

Park School Reading Approach



Reading Journey

Every student has opportunities to read every day across the curriculum, with activities matched to their stage of development and learning needs.

Reading experiences may include sensory stories, shared reading with an adult or peer, pre-reading activities, reading scheme books, and a wide range of fiction and non-fiction texts.

All classes enjoy a daily class read to introduce students to high-quality books, develop a love of reading, and build language and comprehension skills.

Through regular reading opportunities, students develop confidence, fluency, vocabulary, comprehension, and a lifelong enjoyment of books.

Focused Reading Time

At Park School, we believe that every student should experience the enjoyment and benefits of high-quality texts.

Each class is regularly exposed to two carefully chosen texts:

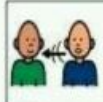
- A **Class Reader**, selected by the tutor and shared during Quiet Reading / Key Skills slots.
- An **English Core Text**, studied in English lessons to develop reading, writing and discussion.

Students who require additional support receive regular phonics and reading interventions, tailored to their individual needs, to develop confidence, fluency and comprehension.

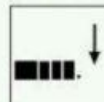
Social Stories

For some students we use social stories which also have pictures (widgeits) to help explain transitions or changes and support emotional regulation.

 **Personal Space**
by: Sasha Hallagan

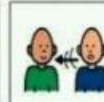
When I talk to other people, sometimes I stand too close.

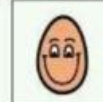
I need to remember to step back and leave some space.

People don't like it when I stand too close.

It's not polite to stand too close. It's polite to respect other's personal space. I leave an arm's length between people when we talk.

I like being respectful. People like talking to me when I respect their personal space.

True Communication
by Mayer-Johnson
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Assessment

All students are assessed termly using **Renaissance Star Assessments**. Students working at an earlier stage of reading development complete **Star Early Literacy**, while those with more developed reading skills complete **Star Reader**.

Assessment outcomes are used to monitor progress, identify next steps and inform teaching.

Students identified as requiring additional support receive targeted intervention, including weekly timetabled **Key Skills: Literacy** sessions focused on individual reading targets.

Where assessment indicates an urgent need, students also receive additional 1:1 reading support to accelerate progress.

Park School Phonics Approach

The youngest students receive timetabled phonics lessons using the Twinkl phonics programme which teaches the grapheme recognition needed to decode words and to blend them, and also teaches sight recognition of common exception words.

Reading books in Lower School are from the Twinkl scheme, Rhino Readers.

For older readers who need short, accessible, decodable books we use the Reading Stars Achieve programme.

These books are used in the 1:1 reading interventions and are stored in the SLT Office.

Reading Interventions

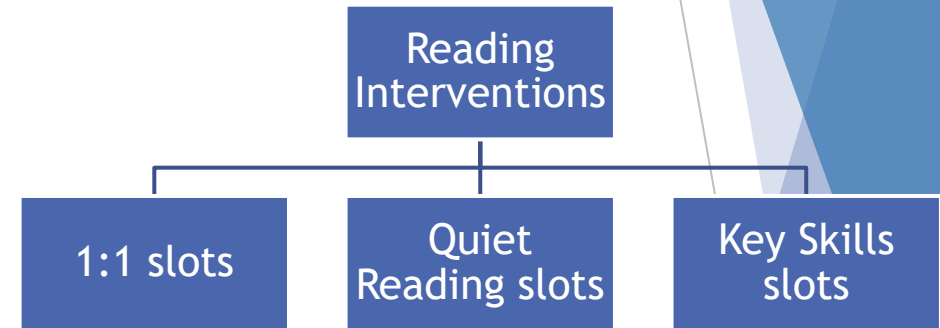
Staff without a Tutor Group have been allocated a student to read with 1:1 weekly.

In these sessions the adult will:

- Focus on modelling fluent, expressive reading with the student (a page each for example).
- Model breaking down / chunking words in order to decode them.
- Highlight key vocabulary in the book.
- Ask key comprehension questions
- Do all this in an informal way to make the session fun rather than interrogative!

