

Reading Strategy

Approaches to Reading at Castle School



Aims

We aim to foster a love of reading and equip our learners with the reading skills they need for life. For some learners this will mean accessing longer written texts, and for some this means functional literacy and being able to navigate their environment and enjoying stories. We teach reading by providing a range of highly motivating and engaging activities and environments, tailored to each student's interests and learning needs.

Curriculum

- Pre-formal Reactive** : exposure to a range of stories and story-telling activities through multi-sensory experiences, developing communication and listening skills within Phase 1 of phonics.
- Pre- formal Pro- Active-**:develop their attention, listening and communication skills through sensory stories, intensive interaction, attention building, all linked to the story topic. Our pro0 active learners will be developing communication and listening skills within Phase 1 of phonics.
- Semi-formal**: a blended approach which incorporates engaging sensory experiences and environments with an introduction to phases 2-5 of [phonics](#) and [Oxford Reading Tree](#) books. Learning delivered through stories and reading activities linked to life skills.
- Formal**: supported by the [High-Five Reading Strategy](#), a focus on reading for pleasure as well as purpose with emphasis on broadening the range and understanding of material read. See the interventions on the right side for more information.

Assessment

We track progress through Evidence for Learning, with photo and video evidence of students' reading linked to relevant frameworks (see below) and to EHCP targets.

Some formal learners may have written exercise books.

•**Pre-formal:** Assessment will be through SCERTS, the Engagement Model, Routes for Learning, flower frameworks or early rainbows depending on the most appropriate for each learner. Students will work towards Moving On accreditation in Key Skills.

•**Semi-formal:** assessment will be via the [Castle rainbow and Gemstone levels](#). Students will work towards a Moving On accreditation in Literacy or Key Skills, or a Functional Skills qualification.

•**Formal:** assessment will be via the Castle Gemstone levels. Students will work towards an OCR Entry Level qualification.

Salford reading test -to track progress of our more formal readers, and we have been able to identify those children in Primary . The test includes comprehension and is completed twice a year – analysis of this identifies pupils who require additional support to ensure they are functional readers.

Pre- Formal Reading

Classes-

Pre- formal Reactive- Bees, Edinburgh,
Pembroke

Pre-formal Proactive- Dragonflies, Foxes,
Trinity

Sensory Stories

Sensory stories are designed as an immersive way of experiencing stories, using all five senses.

The most effective sensory storytelling uses everyday objects to create a sequence of sensory impressions which follow the sequence of the story. For pre-formal learners, this sequence of sensory experiences will be the main way in which they understand the story;

For Pre-formal learners, a sensory story can take the form of an adapted picture book with on body signs and associated objects, sounds and textures, a Bag Book or a rhyme time story. for semi-formal learners, the sensory experiences can help reinforce the language and concepts in the story, and increase engagement and attention.

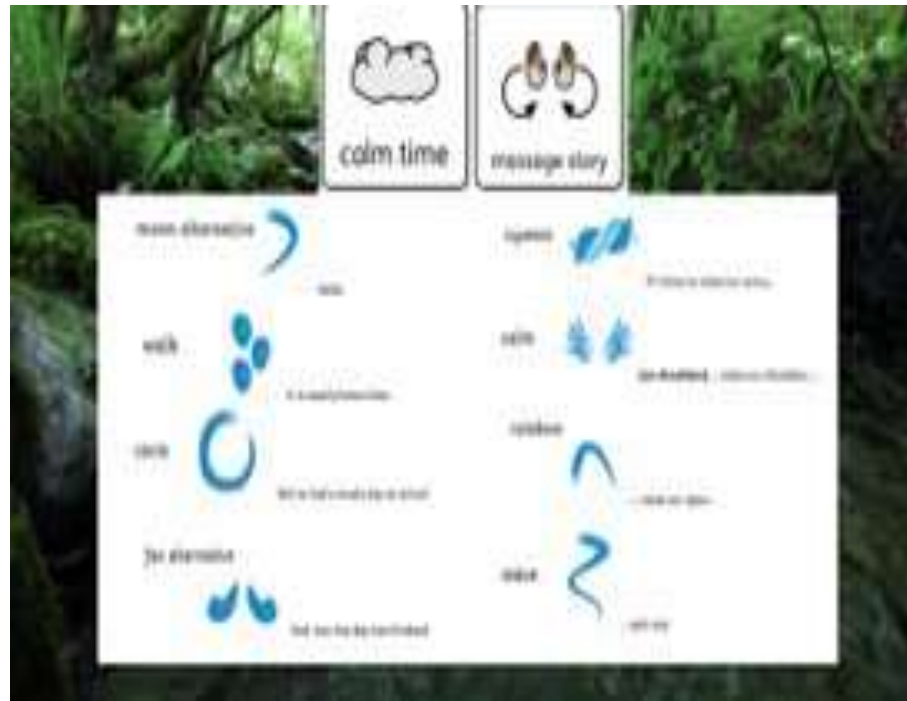
You can design your own sensory story for almost any book by thinking about how to represent each event in the story with an exciting object to look at, touch, smell, listen to or taste.



