



**English Policy
&
Toolkits –
Writing & Reading**

English Policy

Introduction

English is a core National Curriculum subject and therefore every child and young adult within the school is entitled to access it. All pupils of all abilities access English (inclusive of language and literature) that is appropriately differentiated to meet their needs.

This policy document will articulate our school approach to the learning of English alongside our ethos of Total Communication.

We refer to and follow current statutory requirements and guidance in all aspects of our English curriculum including the current Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015.

Meadowfield School is dedicated to raising the Spiritual, Moral, Social and Cultural understanding of its pupils and promoting British Values in their SMSC development. Opportunities to explore all aspects SMSC and Fundamental British Values are embedded across the curriculum, including English.

Curriculum Intent

We aim to;

- To ensure all pupils can access the English curriculum and frameworks at a relevant level, giving support when required to ensure that a range of experiences, skills and knowledge are progressively covered, encompassing lateral consolidation as well as linear progression.
- To identify opportunities and promote literacy across the whole curriculum.
- To enable pupils to progress at a rate that is aspirational yet within the context of their needs.
- To facilitate opportunities to promote and encourage independence, collaborative and pupil-led learning throughout all strands of English.
- To explore a range of learning styles to ensure that learning experiences have the greatest impact possible on learning.
- To make English an enjoyable subject by ensuring that topics are relevant, interesting and age appropriate by offering wider opportunities, such as; theme days, special visits, competitions, author workshops and events.
- To emphasise the application of the skills learned in English to everyday life, to promote the functionality of English, this includes the comprehension of expressive and receptive language, text and symbols.
- To offer experiential learning, including outdoor learning and off-site visits when appropriate.
- We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress.
- We understand the importance of parents and carers in supporting their children to develop their English skills and so we encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

Curriculum Implementation

Teachers plan and teach personalised English lessons which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success. The implementation of English across the school is broken down into departments, which cater for the specific need types of it's pupils. We plan to meet these aims by implementing the following. We also recognise that throughout the academic year, children also participate in a variety of enrichment activities which may supercede the directed English lesson but provide alternative opportunities to develop all English skills.

Early Years

- 2 weekly literacy lessons timetabled
- Planned play throughout the Early Years environment, via environment plan
- EHCP C&L, C&I targets linked to all activities across the Early Years curriculum
- Story time to be delivered daily (book corner and Literacy themed sensory room)
- Song time to be delivered daily
- Daily fine motor interventions (dough disco, mark making)
- S&L embedded in all areas of the curriculum through interventions, planned play and the environment.
- comprehension of text, through play
- physical development is planned separately if children are working below 22 months.
- Writing doesn't start until 22 months, before that targets will be based on physical development targets
- Using Development matters 2012

Engage

- Story time to be delivered daily to the group
- Some students to complete individual work linked to the class text
- Song time to be delivered daily
- EHCP C&L, C&I targets linked to all activities
- requesting skills, making choices linked to receptive & expressive language/ communication development
- communicating needs using a range of methods (switches, communication books, PECS, AAL
- comprehension of text through objects of reference
- learning to respond to and initiate communication
- Experiencing & retaining are pre-requisites to learning to move onto more formally recognised literacy skills

Explore

- 4 Literacy lessons to be timetabled weekly, showing clear differentiation
- Reading delivered 3 times a week during intervention time or lessons.
- Reading for pleasure promoted daily through access to varied texts in the classroom.
- Writing a focus in lessons twice a week
- S&L embedded in the curriculum through individualised SCERTS, PECS and communication programs for pupils.
- Phonics to be delivered 3 times a week during intervention time or English lessons.
- Specific pupil EHCP targets related to literacy skills embedded into planning
- communication groups
- comprehension of text using visuals/props

Enquire

- 4 Literacy lessons to be timetabled weekly, these can be linked to other subjects (Science, media) showing clear differentiation
- Reading intervention to be delivered twice a week (primary) three times a week (secondary)
- Phonics to be delivered twice a week during intervention time or English lessons.
- Daily opportunities for reading for pleasure through a range of text genre in classrooms.
- S&L embedded in all areas of the curriculum through nature based activities, intervention time, social activities and other subject areas.
- children to access reading eggs/fast phonics
- comprehension of texts, verbally

