

Reading at Addington Valley Academy

At Addington Valley Academy, we know that reading is a form of communication and, at its most basic level, it is the ability to recognise and understand vital signs and symbols in the environment in which we live. This Receptive language ability is imperative for our students. Our approach to everything at Addington Valley is to ensure it is personalised to the needs of our students. We have therefore developed three reading pathways;

PHONOLOGICAL READING PATHWAY

THE DEVELOPMENT OF RECOGNISABLE EARLY READING SKILLS FOR DECODING AND COMPREHENSION, THROUGH A SPECIALIST SYSTEMATIC, SYNTHETIC PHONICS APPROACH

SIGHT READING PATHWAY

THE DEVELOPMENT OF RECOGNISABLE EARLY READING SKILLS FOR DECODING AND COMPREHENSION, THROUGH A SIGHT-READING APPROACH.

FUNCTIONAL READING PATHWAY

THE DEVELOPMENT OF RECOGNISABLE EARLY READING SKILLS FOR FUNCTIONAL PURPOSES, THROUGH PECS OR AAC DEVICES.

Continuous provision to develop crucial skills and foundations for all readers.

The foundation to our approach, for all pathways, is a drive to foster an interest in and, ultimately a love of reading. We build the foundation to reading for all our students through continuous provision and targeted approaches which support learning in 4 key areas -

Interest in books, stories and songs to foster a love of reading. The student needs to build motivation and desire to engage in reading activities.

Listening and attention so the child is able to sustain their engagement in reading activities for required periods of time.

Rhythm and sense of pattern develops the child's ability to produce and identify 'chunks' of sounds which eventually lead to syllables in words.

Communication – to understand the existence and purpose of communication. Reading is a form of communication so the child has to have an understanding of communication at a fundamental level.

We support students' progress in these key areas by enriching their learning through carefully designed, specialist teaching activities that promote engagement and enjoyment in books, communication activities and story-telling. We create literacy rich environments for our students to enjoy and experience during the school day. All students at Addington Valley Academy engage in at least one reading activity a day to develop their foundations for reading in these 4 areas. These include, for example, Sensory stories, Sensory story bins, Attention Autism sessions, Story massage, Story sharing and Interactive music.

Reading Pathways

Reading is a skill that enables students to develop their learning across their wider pathway curriculum and lays the foundations for engagement in the community, a level of independent living, qualifications, potential employment etc. Where possible, we also want our students to experience the joy of reading and the language and vocabulary it will expose them to.

Fundamentally, Addington Valley Academy is a school and at the heart of every school's curriculum is reading. Appropriate to their reading pathway, all students also engage in pathway specific reading sessions (through workstations, group activities or taught lessons) throughout the week, in addition to reading engagement activities described above.

Early Years Foundation Stage

In our Reception Class we follow the Early Years Foundation Stage - Differentiated Early Years Outcomes (aligned to Birth to 5 Matters, 2021.) This allows for a graduated, inclusive approach that supports our students in meeting the Literacy – Reading outcomes.

Primary, Secondary and 6th Form

Students are assessed by our reading team, class teachers and our SALT team upon joining Year 1, or following their transition period if they join us as an older student. They are then placed accordingly upon an appropriate reading pathway which dictates the approach to their reading development.

Phonological Reading Pathway

The Reading Framework (DfE, Jan 22) recognises that the best way to teach young people to read is through phonics and the use of a systematic synthetic phonics (SSP) program of study. For those students who are able to access reading in this way, they access a systematic synthetic phonics program of study to teach them the skill of using their phonetic knowledge to decode and segment words.



Phonics for SEN (Ann Sullivan) is the approach we use at Addington Valley Academy because it is designed for pupils with special educational needs. The programme teaches phonics in manageable core elements and supports teaching reading and spelling. Phonic knowledge is developed at the same time as teaching blending and phoneme manipulation, but the resources and training provided enable this approach to also be used with students who do not communicate verbally.

A wide range of fully decodable reading books, including a variety of fiction and non-fiction, are provided for students to allow them to practice and apply their phonics knowledge and skills in full alignment with the Phonics for SEN programme.

Assessment of progress is carried out throughout the stages of Phonics for SEN and recorded on Evidence for Learning. We are mindful of the Phonics Screening check and, if appropriate, will support our Key Stage 1 learners in accessing this.