Massage Stories

Combining stories with massage can bring benefits including communication, engagement, fun and opportunities for meaningful interaction. Massage stories can be used at the beginning and end of the day and before transitions. In some groups, adults will deliver massage strokes to learners: for some groups, students may be able to form a circle and offer massages to each other. Bespoke massage stories can be created using the standard set of massage story strokes, which can be paired with lines in a story.

Students can experience the structure of stories in an accessible way, and begin to anticipate elements of the story.



Bag Books

A Bag Book is a multi-sensory book; incorporating smell and touch and environmental sounds to tell a story. They are designed for pre formal reactive and proactive learners. The stories are told through voice and emotion rather than words and pictures and used to **develop** learners turn taking skills and their participation in shared activities. As well as developing their acceptance and engagement in coactive or shared exploration and reactions to stimuli.



Living Paintings

Living paintings are tactile and audio books for learners with a visual impairment. The audio guides, often narrated by famous people, help fingers explore the tactile images, tell the stories of the pictures and describe their features. In this way, the senses of touch and hearing combine to make up for the missing sense of sight.



E-books and Audiobooks

The children can control e-books, audiobooks or other stories on the board/ipad using switches or by directly touching the screen. The control can be set up to allow them to turn pages or pause/restart audio. Some programs will highlight the words as the book is being read others may be more like picture books or read-to-me stories. This technology allows the children to explore and experience books independently.



Attention Building

A programme designed on the principles of 'Attention Autism' which uses practical approaches to increase and sustain attention, focus, and communication and group learning and interaction skills. Attention building helps students "learn how to learn" by developing attention, listening and communication skills through four carefully-sequenced stages, which gradually extend students' ability to direct and shift their attention. The programme can be adapted to be more age appropriate for older learners by e.g. using a toolbox instead of a bucket, or a chant/rap instead of the bucket song.

Foundations for literacy: attention building sessions can immerse students in a story or topic in a practical, hands-on way, provide a framework to embed maths and literacy concepts, and provide a stimulus for spontaneous communications.



Rhyme Time

In **Rhyme Time sessions**, students can access stories through rhyme, rhythm, repetition and song. The stories are adapted from real books and experienced as massage and sensory stories, using multisensory and preferred learning styles for each student to access the story.

Each phrase of the story is accompanied by a massage 'stroke' which is delivered to each student as the phrase is repeated. On the third repeat the sensory element is introduced and then the next student has a turn. When all the students have experienced the sensory element, we go on to the next phrase.

Foundations for literacy: Rhyme time helps develop Phase 1 phonics skills such as sound discrimination, and appreciation of rhythm and rhyme. Students also experience the structure of stories in an accessible way, and begin to anticipate elements of the story.

Massage	Story
	
Massage	Story
	
Rhyme	Time
	
Story	Story

Don't put your finger in the jelly, Nelly!	
-massage finger and then wobble their shoulders	-put finger into jelly
Don't put your finger in the pie, Guy!	
-massage finger, place palm over palm, move in circles	-finger in pie/shaving foam
Don't put your finger in the Cheese, Louise!	
-massage finger, make fist over palm	-smell cheese
Don't put your finger in the jam, Sam!	
-squeeze two fingers together on hand then massage on palm	-put finger into jam
Don't put your finger in the pasta, Jocasta!	
-fingertips down from hair to body	-picking up spaghetti
Don't put your finger in the shake, Jake!	
-shake shoulders	-blow bubbles with a straw into milkshake

Semi-Formal/Formal Reading

Classes-

Semi Formal Primary- Wrens, Robins, Ladybirds, Hedghogs, Squirrels, Badgers, Deers .