Sixth Form

- 4 x English lessons per week. 3 classes within 6th form also have 4 x week reading focus lesson, sets used to support differentiation.
- S&L embedded in all areas of the curriculum through nature based activities, intervention time, social activities and other subject areas.
- children to access reading eggs/fast phonics
- comprehension of texts, verbally
- Exam board TBA

Curriculum Impact

The outcomes for pupils at Meadowfield are that each child will be individually assessed by their class teacher using assessment data, various activities as well as their own knowledge of that child. All pupils are base-lined when joining the school. Progress is monitored daily through formative short term lesson plans, where staff teams monitor progress throughout the duration of the lesson, this is in line with the Meadowfield marking policy and meaningful verbal feedback is given to pupils to inform them of successes and their next steps. This progress is collated and tracked through the use of Evidence for Learning data and targets set within this.


Summative assessment is undertaken throughout the whole school year for Secondary and Sixth form pupils. Qualifications are obtained through the Welsh Joint Education Committee Entry Pathways, ASDAN Personal and Social Development and OCR Entry level Certificates. Regular moderation is planned to develop consistency of marking, improve accuracy of assessment data and increase relevance of data to drive intervention strategies. Moderation takes place through analysis of Pupil Asset data, teacher moderation meetings and county moderation meetings.

Parents, governors and other stake holders are regularly informed of pupil progress and have the opportunity to discuss progress at parent consultation meetings, Person Centred Reviews and a formal annual written report.

Total Communication

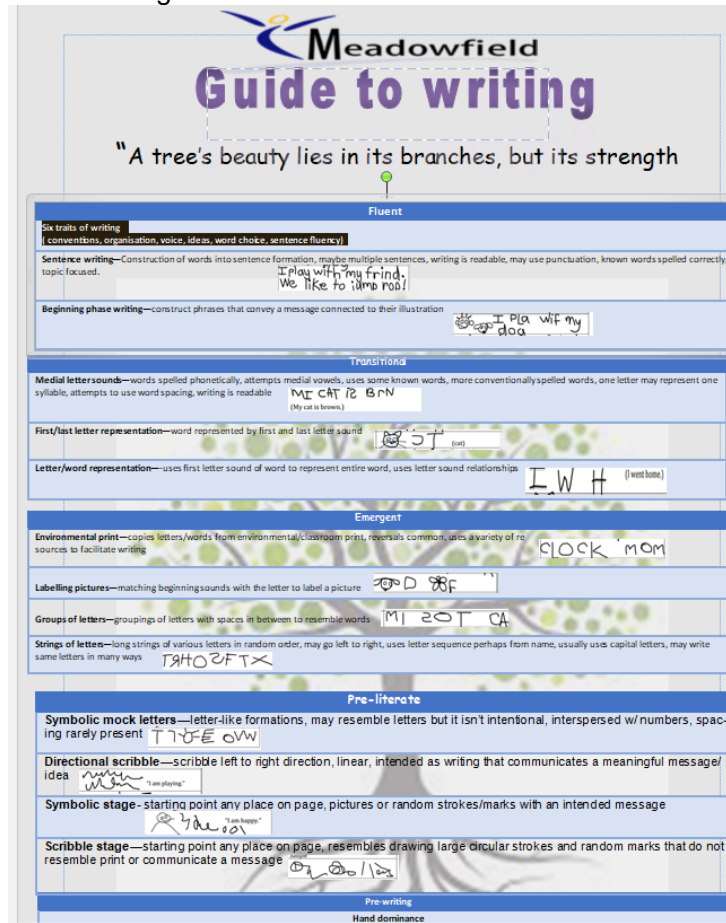
Due to the complex needs of the pupils at Meadowfield we use a Total Communication approach across the school. We celebrate and equally respect all forms of communication that our pupils use including; eye contact, facial expression, body language, vocalisations, hearing, touch, smell, taste, speech, symbols, photos, drawings, real life objects, written work, mark making, art, music, contextual clues, signs and gestures. These are supplemented through the use of relevant technologies and augmentative devices such as voice recognition software, switches and eye-gaze technology. We use SCERTS (Social Communication Emotional Regulation Transitional Support) , See and Learn and the Synthetics phonics programme Sounds write to facilitate meaningful communication. We ensure that children are exposed to a rich variety of vocabulary , presented in many different ways, according to the individual needs of the child, in order to support their understanding and development of language.

