

DRUMBEAT SCHOOL AND ASD SERVICE



Drumbeat

School & ASD Service

Reading Policy

(JUNE 2020)

APPROVED BY GOVENORS

RESPONSIBLE PERSON – HEADTEACHER

SIGNED BY CHAIR OF GOVERNORS

DATE _____

SIGNED BY HEADTEACHER

DATE _____

1. Reading aims and intentions

Drumbeat School and ASD Service understands the importance of reading in the process of developing pupils into independent learners.

Reading (including pre reading skills) is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read, are read to, or engage with texts on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and adulthood.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.
- To develop skills at individual levels to help pupils make sense of their environment.

By the time they leave this school:

All pupils will understand that objects, photos, symbols or the written word has a symbolic meaning. They will be able to apply this skill at home or when out in the community to make choices, follow a timetable complete a chore or task with some degree of independence. They will engage in fiction and non-fiction stories using their preferred format.

A few pupils will be able to use their reading skills to read and understand written instructions to promote independence at home and in the community. They will enjoy reading a variety of materials for pleasure and in order to learn. They will be able to apply their sophisticated reading skills to research and understand a range of topics relevant to their health, education, community and future. As independent readers they will be to make informed decisions about their life beyond school.

2. Strategies used to teach reading across the school

Literacy teaching will have a different emphasis according to the pupil's age and reading ability. In EYFS and KS1 there is likely to be more focus on listening skills, sound play and exploring books. However reading skills are also included as part of Drumbeat KS4 and KS5 qualifications but with an emphasis on developing relevant skills for future life and the functional

application of literacy skills. For example as part of an AQA English unit award students could be developing sight vocabulary reading skills and using these to read instructions to cook a simple snack. Consequently there is less focus on decoding and spelling skills for our students gaining these qualifications. At Drumbeat we believe that every child is entitled to access the literacy curriculum.

Read Write Inc: Phonics is the school's main approach to teaching reading, however all pupils are respected as individuals and therefore a range of strategies are required to meet everyone's reading needs. Some pupils follow the pre- RWI: phonics pathway are therefore learning key vocabulary and listening skills. Some pupils with ASD show a preference to whole word reading, reading with symbols or have hyperlexia and therefore these learning styles shape their curriculum. There is a Primary and a KS3 bespoke reading scheme that aims to develop pupil's ability to decode understand and enjoy books. Pupils in KS4 and KS5 are encouraged to access the school and local library. Teachers are expected to differentiate learning that is tailored to the specific needs of individual learners. Strategies for differentiation should take into account the cognitive and chronological age of the learner.

More information about Drumbeat's strategies and interventions can be found in the Reading and Writing Handbook.

2.1 Strategies and interventions for teaching decoding:

- Read Write Inc Phonics
- 5 min box 1 and 2 (additional interventions)

2.2 Strategies and interventions for teaching reading comprehension:

- Colourful semantics
- Storyboards
- Symbol books and a symbol rich environment
- See and Learn Programme (Downs reading scheme) (whole word approach)
- ASDreading.com (Online interactive approach using 6 skill integrated method)

- Blank's levels of questioning (Teaching specific reading comprehension strategies, e.g. inference, prediction, sequencing, summarising)
- Sensory stories
- Storytelling using the attention autism framework
- Story sacks
- Objects of reference
- Reading is cross curricular and embedded across the day.

2.3 Strategies and interventions for teaching reading for pleasure

- Sensory, flap and interactive books
- All pupils are exposed to books that will stretch and challenge in order to promote reading for pleasure e.g. bespoke reading schemes and libraries
- Sensory stories
- Storytelling using the attention autism framework
- Story sacks
- Sound play and nursery rhymes
- Reading and singing lyrics
- ASDreading.com (Online interactive approach using 6 skill integrated method)
- Script reading through drama
- Comic strips
- Library visits

2.4 Strategies and interventions for teaching Functional Reading

- Reading symbols and signs in the community
- PECS phase III+
- Instructions e.g. Recipes, personal hygiene routines, household chores, gardening
- Shopping lists
- Reading menus, leaflets and timetables

3. Planning

Reading is planned around pupil's individual levels and is differentiated accordingly. This would be taught as discreet lessons as well as embedded within daily routines. In EYFS reading and writing skills are

taught as part of the literacy area of learning and skills and are assessed against EYFS assessment framework. The KS1, KS2, KS3 English curriculum based on the Drumbeat levels curriculum and assessment model and contains the subjects; Communication, Reading and Writing. It incorporates reading and writing skills based on ASD theory and frameworks such as PECS and colourful semantics. It incorporates skills in reading accuracy, comprehension, fluency and their functional application. The KS4 core curriculum is based on the AQA unit awards accreditation pathway and the 6th Form Curriculum is based on the ASDAN course work.

4. Assessment

Drumbeat School and ASD service use SOLAR as its summative assessment. SOLAR is an administrative tool for adding progress towards targets. Assessment methods are used as appropriate for individual pupils depending on their reading level, these methods may include:

- Ongoing observations, teacher judgment and assessment using Drumbeat's Reading Curriculum framework on SOLAR
- Ongoing teacher judgment and assessment using relevant assessment tools and resources (See and Learn Reading Programme, 5 minute Box)
- Read Write Inc: Vocabulary assessment
- Read Write Inc: Phonics assessments
- Home school reading record information
- ASDreading.com reading comprehension assessment
- ASDreading.com Skills Survey
- Blank's levels of questioning applied to reading
- Phonics Screening Check for pupils in KS1

Nb some students may need to use assisted and augmentative communication (AAC) to enable them to access the above methods or adaptations are made specifically for pupils who are pre-verbal.

5. Additional support for pupil's with the most complex needs

Drumbeat aims to provide opportunities for all learners to experience a rich variety of texts and language, poetry, fiction and non-fiction. This is

achieved through a high level of staffing and high quality in service CPD programme. All books and reading materials are accessible and adapted for all learners through the use of touch screens, iPads, Makaton signs, objects, play, sensory materials and experiences, colour coding, photos and symbols. Reading skills are taught with the utmost enthusiasm to promote engagement. We have a culture of high expectation regardless of needs or ability. We will enable learners to develop shared attention, anticipation, responsiveness and initiation skills. We will empower teachers to plan and teach immersive shared topics that carry across all subjects to provide a rich cross curricular reading experience. We value all methods of reading. At Drumbeat we believe that every child is entitled to access the literacy curriculum.

6. Reading at Home

It is important to involve, where possible, the parents and guardians in sharing reading experiences within the home. This is achieved through:

- Parent workshops provide support and training in 'reading' with children at every level
- Specific tailored packs of reading materials and work for pupils can be sent home in discussion with the class teacher
- Specific reading and phonics advice available on the website to encourage learning at home
- Reading books from the bespoke reading scheme and reading records are sent home