Semi – Formal KS3- Carisbrooke, Conwy, Leeds

Semi –Formal/Formal KS3- Dover, Balmoral

Semi- Formal KS4- Tintagel

Semi –Formal Post 16- Kings, Wolfson

Twinkl Phonics

Aims

We believe reading is an essential life skill that supports students to engage with their learning, and we are committed to creating a culture where there are multiple opportunities daily for each student to access reading at the appropriate level.

Curriculum

At Castle School we use the Twinkl Phonics scheme to ensure progression through the Letters and Sounds sequence. Teachers use this scheme to frame and structure their phonics teaching.

To support our teaching of phonics we use Reading Eggs and Reading Eggspress. These are online platforms which allow our students to access engaging phonics activities both at school and at home where they can continue their learning. We also use Oxford Reading Tree to practice our phonics skills with books and supplement this with activities and e-books from the Oxford Owl website that we can share with parents.

Pre-formal learners will usually be working within phase 1 of phonics, and will learn the foundations of sound discrimination through an immersive, cross curricular approach incorporating music and the fundamentals of communication. They may also be exposed to phase 2 phonemes and graphemes through an immersive, multi-sensory approach linked to their story topic.

Semi-formal learners will usually be working within phases 2-5 of phonics, although many will continue to benefit from phase 1 consolidation. In primary, all students will be exposed to all phase 2-5 phonemes through a story-based, multisensory approach: in secondary, phonemes will be revisited and consolidated according to pupil need.

Formal learners will be consolidating phases 2-5 of phonics, and moving on to phase 6, spellings, high frequency words, and sentence composition.

All students will have access to books and stories linked to the sounds they are learning, and formal learners will have reading books appropriately matched to their phonic level. We do not limit students' access to books according to their phonic ability, as we believe in promoting love of reading and sharing books as a social activity, including handling books carefully, bringing books to adults to read, and sitting quietly with a book to relax. To motivate students to practise these skills, we provide access to a wide range of books in our classrooms, according to students' interests.

We understand and appreciate that phonics may not be the most intuitive method of learning to read for a few of our students. In these cases, we will supplement our teaching of phonics with alternative whole word reading strategies.

Assessment

We use Evidence for Learning to track the exposure to sounds and progress across the different phonics phases. We revisit sounds regularly within our spiralled learning curriculum. Long-term planning in primary ensures that all sounds are covered, and then sounds are revisited in secondary according to individual needs. For pre-formal learners, it may be more appropriate to track their progress within Phase 1 using the Castle flower frameworks, SCERTS, or their individual EHCP target in communication.

Phase 1 Phonics

Level 1 Aspects

Level 1 activities are arranged under the following 7 Aspects:

Aspect 1: Environmental Sounds

Aspect 2: Instrumental Sounds

Aspect 3: Body Percussion

Aspect 4: Rhythm and Rhyme

Aspect 5: Alliteration

Aspect 6: Voice Sounds

Aspect 7: Oral Blending and Segmenting

Throughout phase 1 learners develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through 7 Aspects. Level 1 is taught in EYFS and underpins learning throughout the teaching of Phonics Levels 2-6. By the end of Level 1, children will have had opportunities to:

- listen attentively;
- enlarge their vocabulary;
- speak confidently to adults and other children;
- discriminate between different sounds including phonemes;
- reproduce audibly the phonemes they hear in words;
- orally segment words into phonemes.

This is Crash. He likes listening to the sounds around him.



- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail



This is Ted. He loves to play musical instruments.

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instrument
- ✓ Use a wide vocabulary to talk about instrument sounds

This is Captain Stamp. He likes to make different sounds using his body.



- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean



This is Hoppy Poppy. She loves creating rhythms and things that rhyme.

- ✓ Experience and appreciate rhythm and rhyme
- ✓ Develop awareness of rhythm and rhyme (in speed)
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words

This is Dana Dinosaur. Dana likes alliteration and words that start with the same sound.



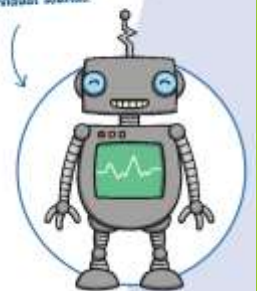
- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated



This is Pam. She loves to use her voice to make different sounds.

