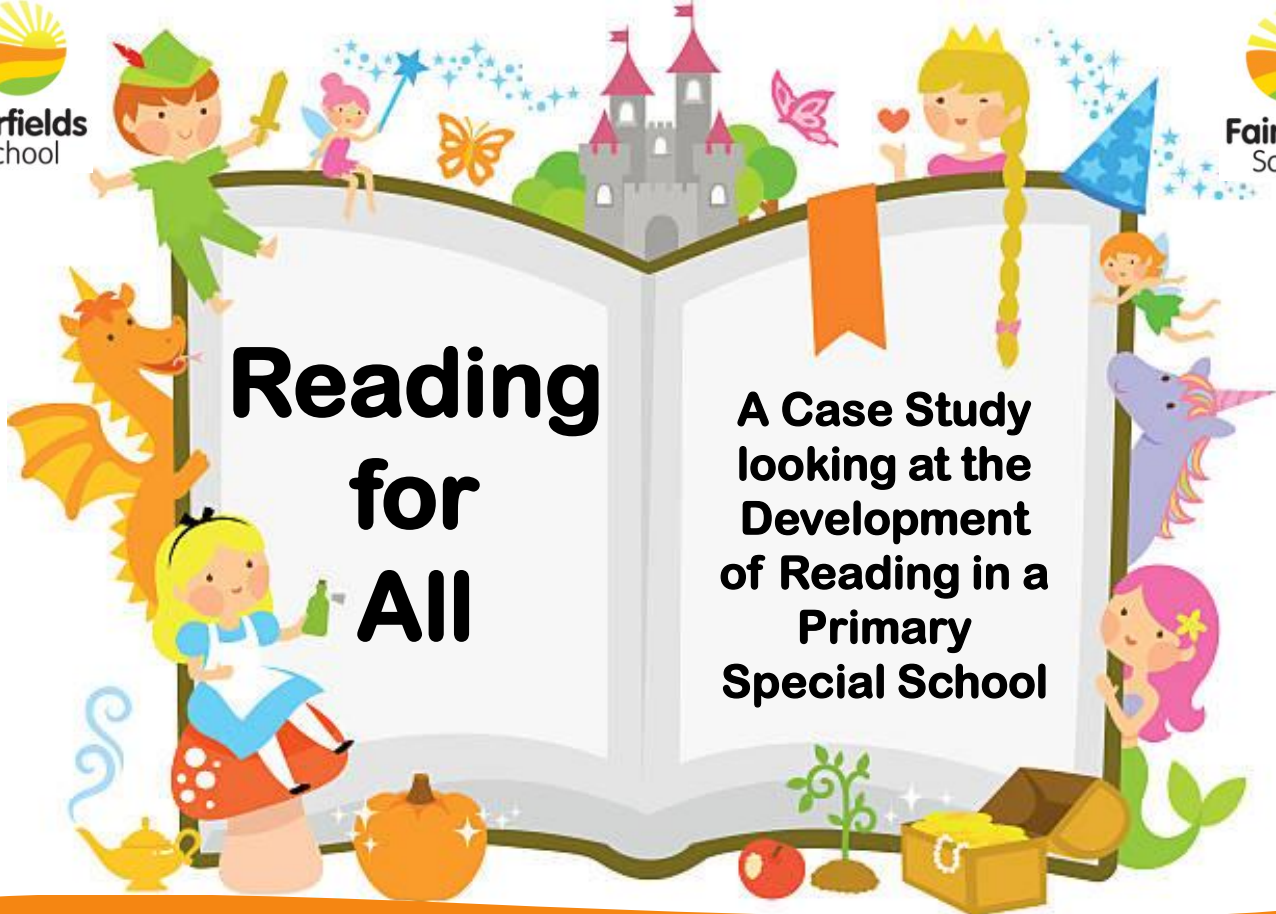




Fairfields
School



Fairfields
School



Reading for All

A Case Study
looking at the
Development
of Reading in a
Primary
Special School

May 2022

School Context

Fairfields is a primary special school for children between the ages of 4 and 11 with severe or profound learning difficulties, communication and physical difficulties. We also cater for pupils on the autistic spectrum. Some children may also have multi-sensory impairment and complex medical needs. The school is situated in large, well maintained grounds close to the centre of Northampton. Its catchment area covers Northampton and the South and West of Northamptonshire. Currently there are 125 pupils on roll, with 52% of these pupils being White British.

