

AEM Sutherland House School | Braithwell

Reading at SHS Braithwell

The more that you *READ*
the more *THINGS* you will know.

The more that you *LEARN*,
the more *PLACES* you'll *GO*

—Dr.Seuss

1. Aims

Sutherland House School (SHS) Braithwell is an Independent Special School, serving the needs of pupils with autism, ranging from age 5-19. We aspire for reading to be at the heart of our curriculum. Our aim is for every child to leave our school able to independently access and understand written information, as well as developing a life-long love of reading for pleasure.

2. Reading Strategies

At SHS Braithwell we promote reading through a wide range of strategies and resources, ensuring all our pupils are able to access their learning with the necessary support. We work closely with the SHS Speech and Language therapy team to ensure our resources are appropriate for the needs of our pupils. Our reading strategies include:

- Communication books and timetables
- Social stories
- Comic strip conversations
- Communication boards
- Functional vocabulary resources
- Enabling environments
- Physical Literacy e.g. world book day, author visits/workshops
- Sensory stories
- Adapted displays
- Whole Class Reading with a variety of genres
- Rhyme Time – Pathway 1/Pathway 2 (KS1)
- Explicit sign/word vocabulary teaching
- Little Wandle Phonics
- Reading Scheme – Big Cat Phonics
- Reading for pleasure time
- Visits to the library

3. Reading across the curriculum

At SHS Braithwell we provide pupils with the opportunity to read and engage with high quality texts right across our whole curriculum. English is planned and delivered through the context of a high-quality text from picture books and nursery rhymes to seminal word literature, pre 1914 and contemporary Shakespeare, poetry and drama. Pupils are introduced to a variety of genre; including fiction, non-fiction, poetry, graphic novels, computer-based writing, short stories, and novels.

Within each classroom there is subject related reading present in all subjects and at all levels throughout the school. Within each subject we also identify key vocabulary which will be meaningful for the pupil's learning within the study they are completing. Exposure to this language increases our pupils' word bank, which is a vital tool in allowing them to access opportunities in life after SHS Braithwell.

4. Phonics

Learning to read is a vital skill for our autistic learners. Phonics and early reading are taught creatively using multi-sensory approaches where needed. We want our pupils to love reading and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read through the Little Wandle programme or the Little Wandle SEND Programme. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps pupils learn to spell well. We teach pupils simple ways of remembering these sounds and letters. Pupils also practise reading and spelling what we call 'tricky words', such as; 'once', 'have', 'said' and 'where'. Pupils practise their reading with books that match the phonics and the tricky words they know, these Collins books can also be accessed online for those who prefer reading from a screen.

Pathway 2 Primary Interventions

For those in Primary that require significant phonic work the phonics interventions take place daily one to one with a trained member of staff. During these times they follow the Catch-up (rapid intervention programme – personalised for the needs of the pupil. They will repeat work using the sounds that they are working on to ensure the information moves from short term to long term memory. Additional support strategies would also include phonics games e.g. oral blending games This is monitored closely throughout the year by completion of the Little wandle assessments and may change depending upon the most recent outcomes.

Little Wandle Overview

Phase 1

Environmental sounds - Listening walks, sound lotto
 Instrumental sounds - Exploring instruments, copying rhythms
 Body percussion - Clapping, stamping, clicking
 Rhythm and rhyme - Nursery rhymes, singing, rhyming stories
 Alliteration - Tongue twisters, objects with same sound
 Voice sounds - Making different voice noises, sound talk
 Oral blending and segmenting - 'Simon says', blending simple words

Phase 2 graphemes

s a t p i n m d g o c k c k e u r h b f l f f l l s s j v w x y z
 z z q u c h s h t h n g n k
 • words with -s /s/ added at the end (hats sits)
 words ending in s /z/ (his) and with -s /z/ added at
 the end (bags sings)

New tricky words

is I the put* pull* full* as and has his her go
 no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end	was you they my by all are sure pure

Phase 4	New tricky words
Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ ed/d/-er, -est	said so have like some come love do were here little says there when what one out today

Phase 5 graphemes		New tricky words
/ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw /ee/ y funny	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup /ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor /ai/ eigh aigh ey ea eight straight grey break	their people oh your Mr Mrs Ms ask* could would should our house mouse water want any many again who whole where two school call different thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe

/e/ ea head	/n/ kn gn knee gnaw	
/w/ wh wheel	/m/ mb thumb	
/oa/ oe ou toe	/ear/ ere eer here deer	
shoulder	/zh/ su si treasure vision	
/igh/ y fly	/j/ dge bridge	
/oa/ ow snow	/i/ y crystal	
/j/ g giant	/j/ ge large	
/f/ ph phone	/sh/ ti ssi si ci potion mission mansion	
/l/ le al apple metal	delicious	
/s/ c ice	/or/ augh our oar ore daughter pour oar	
/v/ ve give	more	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Pathway 2 Secondary Interventions

For those students in Secondary that still require phonic work, Little wandle Catch-up (rapid intervention) or SEND programme is used one to one but personalised to reflect the pupil's interests and use of more relevant vocabulary. Collins chapter books are used to engage the pupil in reading more relevant texts. Little Wanle assessment tools are used to accurately identify their phonological skills that are missing.

5. Reading Rich Environment

Within each classroom there is a selection of age-appropriate books for reading for pleasure and also a range of genre related to the current subject themes they are learning, ensuring a reading rich environment.

Staff read to our pupils regularly to allow the children to be immersed in a word and language rich environment. In our outdoor area we also have reading spaces to encourage our pupils to enjoy a sensory experience with books, fostering their creativity and imagination.

6. Spiritual, Moral, Social and Cultural Development (SMSC)

At SHS Braithwell our books and other types of media e.g. picture news, first news are carefully selected to actively develop our pupils' SMSC understanding. Our books are carefully selected to

- encourage reflection on personal feelings and experiences, promote empathy and build a sense of identity and belonging
- to celebrate cultural diversity and introduce pupils to different backgrounds, traditions, and viewpoints, helping them develop respect for others and appreciate the wider world

- to help pupils explore the concepts of right and wrong and understand the impact of their actions
- to model positive social interactions, friendships, and collaboration, and these are reinforced through discussion, role-play, and visual supports to make learning accessible for autistic pupils

7. Assessment

- In KS1, KS2 and KS3, teachers continually make judgements about the children's understanding in relation to age related expectations as set out in the curriculum and record these through Evisense. Judgements against each objective are recorded for each pupil on B-squared assessment system.
- SLT meet with class teachers termly to review pupil progress.
- KS4/5 pupils have opportunity to access Entry Level, functional skills and GCSE accreditations