wide variety of texts and electronic sources are available in order to provide pupils with a range of reading options.

### **Aims**

The school aims to:

- To develop happy, healthy and curious learners who read confidently and independently
- To begin to develop lifelong enjoyment and pleasure in reading
- To enable children to access all areas of their curriculum
- To enable children to access, understand and begin to manage information

- 
- To begin to understand the meaning of what is read to them and what they read
  - To begin to respond to what they read; to say whether they like or don't like it and why
  - To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger
  - To link on object to an experience or familiar place
  - To experience objects related to texts, stories and poems
- 
- Where appropriate every day each child will be engaged in;
    - Planned speaking, listening, reading and writing activities which allow them to explore and practice their pre reading skills, phonic knowledge, blending and segmenting skills
  - Opportunities within continuous provision to develop pre reading and reading skills independently
  - An interactive multi-sensory phonics session (Read, Write Inc)
  - Shared reading and/or writing led by the teacher to demonstrate reading and writing strategies (including phonics) in a meaningful way.

### **Teachers' roles**

Teachers act as role models and encourage pupils to view reading as a pleasurable activity.

Teachers read aloud to pupils on a daily basis, in order to create a positive reading environment.

Teachers actively encourage pupils to read aloud to the whole class within the formal curriculum in order to build their confidence.

Pupils are encouraged to ask questions and interact with teachers when they are listening or reading in an appropriate learning manner reflected by their pathway and curriculum.

Teachers maintain a balance between the types of reading materials, for example, inviting pupils to break away from their preferences, encouraging them to read new types of books, in order to expand their horizons and spark new interests in an appropriate learning manner reflected by their pathway and curriculum.

After teachers finish reading a book with the class, they encourage pupils to provide their opinions on the book in group discussions in an appropriate manner reflected by their pathway and curriculum.

Teachers regularly undertake CPD to improve engagement with their pupils and enhance their methods of encouraging reading.

### **Reading materials**

Pupils are given the opportunities to develop knowledge, skills and understanding through the following ranges within their curriculum

#### Literature:

Stories & poems with familiar settings and those based on imaginary or fantasy worlds

---

Stories, plays & poems by significant children's authors

Retellings of traditional folk & fairy stories

Stories & poems from a range of cultures

Stories, plays & poems with patterned & predictable language

Stories & poems which are challenging, in terms of length and vocabulary

Texts where the use of language benefits from being read aloud and reread

Non-fiction and non-literary texts:

Print & ICT-based information texts

Dictionaries, encyclopaedias & other reference materials

Text

**Interactive white board resources; software and websites ?**

Reading books grouped into colour levels from the RWI programme

A wide range of reading materials are available in classrooms and our school resource cupboard, which include the following:

- **fiction and non-fiction books**
- **Multi- Sensory texture books.**
- **Newspapers**
- **Internet based text, accessed via tablets or kindles.**
- **Comic books**
- **Pupils' work**
- **Audio books**
- **Books in other languages.**
- **Books that celebrate diversity and ethnicity.**

The school actively seeks to add new reading materials to their collection, through purchases and contributions from the wider community.

**The Chiltern School reading curriculum**

The Chiltern school has developed a progressive and consistent school- wide approach to the teaching of reading. Our reading curriculum is bespoke to our pupils and their learning needs and as such, we have two stages to the teaching of reading at The Chiltern School. Through **Stage 1**, our pupils are given the opportunity to develop their early reading and pre-phonics skills. Our stage 1 reading teaching focuses heavily on sound discrimination and

---

auditory listening skills and pupils are provided with learning experiences linked to the 7 aspects of this part of our reading curriculum.

#### Aspect 1

The aim of this aspect is to raise young pupils' awareness of the environmental sounds around them and to develop their listening skills and awareness of sounds in the environment.

#### Aspect 2

General sound discrimination - instrumental sounds

This aspect aims to develop young pupils' experience and develop awareness of sounds made by various instruments and noise makers.

#### Aspect 3

General sound discrimination – body percussion

The aim of this aspect is to develop young pupils' awareness of sounds and rhythms.

#### Aspect 4

Rhythm and rhyme - tuning into sounds

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

#### Aspect 5

Alliteration

The focus is on initial sounds of words. To develop understanding of alliteration.

#### Aspect 6

Voice sounds

To distinguish between the differences in vocal sounds, including oral blending and segmenting

#### Aspect 7

Oral blending and segmenting of words

Through this aspect of early reading, pupils begin to develop the ability to orally blend cv or cvc words they may hear. This is the beginning of the move to stage 2 of our reading curriculum and the RWI programme.

