



Reading

At Springwell School

Sparkle Pathway

Children working within the Sparkle Curriculum are at the earliest levels of speech and comprehension. Before formal reading teaching can take place these Communication and Interaction skills must be developed. There are a number of ways this is achieved, dependent on the level and ability of the child. Some of the ways we do this are detailed below:

Sensorimotor activities - Providing children with a range of enjoyable resources and activities they may respond to through their actions. This builds an internal map of how their senses are linked to their body, and how they can prolong or withdraw from direct sensory input through their own actions.

Anticipatory activities - Building memory skills through providing familiar resources and activities that the child can learn to anticipate through object or environmental cues (Objects of Significance)

Associative activities - Play or small group activities designed to foster the beginnings of intentional communication through gesture, body language, positioning and vocalisation.

Conceptual activities - Play or small group activities designed to build concepts necessary for language production, including the beginnings of symbolic/ abstract thought.

Combining ideas activities - Play or small group activities designed to foster the combination of concepts/ ideas into short 'sentences'. It is around this stage that most children will be moving towards our Glitter Pathway.

Interventions

There are a number of interventions we use to help develop Communication and Interaction skills, dependent on the child's level and abilities. These include:

- Communication Temptations (*providing objects and experiences pupils are likely to react to, or communicate for*)
- Objects of Significance and Objects of Reference
- Tactile Cues and Sound Cues
- Intensive Interaction and TAC-PAC
- Makaton, PECS and Symbol communication
- VOCA (Voice Output Communication Aids) and Eye Gaze.
- Story Massage

If you would like further information on these interventions please do not hesitate to get in touch.



Songs, Stories and Books in Sparkle Pathway

Songs, stories and books are major components of learning within the Sparkle Pathway. These are important in the following ways:

- Experiencing and joining in with familiar songs (where possible) helps children develop the intonation and cadence of speech, as well as providing opportunity to anticipate familiar refrains and actions.
- Stories including simple and repetitive language are also important at this stage of development. As children at this stage cannot necessarily engage with the language of the story it must be a multi-sensory experience (or sensory story). This allows them to take part in the story in a multi-modal way, and provides opportunity for children to react or communicate about the sensory experiences they're having.
- Books are used and explored during the Sparkle Pathway as part of the child's education. In the early stages they provide a form of enjoyable social contact - i.e. snuggling in with an adult as they read through a text. At later stages attention skills may develop, allowing children to look and show interest in the pictures, or the tactile elements of 'touch-feely' books. This attention can then be used to help develop early vocabulary through talking about what can be seen in the book. At all stages the interaction with books is set up to be a pleasant and enjoyable experience. Books the children enjoy can be read again and again - and choosing their own books is encouraged when they are able.

How you can help at home

- A book your child has chosen, or enjoys, will be sent home once a week for you to read and explore together.
- A copy of your child's PLP will be discussed during parents evening, and you will be given a copy to take home. If you need help or advice on how to work on their targets at home please contact the class teacher. The Communication and Interaction targets are the ones most likely to be related to your child's pre-reading skills in this instance.
- Sing enjoyable songs to and/or with your child. It is important that this is in person - watching songs on a tablet does not have the same effect.
- Read books with your child in pleasant, relaxed surroundings. These can be any books your child enjoys or engages with in some way.
- Where possible add actions, touch or other sensory elements when telling stories with your child. This does not have to be complicated - i.e. having a real teddy bear to help tell a story about a bear etc.

Lower Glitter Pathway

Children in the lower Glitter Pathway are beginning to communicate using formal methods (i.e. Speech, Symbols, Makaton etc.). They combine a growing vocabulary into more complex sentences, and begin to be able to have simple conversations with adults and peers. During this stage they will use their developing language and comprehensional abilities to undertake phase 1 phonics - adapted to their own particular needs where necessary.

Phase 1 phonics includes games and activities that help children develop in:

- Auditory discrimination, including environmental sounds, instrumental sounds and body percussion
- Listening and remembering sounds (auditory memory and sequencing)
- Talking about sounds (developing vocabulary and language comprehension).
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting
- Confident Speaking.

Songs, Stories and Books in Lower Glitter Pathway

Songs, stories and books remain major components of learning within this pathway. These are important in the following ways:

- Joining in with familiar songs, and learning new songs, helps children practise modulation of pitch and volume.
- Stories include more varied vocabulary and simple narratives. Children begin to be able to engage with the language and the pictures, and reliance on other sensory inputs decreases.
- Children have daily opportunity to choose and interact with books and stories. They may ask an adult to read with them, look through books independently, or start to re-tell very familiar stories from memory. Story time, library time, reading time etc. should remain a relaxed, enjoyable experience where books are used to promote discussion and increase vocabulary.

How you can help at home

- Play with rhythm, rhyme, alliteration and voice by singing silly songs and making silly rhymes up through daily activities or in play.
- Make time to read stories with your child on a daily basis, in comfortable relaxed surroundings.
- Encourage moving through books page by page, left to right
- Encourage your child to comment on books, or join in with repeated language
- Ask simple questions about the book, the pictures, or the characters.

Upper Glitter Pathway

Some children in the Upper Glitter Pathway have sufficient language and understanding to take part in the Little Wandle systematic synthetic phonics programme, predominantly covering Phase 2, in a more formal manner. These sessions are grouped by ability and undertaken 5 times a week, first thing in the morning.

During lessons children learn and practise phonemes (letter sounds), graphemes (letter identification and formation), blending (making words from their constituent phonemes) and segmenting (splitting words into constituent phonemes).