We organise classes so that they are inclusive, mixed ability groups based upon chronological age. Small classes and high staffing ratios enable Fairfields School to meet the learning needs of pupils on an individual basis or on a very small group teaching basis.




Our Beliefs and Values



Inclusion is at the heart of all we do.
Children learn best when teaching is memorable, purposeful and meaningful.
All children can achieve.
How children learn is as important as what children learn.
Children learn when they are happy and secure.



Quality of Education

 Intent	<p>Our curriculum is designed to provide opportunities for pupils to develop the skills, knowledge and understanding that will enable them to have learning for life. Our curriculum builds on the foundations of previous learning, with a balance between the academic, personal development and enrichment. Pupils are given time to revisit and consolidate learning, with growing independence, before moving on to the next step. We are ambitious and have high expectations for <u>all</u> pupils' learning and achievements, preparing them for the next stage of their learning journey. The children are at the heart of our practice everyday.</p>
 Implementation	<p>Our curriculum enables teachers to plan and deliver a sequence of learning which is bespoke and works towards the pupil's individual end point. The National Curriculum subjects are taught through a thematic approach, enriched by literature, to ensure that pupils get this broad range of experiences and learning opportunities. The curriculum content in each subject has been selected for its relevance for our pupils' developmental level. The curriculum is coordinated by Learning Teams who ensure curriculum continuity across the school. This promotes the pupils' ability to make connections across the subjects and particularly in relation to the relevance of learning to their lives. Our reflective approach enables teachers to use their knowledge, to adapt and enhance learning, which informs their ongoing assessment. Our pupils thrive within the enabling environment we provide, which also supports their personal interests, needs and diverse motivations. We provide a wealth of possibilities within a varied context, supporting pupils to apply and consolidate all skills, knowledge and understanding over time.</p>
 Impact	<p>We believe all children can achieve. We are committed to ensuring we measure the aspects of a child's learning that we value. Our Assessment for All reflects our curriculum, which is the core from which all aspects of learning and development stem. Our assessment is designed to ensure we are measuring the progress of each pupil, reflecting their own learning journey. The information captured using this assessment is also used when planning irresistible learning opportunities, shaping the progress pupils make.</p>

Where does reading already happen?

We promote a strong emphasis on communication and making communication accessible for all with a love of literature through widespread reading and storytelling for enjoyment. English is the foundation of all learning and it allows children to develop key skills such as communication, reading, sounds/phonics and writing.

English gives each child the basic tool for thinking and investigating and a means for creative personal expression through sharing and communicating. Through communication children learn to understand themselves and others and gain control of their environment. All staff recognise, value and build on each child's individual ability in the use of language, communication and all related skills.