It is important to note that there is considerable overlap between the 7 aspects of pre reading teaching and pupils will be provided with a range of opportunities and learning experiences within these. Pupils will revisit and experience the 7 aspects of pre reading continuously throughout their learning journeys at The Chiltern School, even if they have moved on to stage 2 of the reading curriculum.

**Stage 2** of our reading curriculum will see pupils begin to access the RWI programme for the teaching of reading through synthetic phonics. Pupils are taught each set of sounds in a progressive manner and through a range of learning experiences dependent upon their learning needs and curriculum pathways.

### **Reading Area – Quality of Education Checklist – Pathway Specific**

---

In line with the school's quality of education checklist for expectations within each classroom learning environment every class will have a reading area. These reading areas will be arranged to consider the needs of pupils within the class and reflect if they are following the informal, semi-formal or formal curriculum. All classrooms should have designated reading areas. Class libraries should be well organised with a wide selection of fiction, non-fiction and poetry books. Classes should also have letter displays and **high frequency words** within semi-formal and formal classrooms.

### Contexts for Reading

#### Print in the Environment

Pupils should be encouraged to note print around them as part of our whole school communication ethos. Classroom notices should be consistent with the guidance and formats provided by The Chiltern School quality of education checklist. These should generally take the form of the most appropriate approach for the class group taking into account their reading ability for example pictures, symbols, phrases, sentences and individual words.

### Reading in the Early Transitions

Pupils in our Early Transitions Provision follow Stage 1 of our reading curriculum where they access reading teaching at a pre-phonics stage. This approach focuses on 7 aspects of reading with the intent to encourage children to develop and acquire skills around auditory discrimination, auditory memory and sequencing, and developing vocabulary and language comprehension when talking about sounds. Our Early Transition pupils access an informal curriculum and teachers will plan reading activities through the 7 aspects in such a manner. However, if a pupil moves more progressively through reading stage 1 and is ready to progress onto stage 2 they will be given the opportunity to begin to access the RWI programme and set 1 sounds.

### Assessment:

The assessment of reading follows the same procedures as set out in the Overall Curriculum policy. Where it is appropriate pupil's phonic knowledge will be assessed regularly and information updated termly onto an assessment document which allows teachers and school staff to monitor progression and next steps for learning. The assessment will highlight which coloured level phonics book the pupil should be reading and areas they need to develop further. Pupils will be assessed in a discreet manner, throughout the phonics sessions and teachers will manage this accordingly.

### **What does reading look like in:**

#### Informal Classrooms:

---

Through our informal curriculum pupils will follow stage 1 of our reading approach at the Chiltern school. This is our pre reading programme and pupils will engage in learning experiences linked to the 7 aspects of developing early reading skills (see above).

Pupils are encouraged to explore a wide range of texts through the reading area, ICT equipment and through strategies such as Attention Autism. Throughout the curriculum there are opportunities for pupils to explore a variety of texts, to use and interpret print within their environment. Pupils will be aware of signs of purpose such as 'danger' and be able to respond to these signs.

Sensory stories are incorporated within learning and opportunities are given for exploring texts through drama and role play as appropriate.

Pupils are encouraged to communicate their knowledge, thoughts and ideas regarding texts through their various methods of communication such as communication boards or sound output devices.

Pupils are encouraged to understand books and reading serve a purpose for enjoyment or information. Pupils begin communicating their desire to read stories or be read to by a supportive adult through opportunities to seek out texts within their environment from their classroom reading area.

Pupils begin to show pleasure and enjoyment in certain stories by communicating a specific text they wish to read or be read to.

Pupils have opportunities to explore a variety of authors through curriculum planning and themes or whole school events such as 'World Book Day'.



---

### Semi-Formal Classrooms:

Pupils within Phase 1 and 2 semi formal classes will follow the Read Write Inc programme as part of stage 2 of our reading curriculum. Teachers will have assessed the pupils throughout stage 1 of reading using the 7 aspects of pre reading skills to determine if they are ready to progress to stage 2 and the RWI teaching approach to reading. Lessons which will be delivered daily in classes and monitored by the class teacher. Semi formal pupils will be introduced to a new sound each week and the teacher will plan sensory based activities throughout the week to ensure the pupil has a strong knowledge and is able to recall and identify the sound confidently. The introduction to each sound will be consistent and concise in line with the RWI programme but lessons will be adapted and delivered in a manner which is appropriate to the individual needs. Our semi formal learners benefit heavily from a practical and sensory based approach to learning and this will be followed within reading teaching. For example, pupils will be encouraged to find sounds/ words in sensory trays using shaving foam, sand or other manipulative materials. They will be able to apply their skills learned through each lesson to identify sounds before moving on to decoding and blending whole words. Pupils will begin reading the phonics coloured books when they are able to blend cvc words.