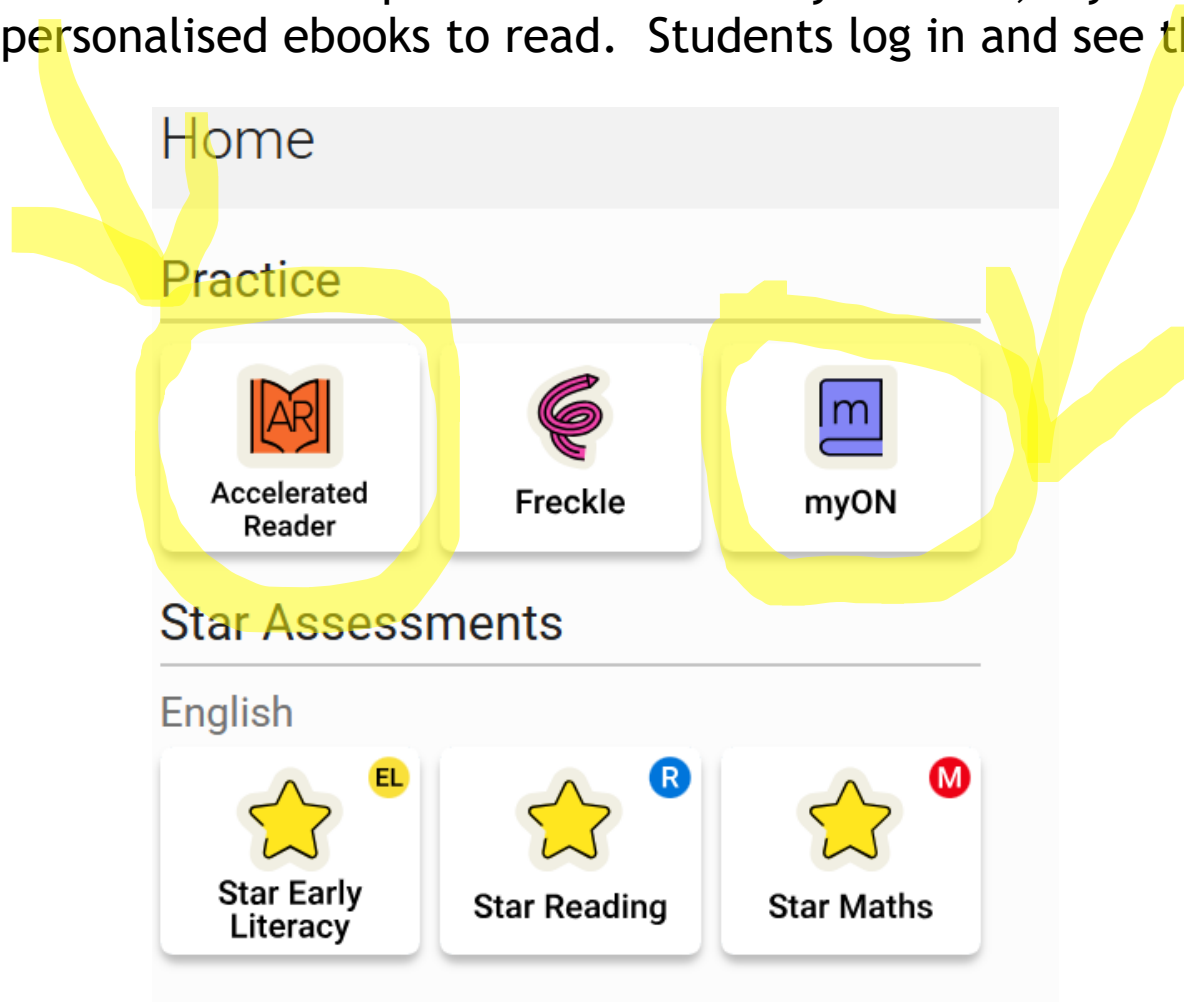
In addition, Tutors can arrange their daily Quiet Reading sessions so that students most in need of support have 1:1 reading support in class - create your own class rota.

Reading support can also be provided during the Key Skills sessions.



Reading resources

We have access to a huge range of ebooks / audio books using AR & myON. AR allows students to take quizzes on books they've read, myON has a wider selection of personalised ebooks to read. Students log in and see these options:



Books are labelled with a numbered level, each student's level is shown in their test results.

Use these resources during Quiet Reading and during your intervention sessions for Literacy Key Skills.

Library / Reading Areas

Our school library is now in Suite 2.

In the summer term a fantastic team of volunteers organised the library and scanned the books so they are labelled with a coloured AR reading level sticker to help students guide their choices.

Feel free to use the library to support reading during intervention sessions, Quiet Reading, 1:1 or as a Tutor Group.

Encourage students to use books from the library to build their own classroom libraries based on their interests.

All Tutor rooms should have a reading area with a mini classroom library.

Recording and Monitoring

From September, all students will have an individual reading record. Students complete this when they read (whether during Quiet Reading or a Key Skills session). When an adult reads 1:1 with a student, the adult records this in the reading record to monitor progress and next steps.

Specific phonics and other literacy interventions are recorded in students' **Key Skills** folders to track participation, progress and targeted support.