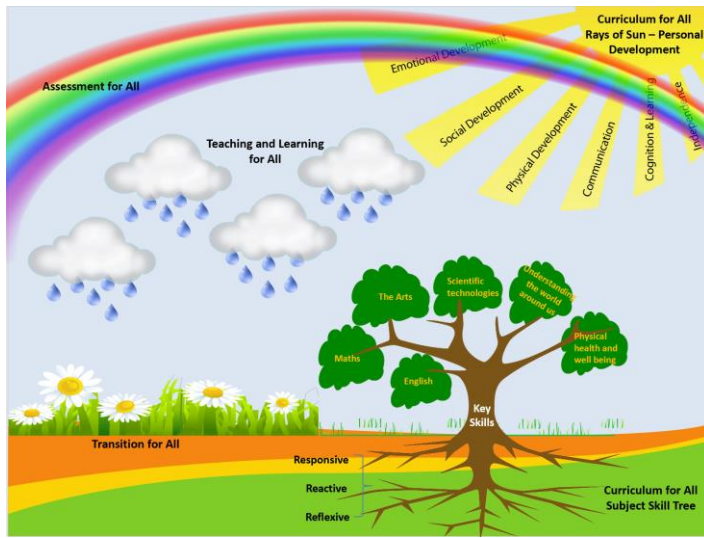


A person's ability to communicate is a basic human right. Communication is one of our curriculum drivers which underpins our everyday practice. We are committed to building a learning community where all children are able to participate fully, using their preferred mode of communication.

The Fairfields 'For All' Framework

Assessment for All is designed to ensure we are measuring the small steps of progress each pupil makes, reflecting their own learning journey. Within the essential learning areas we assess progress of communication, whilst Reading and Phonics falls within the Core Learning Areas.

Teaching and Learning for All provides details of the different approaches used across the curriculum to ensure effective teaching and learning. We use a variety of approaches to enhance reading and phonics across the school including Talk for Writing and Read Write Inc.



Transition for all occurs at the start of the academic year, allowing teachers to spend quality time to observe the children and get to know them, finding out their motivators and interests. This time also allows teachers to layer in structure and routine whilst building relationships. From this reflective practice, they can create an environment which meets the children's needs.

Our Curriculum for All provides specific developmental objectives for a pupil which means they can access their learning at an appropriate level to make progress across the curriculum. The 'Rays of Sun' covers areas related to personal development and the tree focuses on the subject skills.

Communication sits within the 'Rays of Sun' and links closely to the child's EHC Plan. Reading and Phonics sits within the English Branch of the curriculum tree.

Knowledge Maps help sequence the skills and are matched to the bands of our Assessment document.

Teaching of Reading

Reading and pre reading skills are taught in a child centred way, focusing on each pupil's starting point and linking with their interests. Reading occurs in the following ways:

- Pre reading skills are taught in the enabling environment and within the classrooms, tailored to the needs and level of the child
- Sensory stories and being read to – all classes have a box of books to share with their class throughout the day for a story time that can be repeated so they become familiar with the story. Sessions take place in the library for Sensory stories, individual reading and phonic work – timetabled
- Daily 1:1 reading – when ready for formal reading children will read within class and will take reading books home, plus key words and library books where appropriate. Staff will identify an objective to teach and assess, which will be recorded in a reading log.
- Reading starts with no words – picture books first, progressing through the reading band to independent readers. All children will be exposed to reading at their level within their day.
- Phonics and sounds – all children have access to phonics through using Letter and Sounds and Read Write Inc. Most of our children are accessing Phase 1 of Letters and sounds and when they have progressed through this phase to Phase 2, we incorporate Read Write Inc. depending on the child's needs and experience. Children are actively encouraged to apply their phonic knowledge to their reading and writing. Tuning children into the sounds around them is a focus and these early developmental experiences are captured through our immersive sounds sessions.
- All children are taught that reading is a pleasure and to experience that at Fairfields.
- Use of the Library – individual reading, small group reading, class reading and lunch time stories

Teaching of Phonics

- Pupils working at early developmental levels will access a sensory session using the approach of 'Immersive Sounds' which focuses on providing opportunities for responsive, reactive and proactive communication learning. Pupils working at a pre-phonics stage will learn the skills covered in Phase 1 of Letters and Sounds. For pupils who are phonic ready, they will learn their reading skills through Read Write Inc strategy.
- All pupils have access to our library to share books with others. Those who are ready have access to our reading scheme which includes Oxford Reading Tree and Project X books.

