

READING PATHWAY

Key Principles for Supporting Pupil's Progress in Reading

Activities are Meaningful and Functional

Activities are Developmentally Appropriate, but adapted for the age and to maintain the dignity of the pupil

Activities are developed from the Children's own Communications

Activities are matched to child's interests, motivations, learning needs and the environment they are in

Activities are multi modal – auditory, visual, sensory, movement based , recognising feelings and emotions, technological etc

The Pathway Uses the SCERTS Developmental Framework –Social Partners, Language Partners and Conversational Partners

It has Two levels for Language Partners – Early Language Partners and Later Language Partners

This is intended as a rule of thumb – some pupils may have a spiky profile that means there is a difference particularly between their decoding ability and their communication ability.

Early Communication PARTNERS

Phonological Awareness	Phonics	Fine Motor	Concept of Print	Making Meaning and Expressing Ideas	Exploring and Creating Text
<p>(Traditional) rhymes, songs, and poems</p> <p>shared book reading</p> <p>Sensory books</p> <p>drawing children's attention to the sounds of spoken language, including:</p> <p>syllables (beats)</p> <p>rhymes</p> <p>individual sounds</p>	<p>See Phonological awareness</p>	<p>Essential for developing mark making ability leading to communicating through writing</p> <p>Whole arm activities</p> <p>Whole hand activities</p> <p>Pincher grip</p> <p>Pincer grip</p> <p>Activities appropriate to developmental level</p> <p>Combining with sensory regulation activities</p>	<p>Objects of reference</p> <p>Gesture</p> <p>Sign</p> <p>TOBIs</p> <p>Photos – understanding that they convey meaning</p> <p>Toys and objects – which way up?</p> <p>Putting toys together (eg train) front/back first/next</p> <p>Pictures/ sensory books/ - which way up?</p> <p>Sharing a book from front to back</p>	<p>Intensive Interaction</p> <p>Making meaning from interactions, -becoming intentional communicators</p> <p>Sensory stories and sensory interactive books</p> <p>Touch</p> <p>Auditory</p> <p>Visual (picture / photo)</p> <p>Showing preferences</p> <p>Meaningful vocabulary</p> <p>Everyday meaningful activities</p> <p>Joint attention – shared reading</p> <p>Playing with books</p> <p>Enjoy songs and rhymes</p> <p>Blank Questions L1</p>	<p>Making simple texts or books based on everyday experiences</p> <p>Sensory books</p> <p>Photo books based on interests</p> <p>Picture books of children, staff, family, pets</p> <p>Bag Books</p> <p>Exploring sensory books</p>

Early language Users (SCERTS LANGUAGE PARTNERS)					
Phonological Awareness	Phonics	Fine Motor	Concept of Print	Making Meaning and Expressing Ideas	Exploring and Creating Text
(Traditional) rhymes songs poems and riddles shared book reading finding patterns of syllable, rhyme, initial/final sound by: Matching pictures to other pictures: dog/log (final sound) Matching objects to pictures: tap/toe (initial sound) Matching objects to actions: rope/jump	See Phonological Awareness	Essential for developing mark making ability leading to communicating through writing Whole arm activities Whole hand activities Pincher grip Pincer grip Activities appropriate to developmental level Combining with sensory regulation activities	Print in the environment – meaningful PECs symbols Names and photos Object photos/ symbols Now/Next Matching objects, shapes, Letters the right way up Modelling and practising left to right, top to bottom, end of line to start of line, turning page	As for Social Partners Activities that allow Learning to recognise name in print Learning to recognise environmental print and its meanings (eg symbols) Shared reading Reading like behaviours Talking about books, pictures, videos, songs Actions and voice tones to support meaning Meaningful vocabulary – two word phrases Blank Questions L1	Making simple texts or books based on everyday experiences and child's communication of these Sensory books Photo books based on interests Making books with one word/ two word captions. Adult modelling or with child mark making PECs sentence strips Colourful Semantics strips Text for different purposes