Sight Reading Pathway

Sight-reading or 'whole word reading' means being able to read a word



without the need for 'decoding' or 'segmenting' and 'blending'. Students on the sight-reading pathway have developed the ability to read the word by sight, rather than by applying their phonic knowledge and skills to the word.

Sight-readers can appear to be learning to read fluently but may be doing so without developing comprehension of what they are reading.

Furthermore, this reading skill weakens as they are exposed to more and more words over time as it becomes difficult to remember an ever-increasing number of words.

The Rapid Readers programme is used to support students on this pathway in developing their reading skills, focusing on their comprehension of the texts they read. A wide range of Rapid Reader reading books, including a variety of fiction and non-fiction, are provided for students to allow them to develop their comprehension skills at an appropriate level. This is further supported by the use of the Blank Level Questioning approach and Colourful Semantics, with support from our SALT team.

Assessment of progress is carried out through MAPP assessment of short-term Communication and Interaction targets in relation to Blank Level and colourful Semantics targets, as well as regular assessment using the Rapid Reader assessment tools.

Functional Reading Pathway



At Addington Valley Academy, we use PECS (Picture Exchange Communication System) as a main tool to support communication. Students access this through ongoing assessment by our SALT team.

PECS is divided in six phases, the first two are dedicated to learning to exchange a symbol for an item and to persist with the communication. Starting from phase three, students start to learn to discriminate between symbols and selecting the one they want (The PECS Manual, 2017).

At Addington Valley Academy, we consider this discrimination as part of early reading skills as visual discrimination is a critical skill that helps students notice the difference between letters and words. When students proceed to phase 4, they are reaching the part of the exchange called 'reading' as they learn to build sentence structure within their exchange. Students point at each word and 'read' the sentence. Finally, through the last two phases pupils learn to extend their sentences, answer questions and make comments.

As students progress with us, we ensure that alongside motivating symbols which are personal to them, we also expose them to a wide range of vocabulary and symbols or words which will support them in life. These include;

Basic needs I.e. toilet, water
Likes/dislikes I.e. no, help

Class/school based i.e. rooms, activities in school
 Food/drink
 Clothing
 Body parts
 Hobbies/interests
 Technology
 Animals
 Key places
 Money/shopping
 Hazards
 Community journeys including transport

Assessment of progress is carried out through MAPP assessment of short term Communication and Interaction targets as well as teacher assessment of students' reading of taught vocabulary.

An overview of our reading pathways can be found below;

Continuous provision to develop crucial skills and foundations for all readers.	<h2 style="margin: 0;">EMERGING READERS</h2>
	<p style="margin: 0; color: #e67e22;">THROUGH THE USE OF ASSESSMENT TOOLS (MODIFIED BIDGE SHELDON ASSESSMENT AND PHONOLOGICAL AWARENESS ASSESSMENT,) STUDENTS ARE PLACED ON AN 'EMERGING READING' PATHWAY. *THESE PATHWAYS DO NOT OPERATE IN ISOLATION, THEY OVERLAP AND INTERLINK.*</p>
<p style="text-align: center;">Interest in books, stories and songs to foster a love of reading. The student needs to build motivation and desire to engage in reading activities.</p>	<p style="text-align: center;">PHONOLOGICAL READER – DEVELOPS READING AND COMPREHENSION SKILLS AT THEIR OWN PACE, USING ADAPTED AND SPECIALISED SYSTEMATIC, SYNTHETIC PHONICS APPROACHES</p> <p style="text-align: center;">SIGHT READER – DEVELOPS READING AND COMPREHENSION SKILLS AT THEIR OWN PACE, USING SIGHT READING STRATEGIES.</p>



FUNCTIONAL READER – DEVELOPS READING SKILLS FOR FUNCTIONAL USE, USING SPEECH AND LANGUAGE THERAPY APPROACHES


Emerging Phonological Reader


Reading Framework, DfE, (2022) - A very few children with profound and multiple learning difficulties (PMLD) might not be able to access direct literacy instruction, but might access alternative activities to teach children how letters correspond to sounds within the context of a pre-formal sensory curriculum



THE DEVELOPMENT OF RECOGNISABLE EARLY READING SKILLS FOR DECODING AND COMPREHENSION, THROUGH A SPECIALIST SYSTEMATIC, SYNTHETIC PHONICS APPROACH

- Interest led stories/book-based activities
- Audio books
- IWB stories
- Daily story time
- Story sacks
- Sensory stories
- Story massage/TACPAC
- Interactive, cause and effect books I.e. pop up books, sensory books
- Library visit
- ICT based stories
- Words/symbols in the environment and local area
- PECS – I see activities
- Parent library/bedtime or relaxation stories
- Sensory story performances