Effective reading is underlined by the importance of promoting good speaking and listening skills and phonological awareness. Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

<https://letters-and-sounds.com/index.php/phase-1/>

Immersive Sounds



- Tuning into sounds
- Listening and remembering sounds
- Talking about sounds:
 - Music and movement
 - Rhythm and rhyme
 - Sound effects
 - Speaking and listening skills



Hazel



Maple



Oak

Phases 1 Letters and Sounds



- Aspect 1: General sound discrimination – environmental sounds
- Aspect 2: General sound discrimination – instrumental sounds
- Aspect 3: General sound discrimination – body percussion
- Aspect 4: Rhythm and rhyme
- Aspect 5: Alliteration
- Aspect 6: Voice sounds
- Aspect 7: Oral blending and segmenting



Set 1: m a s d t l n p g o c k u b f e l h s h r j
v y w t h z c h q x u n g k

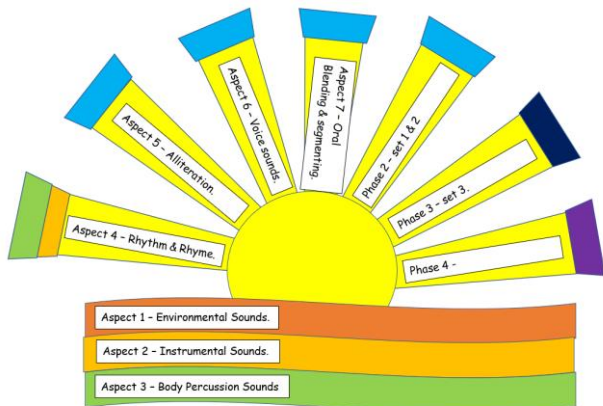
Set 2: a y e e i g h o w o o o r a r a i r i o u y

Set 3: e a o i a e i e o e u e a w a r u r e w
a i o a e w i r e a r u r e

Progression

- Set 1 sounds and green (decoded/red (tricky) words
- Revise Set 1 sounds and do red Ditty Books
- Teach Set 2 sounds and do Green and Purple Books
- Teach Set 3 sounds and do Pink, Orange, Yellow, Blue and Grey Books
- Set 3 sounds – teach them for reading first and then for spelling

Fred Talk for reading
Fred Fingers for spelling



What are the requirements for Reading?



School Inspection
Handbook April 2022

- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.



Department
for Education

The Reading Framework
January 2022

- Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents' talk with them that expands their vocabulary.
- Teachers are the best people to promote a love of reading because children, particularly young children, care what their teachers think about the stories they read aloud. If teachers show they love the story, the children are likely to respond in the same way.

Choosing a Phonics
Teaching Programme
April 2022

There is no statutory requirement for schools to choose one of the SSP programmes on the validated list. Ofsted does not have a preferred programme or approach. What's important is that schools take an approach that is rigorous, systematic, used with fidelity and achieves strong results for all pupils, including the most disadvantaged.



3: Demonstrate good subject and curriculum knowledge

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

- Phonics Screening Check
- End of Key Stage 1 & 2 Assessments including the Pre Key Stage Standards
 - [Pre-key stage standards](#) in English reading, English writing and mathematics – for pupils who are working below the standard of national curriculum assessments and are engaged in subject-specific study, or who have not completed the relevant programme of study
 - [Engagement model](#) if a pupil is working below the standard of national curriculum assessments and is not yet engaged in subject-specific study

Reading in the context of SEND

We believe that it is the **right of every child to be taught to read and write.** <https://www.teachustoo.org.uk/>

A climate of fun and multi-sensory experience that is based in children's interests is key to making books and reading enjoyable. Ideally practitioners should not be building barriers but breaking them down, according to the unique needs of the children. <https://www.communityplaythings.co.uk/learning-library/articles/inspiring-reading>

All pupils must experience and retain a series of pre-requisites to learning in order to move on to develop recognised skills in literacy. These pre-requisites include self-awareness, a sense of rhythm, pattern & order and communication skills. <https://www.bluebellparkknowsley.co.uk/curriculum/communication-phonics-reading/>