In Phase 1 & 2 each term through the whole school creative topic, classes will explore texts in relation to their topic. This will include a variety of fiction and non-fiction texts and specific authors. Pupils will have opportunities to read within Functional English lessons and will be encouraged to improve their reading through guided reading, focused reading and understanding their alphabetic letters and enhancing their phonetic understanding.

Pupils are encouraged to explore a wide range of texts through the reading area, ICT equipment and through strategies such as Attention Autism. Throughout the curriculum there are opportunities for pupils to explore a variety of texts, to use and interpret print within their environment. Pupils will be aware of signs of purpose such as 'danger' and be able to respond to these signs.

Pupils are encouraged to communicate their knowledge, thoughts and ideas regarding texts through their various methods of communication such as communication boards or sound output devices.

Pupils are encouraged to understand books and reading serve a purpose for enjoyment or information. Pupils begin communicating their desire to read stories or be read to by a supportive adult through opportunities to seek out texts within their environment from their classroom reading area.

Pupils begin to show pleasure and enjoyment in certain stories by communicating a specific text they wish to read or be read to.

Pupils have opportunities to explore a variety of authors through curriculum planning and themes or whole school events such as 'World Book Day'.

### Formal Classrooms:

---

Pupils within Phase 1 and 2 formal classes will follow the Read Write Inc programme which will be delivered daily in classes and monitored by the class teacher. Teachers will follow the consistent, whole school approach of RWI and pupils will be introduced to 2-3 new sounds weekly depending upon their individual abilities. If pupils are able to identify and recall sounds at a faster pace, then these can be introduced and taught daily. Pupils in a formal curriculum will use a more structured teaching approach to reading and where appropriate will complete the written part of sounds and spellings of new words in an exercise book using a pencil/ pen. Pupils will learn to spell 6 words daily as part of their phonics session; 3 words with the new sound being introduced and 3 words containing review sounds. Pupils will be able to apply their reading skills using the coloured phonics reading books and will engage in daily activities through the books to develop their understanding of text and increase comprehension skills. Teachers will complete regular, discrete assessments on the pupils to determine which coloured level book each pupil should be reading.

In Phase 1 & 2 each term through the whole school creative topic classes will explore texts in relation to their topic. This will include a variety of fiction and non-fiction texts and specific authors. Pupils will have opportunities read within Functional English lessons and will be encouraged to improve their reading through guided reading, focused reading and understanding their alphabetic letters and enhancing their phonetic understanding.

Pupils have opportunities to read for pleasure, to read aloud in class and to participate in small guided reading sessions. Pupils are able to display their comprehension of reading within lessons and can begin to explain their understanding of what is happening within certain texts. Pupils develop their usage of dictionaries and thesauruses and use these to support their reading and understanding.

Pupils can communicate their favourite authors and make choices of what type of text they would like to read based on their individual preference.

Pupils are able to use prints in different environments to aid their independence such as recognising where they can locate items in a supermarket based on reading the aisle signage.

Pupils are able to read instructions and follow these to aid their independence such as when using a recipe for cooking.

Pupils have opportunities to explore a variety of authors through curriculum planning and themes or whole school events such as 'World Book Day'.

### Pre-verbal pupils

Pupils who may be non verbal will also access our RWI teaching programme but will be encouraged to show the sounds/ words rather than say them orally. Pupils will be encourage to demonstrate their understanding of sounds and words using the RWI resources as part of a lesson. This will include making words using the flash cards or magnetic letters as the teacher

---

says them aloud. It must be noted that non verbal pupils can make as much progress in reading as their verbal peers and should not be left behind in phonics lessons.

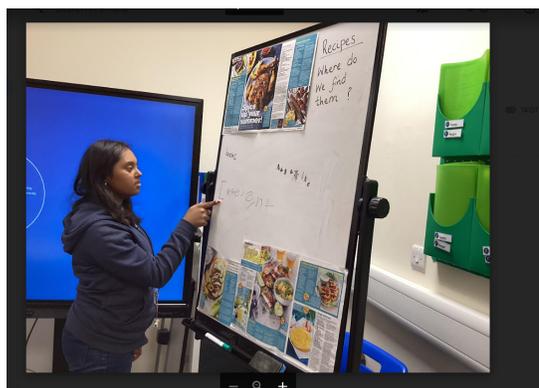


Phase 3:

Pupils will have opportunities to read within Functional English lessons and will be encouraged to improve their reading through guided reading, focused reading and understanding reading in relation to employability and accessing the community such as being aware of signs within a particular environment and their meaning. Pupils will be encouraged to use symbols to aid their independence such as reading washing labels and understanding action words in relation to food preparation e.g. mix.

