



Reading Provision at Cherry Garden School

Everyone's a Reader...

Reading is an essential, transferable life-skill and it is important that every pupil at Cherry Garden School is provided with the opportunity to learn to read at a level that is suitable, achievable and enriching for them.

The Cherry Garden Approach

In line with our wider school ethos, the reading provision we offer at Cherry is child centred and exists within the framework of a play-based curriculum. We take a 'Mixed Instruction', holistic approach to teaching Reading, with every pupil offered provision across four key approaches:

Sowing Seeds: For pupils who are learning the foundational skills required to begin their journey to reading: sound recognition, sound distinction and sound creation. These sessions take a multi-sensory approach and will use instruments, spoken voice, song and environmental sound to teach these core skills.

Green shoots: This approach encompasses a range of small group, one to one and whole class teaching strategies aimed at those pupils who are working on one or more of the early literacy skills of producing speech sounds, matching and recognising letters and engaging with books, as well as starting to explore mark-making. At this stage of a child's reading development, teaching must be heavily tailored to the individual, and Cherry Garden is able to draw on our many years of effective reading teaching to target areas for development and promote progress.

Pupils accessing Green Shoots will take part in a daily 'Phonics Bucket' session, an intervention model adapted from Gina Davies' 'Attention Autism' programme. Despite the name, this approach is adapted to meet the needs of *all* pupils, not just those with Autistic Spectrum Condition. Engaging games, activities and toys will be explored in small groups, and each week a new sound focus will be introduced, developing pupil's awareness of written letters (graphemes) and the sounds they represent (phonemes).

Whole Word Reading: Pupils using this approach acquire vocabulary through daily reading of relevant, motivating words. Pupils learn words in isolation through sound and sight which are then combined to create sentences and, eventually, personalised books

tailored to each child, which they can read independently. This approach may be an alternative to or a precursor for Systematic Synthetic Phonics (see below).

Systematic Synthetic Phonics: In order to ensure consistency of approach and Reading teaching of the highest quality, Cherry Garden School has recently reassessed the phonics programme taught at school. As of 2022 we will be using 'Read Write Inc', a research-based phonics programme that offers dedicated training, resources and schemes of work for SEN settings. Pupils who are secure in the early literacy skills will begin to follow the full Read Write Inc programme.

Individual sounds (phonemes) will be taught daily, which pupils will then use to read and write words through the skills of blending and segmenting sounds. Read Write Inc offers a robust, effective and proven programme for the teaching of phonics and Cherry Garden School is excited to implement this approach across the school over the next academic year. The programme has the benefit of access to online teaching resources and instructional videos for parents who may wish to work on Reading with their children at home.

All of the strategies cited above will involve daily, systematic lessons and pupils may be offered provision from multiple strategies if deemed beneficial to them.

Pupils starting school will be assessed by their class teacher- as part of our baselining procedure - as to which approach or approaches are most suitable for them. This data will be stored centrally for reference and any editions made regularly, to ensure a consistency of approach for each pupil as they move up through the school, working with different teachers and support staff.

We are passionate that additional needs around expressive language should not present a barrier to learning to read. As such, all of the strategies listed above are adaptable to ensure that non-verbal children are able to access the learning, through the use of their respective Augmentative Alternative Communication (AAC) devices.

There are occasions where pupils will progress through all stages of the phonics programme or perhaps join the school already able to read. For these pupils who are fluent readers, intervention groups are in place to work on comprehension skills, ensuring pupils have a solid understanding of what it is they are reading across a range of different text types.

Writing

Development in Reading and Writing are interlinked, with a child's development in one complementing the other. The practice of pre and early writing skills is imbedded in all of the strategies listed above, whether it is the designated Writing tasks in structured SSP lessons, line and letter tracing for Green Shoots pupils or mark making in messy play for Sowing Seeds children. The familiarity with letter shapes and sounds that pupils gain from Reading lessons will be generalised into their writing across the curriculum.

A nurturing environment

Our pupils learn in a language-rich environment, with all relevant signage (for example classroom displays) displayed in clear text and usually supplemented by the use of symbols, to encourage the children to engage with and read the text around them.

Reading for pleasure is encouraged and as such, our Classroom Policy stipulates that every classroom should include a comfortable and inviting 'Book Corner', well-stocked with regularly rotated books relevant to all levels of reader. Pupils will take part in weekly Sensory Stories which employ an engaging, multi-sensory approach to storytelling, engendering an enjoyment of reading in our pupils.

All topics across our curriculum are supported by core texts and books, representing a range of diverse topics, characters and subject matter.

In line with our holistic approach, it is important that the skills acquired via discrete Reading lessons are transferable, and that pupils have the opportunity to read in functional contexts. To this end, each class will have regular sessions in the school library, there is the opportunity for weekly visits off-site to Peckham Community Library - where pupils are given the opportunity to choose and withdraw books- and children are supported to write and read shopping lists during regular visits to local shops.

Assessment

Pupil's progress in Reading will be assessed against the Cherry Garden Branch maps, the school's bespoke assessment system, to ensure both accurate monitoring of progress and that pupils are appropriately challenged.

Our responsibilities

Class teachers will:

- Offer daily, discrete reading lessons in line with the approach determined for each pupil.
- Ensure comfortable and inviting Book Corners in their classrooms with regularly rotated, motivating books relevant to all reading levels.
- Nurture a love of reading through the creation and sharing of Sensory Stories, in whatever form they may take, to be delivered to all pupils weekly.
- Offer a language-rich environment in their classrooms, encouraging children to read and engage with text in their environment.
- Offer opportunities for pupils to use their reading skills in a functional context throughout the school day.
- Ensure accurate and up-to-date assessment of pupil's reading.

The Literacy Leader will:

- Ensure all Teaching and support staff are trained to a high standard in the range of teaching strategies offered. This training will be ongoing and responsive to the needs of staff and children.
- Offer support to colleagues with the implementation of the various Reading teaching strategies.
- Undertake ongoing assessment of all pupils to ensure progress and that pupils are suitably challenged.
- Manage a store of books and teaching resources to facilitate the effective teaching of Reading.

SLT will:

- Ensure reading remains a priority for the school and value all steps within reading.
- Provide support to the literacy leader and teachers where required.
- Will monitor progress across the school in partnership with the literacy lead.
- Will promote a love of reading within the whole school community.