A personalised learning pathway respects a pupil's abilities in all of the various developmental skills and concepts pertaining to each SEND domain, in addition to respecting what issues a pupil may also have in each domain. Careful note needs to be taken about the barriers posed by their specific issues and also what functional attributes a pupil has already developed in order that personalised teaching approaches can be as empathetic as possible and improvement targets selected that will bring about demonstrable, beneficial changes in a pupil's circumstances. <https://engagement4learning.com/pupils-with-pmld/>



The best literature has a power that goes beyond words... Literature is too important to restrict to those who can read. *Grove 2005*

Park (2010) posits that the principles of interactive storytelling recognises the 'music of words' and that 'apprehension precedes comprehension'. He argues that we should 'see it feelingly' and 'read with the ear' so that we and those we are working with, engage directly with the 'affect' (emotion) of the words, which can be directly translated through the teacher's voice and manner.

Child Development of Reading

Our everyday practice is based on the developmental stages of Reading. This ensure pupils are taught at the appropriate level.

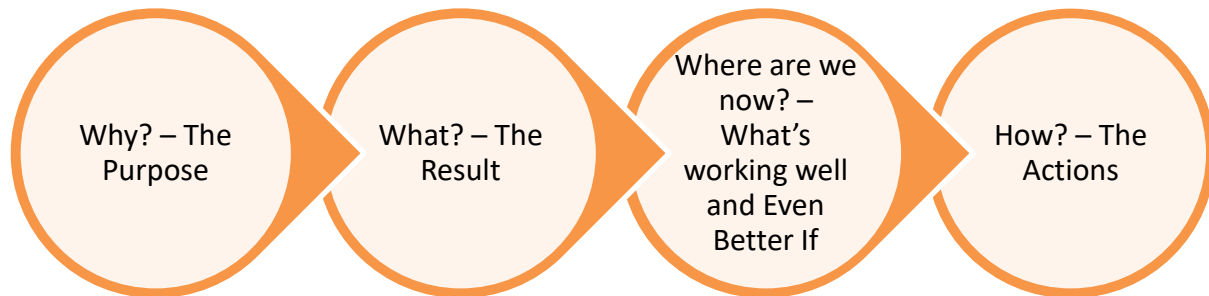
Birth – 12 Months		<p>RANGE 1</p> <ul style="list-style-type: none"> Notifies and engages with sounds and images in the environment As part of sensory exploration, may touch and handle books and digital reading devices Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to
12 – 18 Months		<p>RANGE 2</p> <ul style="list-style-type: none"> Handles books, printed and digital reading material with interest Responds to sounds in the environment such as cars, sirens and birds Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes Notifies pictures and symbols and beginning to recognise what they stand for in their familiar experiences
18 - 24 Months		<p>RANGE 3</p> <ul style="list-style-type: none"> Is interested in and anticipates books and rhymes and may have favourites Begins to join in with actions and sounds in familiar song and book sharing experience
24 – 36 Months		<p>RANGE 4</p> <ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a</i> Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes

36 – 48 Months		<p>RANGE 5</p> <ul style="list-style-type: none"> Listens to and joins in with stories and poems, when reading one-to-one and in small groups Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Shows interest in illustrations and words in print and digital books and words in the environment Recognises familiar words and signs such as own name, advertising logos and screen icons Looks at and enjoys print and digital books independently Knows that print carries meaning and, in English, is read from left to right and top to bottom Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) Handles books and touch screen technology carefully and the correct way up with growing competence Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words
48 – 60 Months / 60-71 Months		<p>RANGE 6</p> <ul style="list-style-type: none"> Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describes main story settings, events and principal characters in increasing detail Re-enacts and reinvents stories they have heard in their play Knows that information can be retrieved from books, computers and mobile digital devices Is able to recall and discuss stories or information that has been read to them, or they have read themselves Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

www://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf

Whole School Development of Reading

Whilst it is important to know what guidance and frameworks as a school we are held accountable to, it is also important to reflect and evaluate on school practice. We believe that practice should reflect the unique cohort of pupils in each setting, ensuring the children are at the heart and their individual needs met. This is the process we go through as a school when developing practice.