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speech sounds
- ✓ Talk about the different sounds that we can make with our voices

This is Robot Rick. He only speaks in robot-talk. He likes breaking words down into their individual sounds.



- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words

Phase 2 Phonics

The purpose of Phase 2 is to: teach the first 19 most commonly-used letters and the sounds they make; move children on from oral blending and segmenting to blending and segmenting with letters; introduce some tricky words for reading.

Before starting this Phase, children:

- will have had experience of a wide range of listening activities including songs, stories and rhymes;
- can distinguish between different sounds, including speech sounds;
- may be able to orally blend and segment words;
- may be able to identify some rhyming words.

By the end of Phase 2, children will have had opportunities to:

- identify the phoneme when shown any Phase 2 grapheme;
- identify any Phase 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words;
- blend sounds to read VC words, such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words: the, to, I, no, go .

Revisit and Review

Let's practise Sam's Sounds and Tricky Words!




t




to



Teach



Play 

Teach

Action

Move your arms like a robot.



Say 'r, r, r'.

Teach

Write It, Feel It!

Down the robot's body, up and over its arm.



Ask the children to pretend that their finger is a real pen as they write r, r, r on a rug or their wrist.

Click me for KIC's teaching tips! 

Phase 3 Phonics

The purpose of Phase 3 is to: introduce another 25 graphemes, including consonant digraphs, vowel digraphs and trigraphs so that children can represent 42 phonemes with a grapheme; continue to practise CVC blending and segmentation; apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

Before starting this Phase, children: • recognise Level 2 GPCs; • orally blend and segment CVC words as well as being able to blend and segment to read and spell CVC words and nonsense words; • read the tricky words - the, to, I, no, go.

By the end of Phase 3, children will have had opportunities to: • say the phoneme when shown all or most phase 2 and phase 3 graphemes; • find all or most Level 2 and phase 3 graphemes, from a display, when given the phoneme; • blend and read CVC words (single-syllable words consisting of phase 2 and phase 3 graphemes); • segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of phase 2 and phase 3 graphemes); • read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, no, go; • write each letter correctly when following a model.



Phase 4 Phonics

The purpose of Phase 4 is to: consolidate children's knowledge of graphemes in reading and spelling words, especially digraphs and trigraphs; introduce words with adjacent consonants - CVCC, CCVC, CCVCC, CCCVC, CVCCC, CCCVCC, CCVCCC; learn polysyllabic words and learn to read and spell some more tricky words.

Before starting this Level, children: • recognise Level 2 and 3 GPCs; • blend and read CVC words; • segment and make a phonetically plausible attempt at spelling single syllable CVC words; • read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are & spell the tricky words - the, to, I, no, go.

By the end of Level 4, children will have had opportunities to: • give the phoneme when shown any Level 2 or Level 3 grapheme; • find any Level 2 or Level 3 grapheme when given the phoneme; • blend and read words containing adjacent consonants as well as segment and spell words containing adjacent consonants; • read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what & spell the tricky words - he, she, we, me, be, was, my, you, here, they, all, are; • write each letter, usually using the correct formation. • orally segment words into phonemes.

Revisit and Review

Let's practise Sam's Sounds and Tricky Words!

oa

so

Teach

Out the Window

Kit and Sam see lots of things on the train trip. Say the names of the things they see. Can you break the words down into their individual sounds?

In words with initial adjacent consonants, it can be harder to hear the individual consonant sounds because we blend them together in our speech.

Click me for Kit's teaching tips!

Practise

<input type="checkbox"/> tree	<input type="checkbox"/> swing
<input type="checkbox"/> flag	<input type="checkbox"/> star
<input type="checkbox"/> grass	<input type="checkbox"/> clown
<input type="checkbox"/> train	<input type="checkbox"/> frog

Phase 5 Phonics

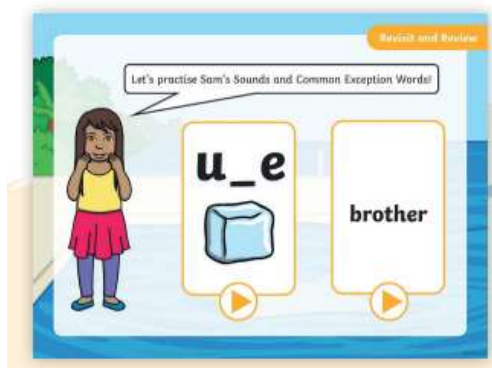
The purpose of Phase 5 is to: learn alternative graphemes for known phonemes; learn alternative pronunciations of known graphemes; introduce split digraphs; introduce suffixes and prefixes; learn to read and spell more common exception words.