Policy updated November 2023.

 School Policy Approved by Leadership	
Policy Adopted	Date: November 2023
Policy Approved	Date: 24 th November 23
Next Review:	Academic Year 2024/25

Writing Policy Tool Kit

At Meadowfield School, we are passionate about writing and communication. The ability to recognise and use pictures, symbols and words is vital to developing our students' ability to speak, listen, write and read for a variety of different purposes. Writing is a gateway for students to understand and apply language to communicate, explore and express ideas. At Meadowfield, our aim is for students to grow on their learning journey and progress from the roots, to the trunk and then the branches of our Writing Tree.



Ofsted definition of writing (taken from the Research review series: English-July 2022)

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure. As a result, fluent transcription skills should be a critical focus

Roots of Writing (Pre-writing)

These are the gross and fine motor skills which are the building blocks for any writing to take place. Staff assess pieces of writing using the **Early years development matters physical development framework**, before the use of k levels to assess work. These elements start with upper limb strength, and move to hand eye co-ordination, sensory play, poking and pointing, grasping and manipulating before any show of hand dominance.

Having strong writing roots is essential and consequently pre-writing skills are embedded throughout our daily activities. All our classrooms are **print-rich environments** to allow students to continually observe and experience a variety of different symbols, pictures and print. Alongside this, **Objects of Reference** are regularly used to aid understanding of the daily routine, to signal

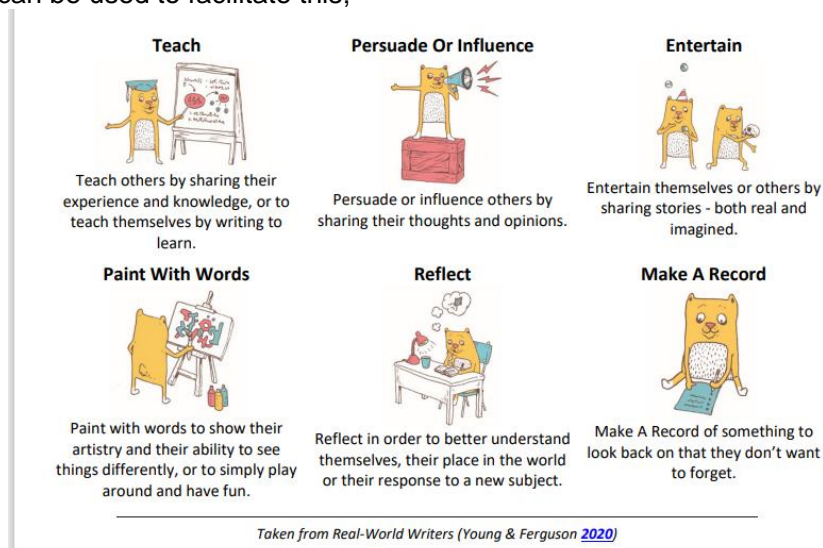
a new activity is beginning, to encourage students to make their own choice by selecting an object and to provide a means of expressive communication. Once these Objects of Reference are embedded, students may progress to using switches to vocalise their choices, repeat and imitate sounds and display their attention/engagement in an enjoyable activity.

Sensory Stories are a key tool for building pre-writing skills. Through engaging all five senses - sound, sight, smell, touch and taste - these simple stories provide students with more opportunities to engage, interpret and understand the story being read to them. This multisensory approach builds up attention and anticipation skills, whilst also increasing initial word association and language comprehension. Staff writing these stories will explicitly model looking at and tracking objects, lights or sounds and encourage student interaction through switches, movements and vocalisation.

