

Literacy (Reading) Curriculum

Pupils will follow the Literacy (Reading) Curriculum across the school in a way that is appropriate to the learning needs of individual pupils.

Pupils will be exposed to different opportunities for reading, throughout the school day as part of their daily routine, e.g. signs/symbols/AAC/ books/words/text/instructions.

Pupils will have the opportunity to experience and develop their skills in practical situations, educational visits, cross curricular opportunities as well as discrete Literacy lessons, if appropriate to the needs of the group.

Curriculum Coverage:

Reading is embedded in all areas of Curriculum as well as less structured times throughout the school day.

Reading Curriculum is adapted from Routes for Learning, National Curriculum Programmes of Study, [National curriculum in England: English programmes of study - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Phonics – pupils will follow the Monster Phonics Scheme to establish, secure and develop their knowledge to support reading if appropriate to the individual learning needs of the pupil. The Monster Phonics Approach

- Monster Phonics is an enhanced systematic synthetic phonics scheme. It teaches phonics in a comprehensive structured progression but provides additional multi-sensory support to make learning more memorable and engaging.

Lexia - reading software that pupils can access in ICT lessons as well as on tablets in the classroom.

Lexia will support and encourage pupils of all abilities in their journey towards confident reading and learning. Personalised log-ins for the Lexia software targets skill gaps as they emerge, creating individualised learning paths for each learner through an adaptive placement and scaffolded activities.

Planning:

Schemes of work have been adapted and developed by school staff from Routes for Learning, National Curriculum Programmes of Study, National curriculum in England: English programmes of study - GOV.UK (www.gov.uk)

Annual plan for upcoming academic year drafted in June.

Annual plan builds on previous academic years' work, by looking at the levels for each pupil on progression maps and ensures that there is coverage of all reading skills, as well as ensuring that resources are available and appropriate to the individual needs of each pupil through practical situations, educational visits, cross curricular opportunities as well as discrete Literacy lessons.

Half termly medium-term planning, by base staff teaching teams, will identify the learning intentions and cross curricular links for that half term. The writing of intentions is informed from levels on progression maps. Teachers will also identify what resources need to be prepared to support pupils to achieve their learning intention, e.g. Aided Language Boards, Makaton signs and detail this on planning sheet.

Weekly differentiated planning for lesson content, this includes discrete lessons as well as cross curricular links and identifies learning outcomes for all ability groups

Depending on the Base in school and the pathway that pupils are on this will either be planning for cross curricular opportunities (highlighted on Medium Term Plans and other subject plans to show how Speaking & Listening intentions are being met) or as discrete lessons using Progression Maps to inform planning.

Progression Maps:

Reading has a Progression Map for teachers to use to help inform planning of activities to ensure that the needs of each individual pupil are being met and every pupil is able to make progress. These Progression Maps are adapted from the Routes for Learning, National Curriculum Programmes of Study, National curriculum in England: English programmes of study - GOV.UK (www.gov.uk)

Progression Maps can be used to group pupils and set clear and consistent learning intentions on Medium Term Planning.

There is no expectation that pupils will move up a group at the end of an academic year, however, that they have the opportunity to repeat and become secure in the skills at their level as well as accessing different levels of support and use of resources.

The beginning of each half term can be used as an assessment by looking at the level that the pupil was previously in for Reading to ensure that pupils have the opportunity to develop/secure/increase independence/advance in their skills.

Pre-formal learners (Level 1 – Level 2)

Informal learners (Level 3 – Level 4)

Semi-formal learners (Level 5 – Level 8)

Formal learners (Level 9 – Level 12)

*All Progression Maps adapted from Routes for Learning, National Curriculum Programmes of Study, [National curriculum in England: English programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Appendices to support planning:

- Monster Phonics Scheme
- Reading Record to encourage reading for pleasure
- Personalised Dictionary, pupils to develop a 'word bank' and begin to develop the skills to use a Dictionary.