<p>Love of reading – building upon student’s motivation and desire to read.</p>	<p>Phonics – a systematic, synthetic phonic approach for students who are able to access this. Phonological awareness assessment used to determine whether this approach is suitable for students.</p>	<p>Comprehension – developing understanding of what has been read.</p>	<p>Reading behaviours – understanding the technical behaviour of reading and use of books.</p>
<p>Book banded books taken home and shared in school</p>	<p>Newcastle Assessment of Phonological awareness (NAPA) and</p>	<p>Blank Level questions Language for Thinking</p>	<p>Sharing news – retelling (verbally or otherwise) events Call and response activities</p>

 <p style="text-align: center;">Listening and attention so the child is able to sustain their engagement in reading activities for required periods of time</p> <ul style="list-style-type: none"> • Multi-sensory stories • Attention Autism • Story massage/TACPAC • Development of tracking skills using sensory activities with objects/lights/sound • Visual discrimination – PECs, workstation tasks • Drama Games – using sensory props e.g. name game, pass the sound, look and scream, dance your name. • PECS – I hear activities <p style="text-align: center;">Rhythm and sense of pattern develops the child's ability to produce and identify 'chunks' of sounds which eventually lead to syllables in words.</p> <ul style="list-style-type: none"> • Drum/Rhythm club • Music lessons • Music therapy sessions • Phase 1 letters and sounds – vocal/body percussion 	<p>Rapid reading – Pearsons School library Parent library Library visits Visiting authors/story performances</p>	<p>Newcastle Intervention for Phonological Awareness (NIPA) approach (SALT team supported) to develop syllabic skills and phonological awareness Ann Sullivan – Phonics for pupils with SEN</p>	<p>Lego Therapy (following visual, coloured patterns or instructions for bricks) Pictorial story boards</p>	
	<h2 style="color: #e67e22;">Emerging Sight Reader</h2> <p style="text-align: center; color: #e67e22;">THE DEVELOPMENT OF RECOGNISABLE EARLY READING SKILLS FOR DECODING AND COMPREHENSION, THROUGH A SIGHT READING APPROACH.</p>			
	<p>Love of reading – building upon student's motivation and desire to read.</p>	<p>Sight reading - establishing a reading vocabulary for students, starting with high interest/motivating words and broadening from there.</p>	<p>Comprehension – developing understanding of what has been read.</p>	<p>Reading behaviours – understanding the technical behaviour of reading and use of books.</p>
	<p>Book banded books taken home and</p>	<p>See & Learn (Downs syndrome association)</p>	<p>Blank Level questions Language for Thinking</p>	<p>Sharing news – retelling (verbally or otherwise) events</p>

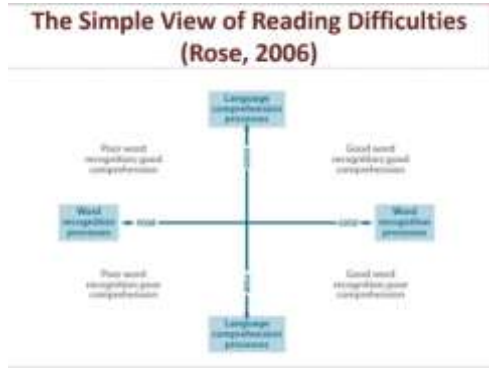
<ul style="list-style-type: none"> • Intensive interaction • Nursery rhymes/ repetitive songs • Sound discrimination – animals etc • PECS – Tapping out syllables on sentence strip  <ul style="list-style-type: none"> • PECS – I hear activities <p style="text-align: center;">Communication – to understand the existence and purpose of communication. Reading is a form of communication so the child has to have an understanding of communication at a fundamental level</p> <p><i>Needs-Feelings-ideas</i></p> <ul style="list-style-type: none"> • Objects of reference 	<p>shared in school Rapid reading – Pearsons Sight reading specific books School library Parent library Bedtime story packs Library visits Visiting authors/story performances</p>	<p>Core vocabulary boards Topic vocabulary boards Home-made, high interest books.</p>	<p>Lego Therapy (following visual, coloured patterns or instructions for bricks) Pictorial story boards Colourful Semantics Vocabulary building and understanding Matching activities PECS – I see activities – differentiating what is on the page (I see elephant taking banana) Narrative therapy – Who/ Where/ When/ What/ The End/</p>	<p>Call and response activities</p>
Emerging Functional Reader				
THE DEVELOPMENT OF RECOGNISABLE EARLY READING SKILLS FOR FUNCTIONAL PURPOSES, THROUGH PECS OR AAC DEVICES.				
	Fluency of reading	Functional 'reading' -	Maintenance and generalisation of functional reading skills – securing	