Trunk of Writing (Pre-literate and Emergent)

To progress to the trunk of writing and become emerging writers children are given opportunities to practise their skills using a variety of mediums. Our children need to have experiences of the different reasons that you write for, once they realise that writing is used in many different ways they can then hone their actual writing skills and also see writing as a functional and enjoyable activity. Our children also need many opportunities to practise stories and other forms of writing before they put pen to paper.

The following can be used to facilitate this;



- who, doing, what, discussions about texts which increases our students' ability to later answer questions about texts and stories.
- The **See and Learn strategy** teaches language and writing skills in small steps; first matching pictures or whole words, then selecting pictures or whole words and progressing to naming objects or whole words. This visual based tool is highly useful for introducing new topic or story vocabulary and is a building block for those students not yet accessing sounds and letters or need a whole-word approach.
- Continued use of a **print-rich environment** – emotions boards, visual timetable, communication boards and interactive displays.
- **Attention Autism and Story Telling.** In order to make storytelling 'irresistible', staff will often use Attention Autism or 'Bucket Time' as a strategy to engage our students in a new or familiar story. Developed by Gina Davies, Attention Autism aims to develop pupils' ability to sustain their attention on an adult led agenda for a short period of time, before shifting their attention to take turns. Adults may pull iconic items from the bucket building anticipation skills, allow student to take turns with the items, use their voice, instruments,

songs, actions, masks or costumes to make the story visually appealing and interactive. Throughout the story, adults will model appropriate responses to the story and draw students' attention to key words or symbols. Moreover, adults will model looking at the book, tracking the text and turning pages.

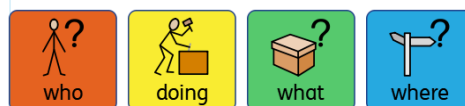
Branches of Writing (Transitional and Fluent)

Once the initial emergent writing skills have been embedded, our students 'branch out' and advance to the transitional stage of writing development, the children are supported to hear and record the sounds in the words that they would like to write, our phonics programmes the **Sounds-Write** and the **Extended Code Programme**, support this development and mastery of these skills. Following this, our pupils will be challenged to explore **polysyllabic words** through the Sounds-Write programme, using key skills such as chunking to write more complex word structures. The Sounds-Write method encourages students to analyse the 'chunks' of the polysyllabic words, identifying and comparing unusual and tricky spellings, as well as considering the word's morphology to discover the meaning of new vocabulary.

SPAG lessons are taught as both discrete elements of an English lesson and also as explicit lessons in order to support our fluent writers develop the Six traits of writing (conventions, organisation, voice, ideas, word choice, sentence fluency)

Alongside Sounds-Write, staff at Meadowfield employ several strategies from our toolkit to further grow and progress these advancing writing skills. For example:

- Use of **PECs** (Picture Exchange Cards) and **SCERTS** (Social Communication, Emotional Regulation and Transactional Support) in all classrooms. This encourages students to use symbols and print cards to request items, make choices and build sentences. The use of these communication aids, particularly SCERTS, not only increases language comprehension and word association
- Staff at Meadowfield also have a **progression of skills document** that can help with breaking down the application of knowledge and skills and teaching guidance in response to each of the k levels.



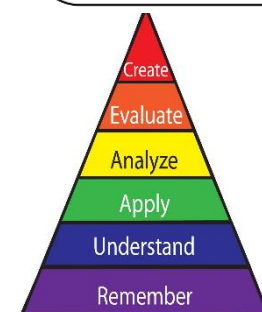
Progression of writing skills at Meadowfield School

Many of the activities detailed in the teaching guidance can be used across all levels