Pupils will have opportunities to read for pleasure, to explore their own interests in relation to reading and develop their own tastes in reading particular types of authors and genres. Pupils develop their usage of dictionaries and thesauruses and use these to support their reading and understanding as appropriate.

Pupils have opportunities to explore a variety of authors through lesson planning or whole school events such as 'World Book Day'.



---

### **Pupils who can read fluently- comprehension stage**

Pupils who complete the RWI programme and can therefore read text fluently will move on to comprehension based reading teaching. Class teachers will read daily with children to develop comprehension skills. This may be in guided reading sessions, group reading or one to one reading sessions. Pupils will be encouraged to choose their own texts and be given a range of materials to choose from; developing and building a love of reading. Pupils will engage in conversation with adults and peers about the book they are reading to enhance their understanding of the text. Comprehension activities will be linked to the pupils' communication band and may involve the use of colourful semantics to support the pupils' ability to structure their ideas in sentences when talking about books. Pupils will begin to apply and transfer their reading skills to other areas of the curriculum and their own developmental needs such as navigating different environments.

### **Flash fast method-an alternative approach for pupils who do not benefit from phonics teaching**

The 'flash fast' method is a reading teaching approach whereby pupils learn to read through sight. Pupils will be introduced to new words using flash cards and these will be rapidly 'flashed' through various activities and opportunities throughout the day, ensuring regular and consistent exposure to each word. The pupil will begin to identify and memorise the whole words, rather than breaking down word teaching using synthetic phonics. Pupils using the flash fast method will be taught in a structured approach linked to a favourite or personalised book for the pupil. They will first be introduced to some new words, then apply these using the book and then introduced to further words. Words will include high interest words for the pupil alongside high frequency words, allowing the pupil to build their vocabulary and reading ability.

The flash fast method is suitable for pupils who do not benefit from the teaching of reading through phonics. Some pupils are strong visual learners but do not have the auditory learning skills to be able to apply phonics to word reading. This means that they will struggle to move past the Set 1 sounds in RWI as they will not be able to apply these sounds to decode and blend words for reading. We must therefore move to a reading approach that is appropriate for the child and teachers will use regular reading assessment to identify when this is necessary for a pupil in their class. This can often be particularly apparent for pupils with Down's Syndrome who are very strong visual learners and can learn to read very quickly using the 'flash fast' method to reading but can struggle to learn to read through phonetic teaching.

<https://specialreads.com/teach-reading-with-the-fast-flash-method/>

<https://www.amazon.co.uk/Whole-Child-Reading-Quick-Start-Developmental/dp/1606132830>



## **Read, Write Inc Programme**

RW Inc. teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

A systematic and structured programme.

Children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.

They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.

Along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice. The programme follows 5 key aspects, which support pupils ability to read and recognise letter sounds.

- Aspect 1 - General sound discrimination - environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

- Aspect 2 - General sound discrimination - instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

- Aspect 3 - General sound discrimination - body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

- Aspect 4 - Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

- Aspect 5 - Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

---

RW Inc will be used consistently across Semi-Formal and Formal class groups in Early Transitions and Phase 1. This programme will be used to provide consistency of learning across The Chiltern School within these curriculum groups. Staff will consistently teach and update their knowledge and skills regarding this programme to ensure pupils receive supportive and impactful teaching.

### **Reading at home – How parents can support their child’s enjoyment of reading.**

Communication is maintained with parents/carers throughout the academic year, in order to keep them updated on their child's progress. This is achieved through parents' evenings at regular intervals throughout the year and via Class Dojo.

Pupils are encouraged to read at home through the following methods:

An information evening for parents discussing the benefits of reading and how they can support their child at home.

A home reading book that is passed between reading at home and at school.???

Notifications for parents/carers informing them of their child's progress and support offered to encourage reading when needed.

Reading for pleasure activities such as 'extreme reading challenges' and parents being notified of reading events within the locality such as the local libraries 'summer reading challenge'.

Parents are notified of storytelling throughout their locality such as multi-sensory performances of fictional literature.

### **Equality and diversity**

**The Chiltern School** is fully committed to ensuring the equal treatment of all its pupils and staff, and this is reflected in the reading materials which it uses, the school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following protected characteristics:

- Ethnicity
- National origin
- Culture
- Religion/beliefs

- 
- Gender
  - Disability
  - Sexual orientation