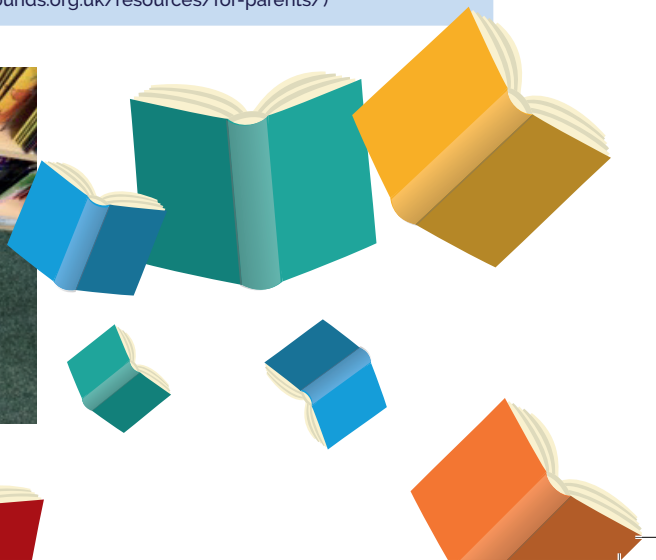
Songs, Stories and Books in Lower Glitter Pathway

Children in Upper Glitter Pathway interact with Stories and Books in a number of ways:

- Through thrice Weekly 1:1 Reading Practise. During these sessions children practise decoding words, reading with expression, and reading comprehension.
- Through a range of texts during daily literacy lessons.
- Through opportunity to choose and interact with books independently.
- Through story time activities within the school library, or within class.

How you can help at home

- Children will bring home two books on a weekly basis.
 - One is a book they have been reading in 1:1 sessions in class. Please ask them to independently read this to you.
 - One is a book your child has chosen for you to read to or with them for pleasure.
- Read any other books, magazines or comics your child is interested in with or for your child.
- Look on the Little Wandle website for help with the progression of learning. (<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>)



Bronze Pathway

Children in Bronze Pathway will predominantly be working on Phases 2, 3 and 4 of Little Wandle phonics. Within Phase 3 children learn a variety of new digraphs, trigraphs and tricky words.

Stories and Books in Bronze Pathway

Children in Bronze Pathway interact with Stories and Books in a number of ways:

- Through thrice Weekly 1:1 Reading Practise. During these sessions children practise decoding words, reading with expression, and reading comprehension.
- Through a range of texts during daily literacy lessons.
- Through opportunity to choose and interact with books independently.
- Through story time activities within the school library, or within class.

How you can help at home

- Children will bring home two books on a weekly basis.
 - One is a book they have been reading in 1:1 sessions in class.
 - One is a book your child has chosen for you to read to or with them for pleasure.
- Read any other books, magazines or comics your child is interested in with or for your child.
- Look on the Little Wandle website for help with the progression of learning. (<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>)
- Encourage your child to read for pleasure.



Silver Pathway

Children on Silver Pathway will be working on Phase 5 of Little Wandle phonics. Within Phase 5, children broaden their knowledge as well as learning alternative pronunciations of letters/letter combination within words. By the end of Phase 5 children will have developed enough knowledge to read a range of texts fluently, both fiction, non fiction, poetry, in print and online.

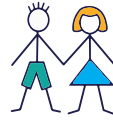
Books and Texts in Silver Pathway

Children in Silver Pathway interact with books in the following ways:

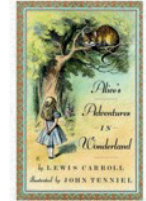
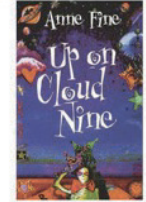
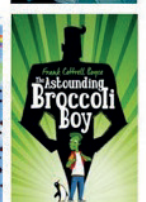
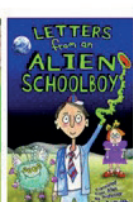
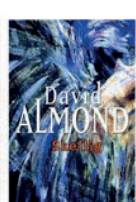
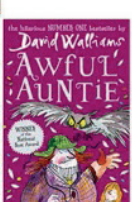
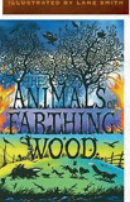
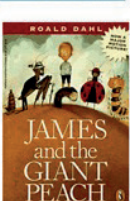
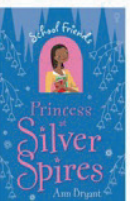
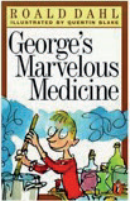
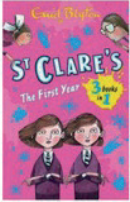
- Through daily reading sessions of self chosen/phonics related books independently and/or with an adult.
- Through a range of texts through planned literacy sessions.
- Through shared class readers.

How you can help at home

- Children will bring home a self chosen reading book. Encourage them to independently read this to you.
- Encourage your child to read for pleasure.
- Encourage your child to read as much as possible during daily activities (i.e. menus, signs, instructions etc.)



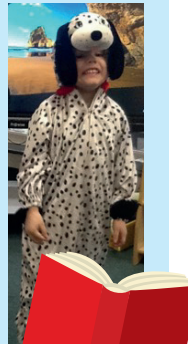
Springwell
School
SMILE • ACHIEVE • BELONG



Springwell World Book Day

EVERY March

During World Book Day there will be lots of fun book and story based activities. Children can dress up as their favourite character from a book, or wear pyjamas. They can also bring in their favourite book to share with their classmates. It's one of our favourite days of the year!





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