

The background is a light blue gradient with various white snowflake patterns of different sizes and orientations scattered throughout. There are also soft, out-of-focus white circles (bokeh) and small white dots, creating a festive, wintry atmosphere.

# Reading at Snowflake School

# Our ethos...

At Snowflake School, we strive to make reading, a love of books and stories accessible to all, regardless of their cognitive ability.

This is actively encouraged in many ways, such as enjoying sensory stories, interacting with picture books, and learning to read independently through phonics instruction.

As a result, all our pupils develop positive experiences of reading.

# Intent

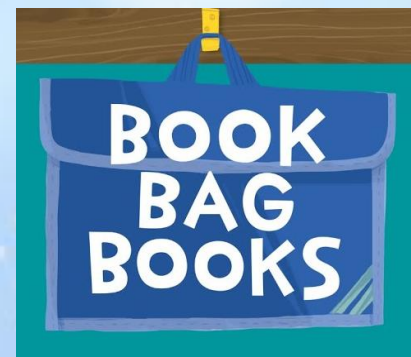
We constantly aim to...

- Ensure all pupils have access to high quality teaching.
- Utilise evidence-based approaches to systematically challenge pupils.
- Celebrate progress towards goals through small, cumulative steps.
- Exposure pupils to a wide range of topics through stories and thematic learning.
- Provide a language-rich environment for all, embedding reading within their daily routines and encouraging interaction with written text (and/ or symbols).
- Develop symbolic understanding that can be used in functional activities.
- Provide pupils with a range of learning tools and materials to enable them to become familiar with stories and read for both pleasure and information.
- Develop word reading and higher reading skills such as reading for meaning.

# Implementation

Snowflake School uses:

- Read, Write, Inc. Fresh Start Phonics
- Bag books
- Book bag books
- Inprint3
- Colourful semantics
- Comic Sans font
- PECS/ Proloquo2Go



# The Simple View of Reading



# Implementation- BULB

Pupils following our BULB curriculum participate in a variety of activities and share experiences of books and story-telling with others.

Examples include:

1. Book browsing- looking at a range of tactile books.
2. Sensory stories- listening to staff read stories with objects of reference to support understanding.
3. Building motivation by pairing stories with preferred items, activities or topics.
4. Interacting with pictures- matching / finding pictures on a page.
5. Interaction with rhythm and rhyming activities to increase phonological awareness.
6. Integration of AAC
7. Phonological and phonemic awareness



# Implementation Overview - BRANCH

Progression over time

Pupils learn to engage in a text being read to them

Pupils are taught to say and read set 1 sounds.

Pupils are taught to blend set 1 sounds.

Pupils are taught to read words containing set 1 sounds at speed.

Pupils are taught to say, read and write set 2 sounds.

Pupils are taught to say, read and write set 3 sounds.

Pupils read decodable books containing known sounds.

Pupils learn to sight read red words and environmental words.

Pupils begin Fresh Start Modules

# Implementation - BRANCH

Pupils following our BRANCH CORE curriculum continue to work on increasing their love of stories and reading, but also work on becoming independent readers in motivating ways.

1. Phonics speed sounds and word time lessons- delivered 1:1 or in a group.
2. Red words - learn to instantly recognise and read common words which cannot be read using phonics knowledge.
3. Book bag books- gradually increase in difficulty in line with their phonics teaching. Books are then sent home to support generalisation of their learning.
4. Functional sight words- learn to recognise, read and respond appropriately to words they may frequently experience in their environment such as 'exit'.





# Implementation- BRANCH

As pupils progress, they learn to combine the skills of decoding and reading sight words to read Fresh Start modules.

During the modules, pupils begin to develop their comprehension by answering questions about what they have read or writing simple sentences they have heard, at times using inprint symbols or colourful semantics visual prompts to support their understanding and responding.

Pupils answer Blanks level questions about books which are being read to them. These increase in complexity and abstraction in consultation with the school's teachers and speech and language therapists.



Where is the person?



beach

or



cinema

# Implementation- BLOSSOM

Continue to complete more advanced Fresh Start modules, working on developing their phonological and phonemic awareness by counting syllables, spelling words and . They take turns reading as a class, answer more abstract questions, re-enact the stories and complete writing activities linked to what they have read.

They also...

1. Read books independently every day, including non-fiction and topic books linked to the thematic curriculum.
2. Read scripts to put on school productions for peers, parents and staff.
3. Participate in wider English lessons, learning SPAG, more complex vocabulary and tools for writing.



# Impact - Responding to print

For many of our pupils, reading focuses on responding to symbols in print to complete activities, follow routines and engage with their environment.

For example:

- Identifying what is needed for a task
- Moving to a desired location
- Requesting items needed

# Impact - Reading to build independence

Alongside reading for pleasure, we strive for all of our pupils to read functionally to improve their independence in daily activities. For example:

1. Reading instructions to follow a recipe
2. Reading visual timetables within activities
3. Reading shopping lists
4. Reading signs in the community



# Impact - Community engagement

Reading enables our pupils to access their community safely and functionally.

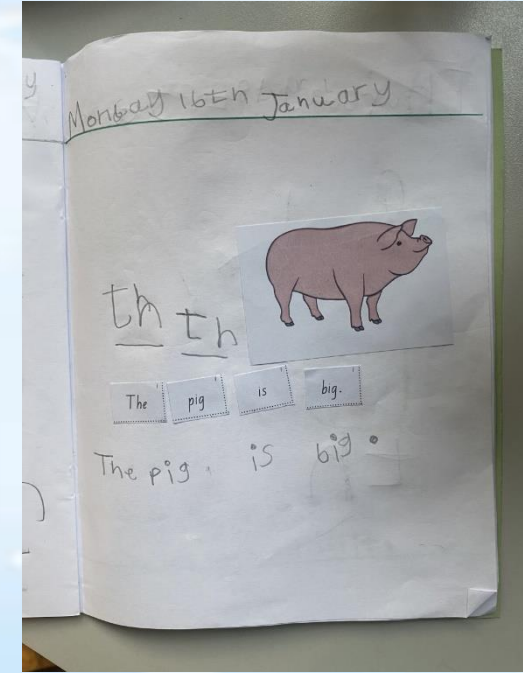
For example,

1. Visiting the local library
2. Reading shopping lists
3. Ordering snacks at the local cinema
4. Understanding directions to the local park
5. Following instructions during swimming lessons

# Impact - Writing

Alongside reading, pupils use their skills to develop their handwriting, spelling and sentence construction.

1. Recognising and following letter formation
2. Sequencing letters to spell words
3. Constructing sentences to caption pictures



# Summary

- At Snowflake School we prioritise making learning motivating and personally significant for all of our pupils.
- We use a range of individualized resources to support pupils to generate meaning from what they have read.
- We embed reading and language skills across the curriculum to realise functional outcomes for all.

Word Reading

+

Language  
Comprehension

=

Reading  
Comprehension