LEVEL	Learning Outcome	Application of knowledge and skills	Teaching Guidance	Suggested texts – this is not an exclusive list but care must be taken that texts are age appropriate and not already covered with our younger pupils
	(from LTP)	Could be achieved by... (outcome broken down into suggested SC)	This is what it could look like, using these example activities	
K3	Use eyfs or engagement model if working below K3 Early mark making	<ul style="list-style-type: none"> • Explores writing tools and materials including mouthing and touching • Explores accessible keyboards or letter boards to generate strings of random letters and characters • Observes symbol use modelled by adult • Attends to a model of writing the students name 	Physical/sensory Mark making in the environment (L, twigs in mud, sand, water) Nursery rhymes/songs Observe writing modelled by adult Use vocabulary new to the children to describe textures and objects Read aloud a range of texts, all genres	From head to toe, such I need a plaster, we're going on a pumpkin hunt, 5 little monkeys, That's not my witch, Kippers birthday, Dear Santa
K4	Pupils show they understand that marks and symbols convey meaning, for example, placing photographs	<ul style="list-style-type: none"> • Explores mark making • Matches symbols and words to real objects • Begins to add marks or symbols to a picture 	Any sort of mark including scribble <u>writing alongside</u> a picture is appropriate	Red riding hood, Goldilocks, 3 little pigs, Gingerbread man, Jack and

Bloom's Taxonomy and **Blank's Levels of Questioning**. When pupils are able to apply their writing skills with increased automaticity, greater accuracy and fluency, our key focus becomes comprehension. Staff use Bloom's Taxonomy and Blank's Level of Questioning to ensure they are asking high-quality questions that stretch and challenge our students and encourage them to write for meaning.

- Remember:** State, recall and identify key facts from the text. (Who? What? When?)
- Understand:** Explain ideas and seek evidence from the text. Summarise key ideas. Make predictions. (Why? What might happen? Summarise the main idea.)
- Apply:** Review and clarify vocabulary in context. Confirm or reject predictions. (How do you know? What does that word mean?)
- Analyse:** Make comparisons. Make judgments and form opinions using explicit information from the writing. (Compare...? Do you agree that...?)
- Evaluate:** Discuss, argue for or defend a standpoint about the text or character. (Would you rather...? Construct an argument...)
- Create:** Writing in the style of an author or character. (Investigate... design....)



Accreditation

- **WJEC Personal Progress Accreditation.** Many of our Key Stage 4 learners in the Explore Department will work towards accreditation. The Personal Progress accreditation is graded at Entry Level 1 and provides students with the opportunity to have their writing achievements recognised through practical and functional activities. The 'Developing Writing Skills' and 'Communication' units are highly focused on communicating ideas via verbal speech, symbols or signing about people, characters, events, as well as thinking about the purpose of different texts. [Entry Pathways Personal Progress \(wjec.co.uk\)](http://wjec.co.uk)
- **WJEC Additional English Accreditation.** In the Enquire Department, our Key Stage 4 learners work towards the Additional English Accreditation. Graded at Entry Level 2 and assessed through observation records and course work carried out in class, students will cover three units, often including: 'Exploring Shakespeare', 'Creating Narratives', 'Exploring Poetry' or 'Exploring Events and Characters in Audio/Visual Texts'. Students will deepen and broaden their writing skills and understanding so they can describe the features of a poem, create their own characters, analyse dialogue, identify expressive vocabulary and what these words mean, compare characters and think about audience response to texts and plays. [Additional English Entry Pathways | WJEC](http://wjec.co.uk)

Writing for Pleasure

At Meadowfield school, we believe that if pupils enjoy listening to and sharing books, they become enthusiastic, motivated and ultimately better writers. Consequently, within our English lessons students are exposed to a wealth of vocabulary and variety of different text types from traditional stories and picture books, to magazines, newspaper articles, non-fiction texts, fact files and poetry. Texts are explored in class through a range of creative approaches including story mapping, drawing comic strips, responding to illustrations, role-play and drama, shared writing, diary entries, book reviews, creating title pages, making puppets and book-based writing games.

English Curriculum Days occur three times a year and always focus around a theme – for example World Book Day or Mr Men Madness, David Walliams etc. These themes allow students to explore new authors and expose our pupils to texts they may not usually engage with, in so providing our children with the cultural capital that can extend writing skills and knowledge. On these days, crafts, baking and dressing up are all encouraged to create an exciting atmosphere that really promotes a love of writing and books. In addition to these days, two phonics enrichment days are held per academic year. These days are themed and often take place in the library or Sensory Garden and

involve highly sensory and interactive tasks such as Hook a Duck Phonics, Phonics Ping Pong I Spy Sensory Bottles and Playdough Word Building to engage pupils in fun phonics. Where possible, author visits are arranged to further increase the storytelling experiences and opportunities provided to our students.