Before starting this Phase, children:

- recognise level 2 and 3 GPCs;
- blend to read and segment to spell words containing adjacent consonants;
- read tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what;
- spell tricky words - he, she, we, me, be, was, my, you, here, they, all, are;
- write each letter, usually correctly.

By the end of Phase 5, children will have had opportunities to:

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three syllable words;
- read automatically all taught tricky and common exception words;
- accurately spell all the Phase 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.



Phase 6 Phonics

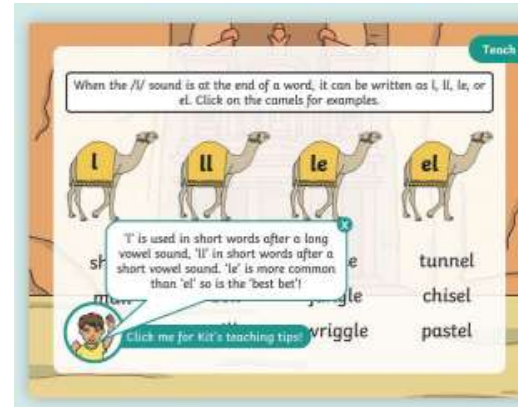
The purpose of Phase 6 is to: develop children's knowledge of spelling patterns and best-guess grapheme selection; learn more alternative graphemes for known phonemes; learn more alternative pronunciations for known graphemes; introduce the /zh/ phoneme; develop an understanding of the spelling rules for adding suffixes and prefixes; introduce homophones/near homophones and contractions; learn to spell more common exception words; develop their understanding of grammar rules; learn effective writing techniques including editing and proof reading and learn more strategies to read and write independently.

Before starting this phase, children:

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;
- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable;
- read and spell phonically decodable two-syllable and three syllable words;
- read sight-read all taught tricky and common exception words;
- accurately spell all the phase 2, 3 and 4 tricky words and most of the common exception words for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

By the end of phase 6, children will have had opportunities to:

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.



Reading Schemes

Rhino Readers

Each book is fully decodable for children familiar with the equivalent level in our DfE validated Twinkl Phonics scheme.

With clear progression and complete reliability to Twinkl Phonics, children will only read the sounds and tricky words they've already learnt, helping them to build confidence and regularly apply their new learning.

Oxford Reading Tree

Oxford reading tree is a series of books that have been carefully written to help children learn to read. When a child is learning to read, they need to read books at the right level of challenge. If the child's book is too hard, they will find it frustrating and might be put off reading.

Oxford reading tree books are matched to the pupils level of reading to provide, challenge, enjoyment and fun to have the most impact on their reading skills.

Our reading scheme books are fully decodable to ensure pupils can read using just their developing phonics knowledge.

Every child has a reading scheme book in school and at home. Reading records are kept to add comments, achievements and next steps to share with parents and for them to add their own comments too. This ensures we are working with parents to develop each pupils reading skills.

Reading Eggs and Rhino Readers

Reading Eggs is a website and app which makes learning to read interesting and engaging for with online reading games and activities. Activities can be done at school and at home, and teachers can assign lessons and games to specific students and track progress. Castle has a whole-school subscription to Reading Eggs and all students have a login.

Rhino Readers is online access to the ebook library of Twinkl phonetically decodable books. Parents are allocated texts to read at home by the class teacher in line with their phonic level.

These are used in addition to the pupils reading scheme book sent home and in school.



Guided Reading

Guided reading is a shared approach to reading which encourages students to develop their ability to:

- read aloud
- share reading strategies
- discuss prose, narrative and word choice
- explore structure, layout and text type

Students work in a small groups and all have the same text. They take it in turns to read aloud and follow others while they read.