Why? – The Purpose

What's the cause? What do we believe?

- Everyone can be a reader.
- Everyone should have access to reading opportunities.
- Reading provides an immersive experience which enhances learning.
- Reading enriches learning, opening up the children's world
- Reading can link to independent learning, help build relationships with others and support emotional regulation.
- Reading is a pre-requisite to other skills across the curriculum
- Literature can provide a context and support a theme for enriched learning.

What? – The Result

What's the impact? What difference will it make?

- Teachers have deepened their skills in pedagogy and subject knowledge to support effective teaching of reading.
- There is a clear understanding of what is reading in our context.
- There is shared ownership of reading across the school.
- There is a clear culture of reading across the school, the love of reading is promoted.
- Reading is accessible for all, promoting independence across the school.
- Pupils make great progress in reading which is shown in their summative and formative assessment.
- Teachers have the confidence and expertise to have robust professional dialogue around reading.
- External professionals recognise the effective reading practice – as a school we stand out.

Where are we now?

Findings from the Reading Learning Walk March 2022

What's Working Well

- Significant increase in the amount of communication and vocabulary present in the learning environment, particularly using symbols.
- Communication was apparent in most activities e.g. symbols, communication boards, flippy books, objects of reference.
- The vocabulary used in learning activities was reflected in the planning.
- Increased communication promoted new language and understanding for pupils.
- Assessment shows that reading and exploring books occurs across the school. This also demonstrates that pupils have access to reading.
- Reading is timetabled every day in every class. This shows the profile of reading is being raised.

Even Better If

- Focus on the meaning of reading so a variety of literature can be used to enhance learning activities
- Expose pupils to language in different forms e.g computer fonts, handwriting, showing children that letters can look different.
- Introduce specific formative assessment for reading to capture children's learning.

How? – The Action

What do we need to do?

Let's make reading fun and enjoyable for all!

Provide reading workshops for teachers and LSAs

1) Engage in the emotion of reading

- Sharing adult texts and empathise with the text
- Connections with books
 - Old books, memories, stories
- Power of books versus e-Readers e.g. kindle
 - Non-fiction (maps, cooking), fiction (imagination), poetry (exploration)
- Falling in love with reading! – Adult focus.
 - Book club, book box

2) Immerse adults in the world of children's literature

- Share and enjoy books
- Connections – memories and sharing experiences (relationship)
- Boxing up books – finding themes, sequences and patterns, language
- Where and when does reading begin – child development, input and output
- Sticker scale
- Sharing good practice – sharing stories watching children's reactions and engagement

Reading Action Plan 21/22



Priority Area: To ensure an inclusive and exciting reading culture is embedded within the whole school, to help provide pupils with a rich and varied reading diet, in formal teaching, the continuous provision environment and in pupils' home lives.

Why are we doing it?

- Promote reading in the classroom environment leading to more exposure and opportunities for reading different types of text
- Understand the learning needs of the pupils and ensure reading opportunities are equal and appropriate for their learning needs and abilities
- Make reading apparent and evident in the classroom as a clear and valued whole school approach.
- To build confidence for teachers, LSAs and parents in implementing and creating an inspiring reading environment.
- To ensure a consistent reading approach across the whole school which is evident across key stages and each child's individual education journey.

What do we want/need to do?

- For all staff to identify and understand the long-term goals and objectives of why we are promoting reading in the classroom and around the school.
- For teachers to ensure reading is apparent and effectively being used in the continuous provision environment.
- For parents to understand and implement shared reading activities in the home not only for reading progress but for pleasure and enjoyment.
- For pupils to have a rich and exciting reading diet, including different types of texts, independent, shared and guided reading, and sensory and alternative story telling methods.
- To empower and give confidence to all staff to promote and embed reading in their daily practices.
- To collate high quality, rich observations of the pupil's reading skills to help inform next steps and future planning, ensuring all needs in the class are being met.
- To begin to enhance the outdoor learning environments with greater reading and vocabulary ensuring all learning environments have the opportunity for reading development.
- Identify where reading in the school is at, and what we need to do to increase and promote it.
- Ensure reading is inviting and stimulating and happens more frequently than only in literacy or reading sessions.
- Make observations through environment stickers to carry out assessment, and appropriate reflections.
- To implement a new, effective method of recording reading in school and at home.
- To develop personal, efficient communication systems for pupils to compliment reading, vocabulary, and language.

