

**Date of implementation: September 2017**

**Reviewed: September 2018**

**Review date: September 2019**

## **Semi-Formal Curriculum Reading**

The development of reading of our learners with severe and complex needs is also a sensory and physical activity. It relies on the progressive acquisition of skills, together with a broadening and reinforcing of acquired reading skills. An important aspect of reading skills is access to a rich and varied range of engaging and motivating high quality texts.

### **Developing phonemic and phonic knowledge**

The English policy aims to provide opportunities for our learners to develop their phonemic and phonic knowledge by enabling them to:

- sustain attention in a listening activity
- recognize that sounds and words can relate to people, situations, actions and objects
- blend sounds for reading and segment them for spelling
- develop a knowledge of grapheme and phoneme correspondences

### **Developing word recognition and symbolic knowledge**

It is important to develop the ability to attend to objects, patterns, pictures, symbols and words. Learners can be encouraged to link these to people, situations, objects and actions and to learn how they can provide cues to an activity and to make choices.

The English policy aims to provide opportunities for our learners to develop their word recognition and symbolic knowledge by enabling them to:

- discriminate between different representations
- distinguish between text and illustrations
- match and identify a range of familiar representations; for example, signs and symbols and words of personal importance, content words or phrases from familiar books, high frequency words, social and environmental vocabulary, cross-curricular or subject-specific vocabulary.

While reading schemes have their place in the development of reading, what is more important is the selection of appropriate texts (at individual, small group and class levels) to support the acquisition of reading skills and sustain progress in reading.

## **Formal Curriculum**

## Reading

The English policy aims to develop reading skills so our learners are able to:

- read fluently, accurately and with understanding
- become independent and critical readers and make informed and appropriate choices
- select information from a wide range of sources and texts including print, media and ICT to evaluate those sources

In addition the policy ensures, as is appropriate to individual learners, the national curriculum requirements are met at the developmental level they have reached.

In some formal classes, our emergent readers follow the Rapid Reading programme. This programme is tailored to the individual to ensure they develop their reading skills and techniques. The series has a range of fiction and non-fiction short books and resources are available, such as large print, to ensure the student can access them. The programme also entails comprehension questions and regular spelling practice.