Language and Emergent Literacy Users			SCERTS LANGUAGE PARTNERS		
Phonological Awareness	Phonics	Fine Motor	Concept of Print	Making Meaning and Expressing Ideas	Exploring and Creating Text
(Traditional) rhymes songs poems and riddles shared book reading emergent writing experiences (drawings with annotations) using games to practise awareness of syllables, rhyme, initial/final sound, and individual sounds in words	Introduction to sound/letter correspondence Individual letters and most common sound	Essential for developing mark making ability leading to communicating through writing Whole arm activities Whole hand activities Pincher grip Pincer grip Activities appropriate to developmental level Combining with sensory regulation activities	Engaging with text in made books and published books. Mark making Using keyboards Hand writing /typing Building on words used by children in communication/ words introduced in topic Sentence strips Communication boards	Meaningful activities that allow Make meaning from variety of texts with adult support Use visual and contextual support to individually make meaning Schedules Work systems Social Stories Developing vocabulary that allows pupils to communicate wants, needs, choices, interests, motivations Vocabulary of actions Blank Questions L1 and Level 2	Making simple books based on everyday experiences and child's communication of these Sensory books Photo books based on interests/class topics Making books with two three word captions. Adult modelling or with child mark making. Based on child's oral abilities PECs sentence strips Colourful Semantics strips Writing/ typing words for pictures Text for different purposes

Developing Readers		SCERTS Conversational Partners			
Phonological Awareness	Phonics	Fluency and Confidence in Reading and Writing	Knowing Words Knowing about words	Comprehension	Experiencing a wide range of texts in a range of media
<p>Consolidation of previous work</p> <p>Identifying syllables in words</p> <p>Onset /rime segmentation</p> <p>Activities that blend sounds into words (onset/rime or phonemic level)</p> <p>Activities that segment words into sound</p> <p>Changing words by changing one sound</p> <p>All activities a process from oral activities (perhaps with visual support) to visually based written activities</p>	<p>Sound letter pattern correspondence</p> <p>Individual letter and most common sound</p> <p>Be aware of order of introduction in Twinkl Phonics scheme (DfE approved synthetic phonics scheme)</p> <p>Reinforce and make meaningful using words that the children are using in their communication</p>	<p>Opportunities to read aloud</p> <p>Reading with adult</p> <p>Modelled reading (modelling strategies to successfully decode)</p> <p>Scaffolded reading</p> <p>Shared reading</p> <p>Guided Reading</p> <p>Word sequencing activities, Missing word activities</p> <p>Use of meaningful motivational text – perhaps texts made in class developed from pupils’ communications and interests</p>	<p>Developing Vocabulary that allows pupils to communicate their wants, needs interests motivations choices in a wider variety of contexts</p> <p>Developing vocabulary of actions so pupils can combine words to make meaning</p> <p>Developing interest in the ways words change to indicate one/many, time of action (plurals, tenses etc)</p> <p>Developing interest in suffixes and prefixes and how they might make new words</p> <p>Compound words</p>	<p>Spoken or Written communication about what pupils have seen/heard/ read/watched/done</p> <p>May be supported by Blanks Questioning Literal – Level 1 and 2 Inferential – Level 3 and 4</p> <p>Use of visual prompts (eg highlighters) to match questions to information in text</p> <p>Evaluative comprehension – expressing opinions on messages in text</p>	<p>Continuing to provide a variety of text in a range of media</p> <p>Continued use of making own texts that can be read and reread</p> <p>Functional text eg work systems and schedules</p> <p>Social Stories</p> <p>Recipes</p> <p>Information</p> <p>Entertainment</p> <p>Story telling</p> <p>Famous poems/books</p> <p>Texts that reflect their own and different cultures</p> <p>Reading for pleasure</p> <p>Video/film</p> <p>Social media –safety/false information</p> <p>Internet safety</p> <p>Text and email</p>