Colourful Semantics

- ▶ An approach to sentence building with colour coded stages for parts of speech: subjects (who), verbs (what doing?), objects (what?), plus further stages for adverbs, adjectives, conjunctions and negatives. Some students will use colourful semantics to prompt spoken communication about stories: others will use it to help them structure sentences for writing. Prompts can include pictures from storybooks, or real-life photos of familiar people and activities.
- ▶ Colourful Semantics can aid our less formal learners in their reading journey, we use colourful semantics where appropriate, and we see this approach as a vital way into reading, but also as a communication tool. Through the use of colourful semantics, students practise reading symbols and words and develop their skills in relation to things such as: appropriate word order; the creation of simple sentences and the expansion and extension of vocabulary and communication beyond single words into short phrases and sentences.



https://youtu.be/4klC_gph2MI

Formal Reading

Classes -

Formal KS3- Corfe

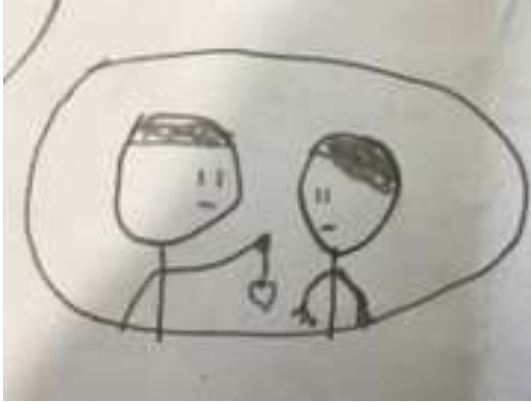
Formal KS4- Ludlow

Formal Post 16- Darwin, Churchill

Formal Reading

- ▶ Opportunities to read daily in tutor time
- ▶ Support for emerging readers
- ▶ Strong English curriculum taught by Specialist teachers leading to accreditation
- ▶ Reading across the curriculum – in context e.g. shopping lists
- ▶ Reading for information and pleasure
- ▶ Range of age appropriate reading material including Newspapers and magazines

High-five Reading Strategy



The High-Five Reading Strategy is a simple and effective approach formulated to improve comprehension.

By using this technique, students understand texts better and direct their attention to the details to enhance learning.

The 5 strategies are:

1. Activating background knowledge to bridge old knowledge with the new.
2. Questioning.
3. Analyzing text structure.
4. Visualization.
5. Summarizing

Reading For Life KS4 and Post 16

- ▶ Key Stage 4, formal phonics teaching is less of a focus and students take one of two approaches to their reading. In the first approach, learners continue to develop their reading skills in preparation for the OCR Entry Level Exam. In the second approach, learners focus on reading in the preparation for adulthood, their ability to identify key information within their environment, which will contribute to them becoming as independent as adults as possible and reading for pleasure. Reading skills are developed to help students acquire the skills they need for real life.
- ▶ 6th form Formal readers work towards Functional Skills qualification, in other classes reading for understanding is the priority . This can include reading shopping lists, instructions, recipes , shop signs and directions.

Whole Word Readers

Our students have a wide range of ways of reading – some are **phonic decoders** (they can break a word down into sounds and sound it out) and some are **whole word readers** (they have a visual memory of what a whole word looks like and recognise it all at once). Many will use both strategies!

We highlight on our class reading overviews whether our pupils are phonic decoders and/or whole word readers. This then flags up what type of support/interventions the pupils require whilst reading. And what differentiated tasks will be suitable for that learner.

Reading for pleasure

We aim to provide many opportunities for our children to read for pleasure and to ensure every child has the opportunity to read every day.

We encourage our pupils to take home reading for pleasure book alongside their reading scheme book. We always ensure we let parents know the different between each book that is provided and the support needed at home.

Each week all classes have a session in our new school library where our pupils can make their own choice of book.



Whole School events- Creative Approaches to Reading

At Castle School, we look for as many exciting and engaging opportunities as possible to bring reading alive for our learners. We write and perform our own work, celebrate events like National Storytelling week, World Book Day, invite writers, storytellers, poets, film and theatre-makers into school to inspire and encourage us with our reading and communication. We put reading into the heart of our creative approach to learning at Castle school, just come and see our catalogue of staff reading stories and examples of class and school videos showing the ways in which classes have brought their own imaginative re-telling of stories to life.



Using our community Library

Our pupils within KS4 and sixth form classes have the opportunity to access our community library Milton Road. We set this up to provide the pupils the opportunity to choose reading for pleasure texts to use in school and at home and the experience of accessing a local library. Providing them with the skills to access the library independently.