Reading Policy Toolkit

At Meadowfield School, we are passionate about reading and communication. The ability to recognise and use pictures, symbols and words is vital to developing our students' ability to speak, listen, write and read for a variety of different purposes. Reading is a gateway for students to understand and apply language to communicate, explore and express ideas. At Meadowfield, our aim is for students to grow on their learning journey and progress from the roots, to the trunk and then the branches of our Reading Tree.

Roots of Reading (Pre-reading)

Having strong reading roots is essential and consequently pre-reading skills are embedded throughout our daily activities. All our classrooms are **print-rich environments** to allow students to continually observe and experience a variety of different symbols, pictures and print. Alongside this, **Objects of Reference** are regularly used to aid understanding of the daily routine, to signal a new activity is beginning, to encourage students to make their own choice by selecting an object and to provide a means of expressive communication. Once these Objects of Reference are embedded, students may progress to using switches to vocalise their choices, repeat and imitate sounds and display their attention/engagement in an enjoyable activity.

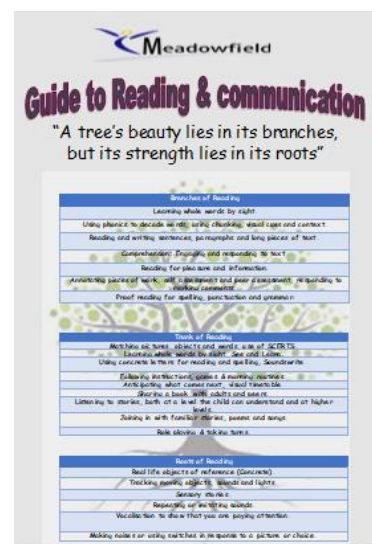
Sensory Stories are a key tool for building pre-reading skills. Through engaging all five senses - sound, sight, smell, touch and taste - these simple stories provide students with more opportunities to engage, interpret and understand the story being read to them. This multisensory approach builds up attention and anticipation skills, whilst also increasing initial word association and language comprehension. Staff reading these stories will explicitly model looking at and tracking objects, lights or sounds and encourage student interaction through switches, movements and vocalisation.

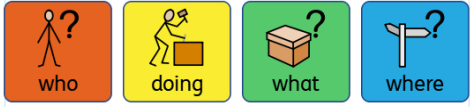
Trunk of Reading (Early Phonics and Reading)

To progress to the trunk of reading and become emerging readers, systematic, high quality phonics teaching is essential for our pupils. At Meadowfield, we use the **Sounds-Write Programme**, which delivers grapheme–phoneme correspondences in a clearly defined, incremental sequence and teaches the skills of blending and segmenting in the context of real words, making it meaningful for our pupils. Each student accesses a 1:1 intervention session in class three times a week, allowing all students to be stretched, challenged and progress through the Initial Code (Units 1-11) at their own pace. Sounds-Write is highly adaptable and we use a range of multi-sensory activities where pupils can recognise letters by sound, sight and touch simultaneously. To help pupils' development from decoding words to reading fluently and for pleasure, we use the Dandelion Reader and Sound-Write books series, which are fully decodable and follow the Sounds-Write units precisely (See **Phonics Statement** for more information).

Alongside Sounds-Write, staff at Meadowfield employ several strategies from our toolkit to further build these early reading skills. For example:

- **Reading Eggs.** Students have individual log-ins to Reading Eggs, an online Phonics and Reading Programme accessed through ipads and laptops, that encourages students to recognise phonemes, blend and segment words through online games and quizzes. The Reading Egg units mirror Sounds-Write and teachers can track students progress through the dashboard tool.