Links to School priorities (SDP, New initiatives, change in policy)

- Assessment for All (Learning SDP) – use of stickers both at school and home to inform Assessment for All, planning and next steps
- Evidence for Learning (Learning SDP) – capturing reading to monitor progress over time; use of photos and videos for evidence.

How are we going to do it?

What?	Who?	By When?
Lead training on reading in the environment	Teachers	Nov 2021
Chatterbox training	Teachers L3/4 LSAs	Dec 2021
Melody Maker training	Teachers LSAs	Feb 2022
Planning to include a vocabulary and reading section to begin to promote a variety of texts and focus on communication	Teachers	Dec 2021
1 sticker per week on Reading in continuous provision environment	Teachers/ LSAs	
Record pupils' reading in reinvented format (i.e. log/ tree)	Teachers/ LSAs	Apr 2022
Lead training with focus on shared reading	Teachers	
Lead training with focus on various reading approaches	Teachers	
Lead training with focus on communication (with support of SALT)	Teachers	
Follow up activities in department meetings to understand, evaluate and embed new information and methods into practice	Teachers	
Drop-in's to classes to monitor impact	Literacy lead & coordinator	March 2022 May 2022 July 2022
Reading training for parents	Parents	March 2022 Dec 2022
Reading deep dive	Teachers	Dec 2022

What difference has it made?

- Reading will be apparent in every class and seen as a priority amongst all members of staff.
- Pupils will have access to a wide 'reading diet' which will increase every year, so by the end of their Fairfields journey, they will have accessed and experienced a huge variety of texts and literature.
- Pupils will be positive and enjoy reading, differentiated appropriately according to their academic and developmental level.
- Parents will have gained knowledge and confidence in making reading accessible for their children at home.

Impact of Teach Us Too Training

- Confidence and reassurance that we are on the right track with our reading journey. Barriers to reading was something we had identified early on in this process and thought carefully about making reading and sharing stories a priority for all. The training confirmed we were on the right track with our introduction to literature in the environment and our intervention of the Chatterboxes and the Melody Sacks. Chatterboxes focuses on the story structure and patterns, with props to support the experience and understanding. The Melody Sack focusses on the rhythm & rhyme and song aspect of literature and poetry. These resources are available in our enabling environments. Children can access them independently or with a friend and share the experience, bridging between two people.
- Key points raised helped us to reflect on our current practice and make decisions around our expectations in school for reading. During the first session we discussed “How do we define a reader?”. This question was taken back to the English Lead and discussed further. We came up with similar findings around what reading can look like for our children and that it is about interpreting the information around them. This then became our focus across school – in raising the profile of reading we are saying that “Everyone is a reader”.
- An inclusive approach was shared, enabling us to reflect on all pupils engaging in reading and how they are accessing reading. This has enabled us to review our opportunities for reading across the school. Lots of ideas were shared e.g using QR codes and making the e-book accessible for children through switches and on AAC devices. This led to one of our pupils who is non verbal with physical needs being able to read independently and at his leisure and pace. This was a positive impact on his wellbeing and enjoyment and he began reading more books and stories as a result of this. We knew he was reading and understanding by the answers and dialogue he shared after reading.
- Reminders of pedagogy, specifically related to how children learn, was shared in a clear and easy way to understand. This has consolidated our own understanding, and reinforces the expectation set out in the Ofsted framework. This will enable us to disseminate this theory across school in the future.



If you would like more information about our reading journey, please get in touch.

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