



Keelman's Way School approach to the teaching of reading.

Phonics and Reading

"Phonics teaching needs to be carefully planned, reinforcing and building on previous learning to secure children's progress. It needs to be taught discretely and daily and needs to be engaging and multisensory".

(Primary Framework for literacy and mathematics, Primary National Strategy, 2006).

Effective teaching of phonics should be embedded within a **language rich environment** that can be adapted to any activity, sensory props, symbols, makaton, initial sound recognition. There should be high quality, systematic phonic work/teaching as well as generic reading and decoding skills shown across the curriculum. The aspects to consider are, firstly the attention given to the development of children's speaking and listening skills; and its position within a broad and rich language curriculum that takes full account of developing the **four independent strands of literacy** – speaking, listening, reading and writing. The key aim of any effective reading/phonics programme is to enlarge pupils' stock of known words. Encourage through good listening and engaging in everyday conversation to develop day-to-day vocabulary.

High quality phonics programmes and approaches are used presently in school and should be followed and modified to suit the pupils. When used in a collaborative approach they can provide a stimulating bank of resources and enhance pupils reading skills. All these high quantity activities ensure that we are giving children the opportunities to progress with their reading skills.

Pupils at Keelman's Way School will develop reading skills at very individual levels and this must be considered when teaching in **whole class, small groups and for individual reading sessions**. Pupils may not progress at the same rate as their peers and this must be recorded and considered when moving through the key stages. It is common to be teaching pupils in one class at one time lots of different stages of phonics development. Teachers must be aware of pupil's levels and address them in a 'best fit' approach when dealing with the whole class. The use of objects of reference, sensory stories, photographs, PECs symbols and Makaton signs support help this factor greatly to ensure all pupils have **alternative reading strategies**.

Look, read, write models of teaching to read and flashcards are highly effective for ASD pupils and pupils with Down syndrome. A **reading assessment** is the best way to categorise pupils who are not phonic based readers. It is a skill that goes hand in hand with phonic reading for most pupils such as the teaching of tricky words which cannot be easily sounded out by initial sound recognition, e.g., y-o-u. without the knowledge of the entire phonetic alphabet so as not hinder pupils reading skills these words are learnt as 'sight-words'.

Higher ability groups have been established in Upper key stage 2, in the progression of skills in reading and spelling. These consist of weekly sessions where identified higher ability pupils who have upper attainment levels in spelling (Year 3 wordlist) and reading have sessions with identified key stage 2 teacher.