<ul style="list-style-type: none"> • AAC (augmentative and alternative communication) device • Makaton • Interactive sensory environments • PECS <p>Pre-linguistic skills</p> 	<p>skills – building the student’s engagement in and motivation for reading in order to meet their own needs and wants.</p>	<p>recognising symbols and words which represent motivating items, activities, places and additional attribute information</p>	<p>skills, ensuring consistency from the student and promoting generalisation of skills</p>
<ul style="list-style-type: none"> • Intensive interactions – vocalisations, noises • Objects of reference • PECS 	<p>Hand over hand Independent giving of symbol</p> <p>Discriminating between symbols to select correct one Travel to book/receiver Use of ‘I want...’ strip</p>  <p>Spontaneous use of PECS including requests for</p>	<p>PECS reading activities using engaging, sensory books. PECS progression – progression with the use of PECs from photographs to symbols and finally written words. Inclusion of attributes when communicating Independent use of schedules Narrative</p>	<p>Highly motivating items/activities in different environments, circumstances and with different staff Travelling to communicate Problem solving through PECs i.e. use of ‘help’ symbol, requesting missing resources. Responding correctly to others’ communications towards student i.e. ‘wait’ card</p>

'help' and 'a break'
 Selection of correct sentence starter ie. 'I see/hear/feel etc...'

ESTABLISHED READERS

THE DEVELOPMENT OF SECURE READING AND COMPREHENSION SKILLS – through phonological or sight reading approach



Once early reading skills have developed, the student’s learning difficulties can be further supported in order to allow them to establish themselves as readers. Rose (2006) identified that the two dimensions of decoding and comprehension form a cross to emphasise that both word recognition processes and language comprehension processes are essential at all points during reading development and in skilled reading. We use Rose’s view of reading difficulties to inform our approach to reading support as the student continues to follow their identified **Emerging Reader pathway**.

<p>‘Neurotypical’ Development of reading.</p>	<p>Poor word recognition/decoding and poor comprehension</p>	<p>Good language comprehension, poor word recognition</p>	<p>Very accurate decoders/word recognition but very limited comprehension.</p>
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	<p>Systematic synthetic phonics approach.</p> <p>Support for comprehension.</p>	<p>Primary focus on Communication and Functional reading skills</p>	<p>This would typically be a student with Dyslexia and is not typical for students at AVA.</p>	<p>Sight reading skills develop</p> <p>Direct recall comprehension development</p> <p>Inferential, deeper comprehension development</p>
	<p>Ongoing assessments used -</p> <p>Phonics assessment/ EYFS ELG / PKS1 assessment / Phonics KS1/RBA/Running Reading Record</p>	<p>Ongoing assessments used -</p>	<p>Ongoing assessments used -</p> <p>Salford Sentence Reading Test</p>	<p>Ongoing assessments used -</p> <p>Comfor Assessment?? LFT assessment/baseline CELF 5 assessment</p>
Approach				
	Specific approach	Specific approach	Specific approach	Specific approach
	<p>Interventions/additional support</p> <p>Rapid Readers Toe by Toe Rapid phonics Accelerated Readers/Phonics Fast finishers</p>	<p>Interventions/additional support</p> <p>Total Communication approach</p> <p>PECs books – ‘That’s not my...’</p>	<p>Interventions/additional support</p> <p>Interest driven reading support – focus on process of engagement. (PI course)</p>	<p>Interventions/additional support</p> <p>Blank Level questions Colourful Semantics Fast finishers Comprehension support Rapid Readers Reading Eggs The Comprehension Box</p>

	Comprehension support Rapid Readers Reading Eggs The Comprehension Box		Lexia	
	KEY DOCUMENTS			
	<p>EYFS Framework (2021) Birth to 5 Matters (2021) Differentiated Early Years Outcomes – Birth to 5 Matters (DEYO) (2021) Development Matters (2021) The Reading Framework – Dfe (2022) Equals English Formal curriculum – Equals (2020) Newcastle Intervention for Phonological Awareness (NIPA) (2019)</p>			