- Use of **PECs** (Picture Exchange Cards) and **SCERTS** (Social Communication, Emotional Regulation and Transactional Support) in all classrooms. This encourages students to use symbols and print cards to request items, make choices and build sentences. The use of these communication aids, particularly SCERTS, not only increases language comprehension and word association, but also introduces students to concept that words can be categorised into who, doing, what, which increases our students' ability to later answer questions about texts and stories.
- 
- The **See and Learn strategy** teaches language and reading skills in small steps; first matching pictures or whole words, then selecting pictures or whole words and progressing to naming objects or whole words. This visual based tool is highly useful for introducing new topic or story vocabulary and is a building block for those students not yet accessing sounds and letters or need a whole-word approach.
 - Continued use of a **print-rich environment** – emotions boards, visual timetable, communication boards and interactive displays.
 - **Attention Autism and Story Telling.** In order to make storytelling 'irresistible', staff will often use Attention Autism or 'Bucket Time' as a strategy to engage our students in a new or familiar story. Developed by Gina Davies, Attention Autism aims to develop pupils' ability to sustain their attention on an adult led agenda for a short period of time, before shifting their attention to take turns. Adults may pull iconic items from the bucket building anticipation skills, allow student to take turns with the items, use their voice, instruments, songs, actions, masks or costumes to make the story visually appealing and interactive. Throughout the story, adults will model appropriate responses to the story and draw students' attention to key words or symbols. Moreover, adults will model looking at the book, tracking the text and turning pages.

Branches of Reading (Advanced Reading)

Once the initial blending and segmenting skills have been embedded, our students 'branch out' and advance to the **Sounds-Write Extended Code Programme**. The Extended Code teaches the key concepts that the same sound can be spelt in more than one way and that the same spelling can represent more than one sound. Throughout the programme, students learn to build, spell, read and identify words containing digraphs, trigraphs and quadgraphs, as well as explain what these terms mean.

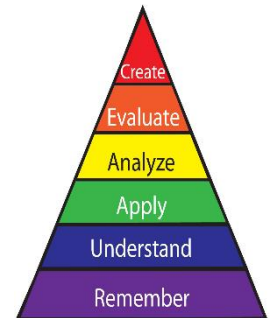
Following this, our pupils will be challenged to explore **polysyllabic words** through the Sounds-Write programme, using key skills such as chunking to read more complex word structures. The Sounds-Write method encourages students to analyse the 'chunks' of the polysyllabic words, identifying and comparing unusual and tricky spellings, as well as considering the word's morphology to discover the meaning of new vocabulary.

Alongside Sounds-Write, staff at Meadowfield employ several strategies from our toolkit to further grow and progress these advancing reading skills. For example:

- **Fast Phonics.** Using colourful animation, fun characters, songs and rewards, Fast Phonics is an online reading programme, accessible through ipads and laptops, that mirrors the Sounds-Write Extended Code Programme. Having completed a placement quiz, the programme is self-paced and adaptable for each student. Students have access to over 3000 online books through Fast Phonics, each text ending with a comprehension quiz to assess understanding, that teachers can track through detailed progress reports.

- **Bloom's Taxonomy and Blank's Levels of Questioning.** When pupils are able to apply their reading skills with increased automaticity, greater accuracy and fluency, our key focus becomes comprehension. Staff use Bloom's Taxonomy and Blank's Level of Questioning to ensure they are asking high-quality questions that stretch and challenge our students and encourage them to read for meaning.

Remember:	State, recall and identify key facts from the text. (Who? What? When?)
Understand:	Explain ideas and seek evidence from the text. Summarise key ideas. Make predictions. (Why? What might happen? Summarise the main idea.)
Apply:	Review and clarify vocabulary in context. Confirm or reject predictions. (How do you know? What does that word mean?)
Analyse:	Make comparisons. Make judgments and form opinions using explicit information from the reading. (Compare...? Do you agree that...?)
Evaluate:	Discuss, argue for or defend a standpoint about the text or character. (Would you rather...? Construct an argument...)
Create:	Writing in the style of an author or character. (Investigate... design....)



Accreditation

- **WJEC Personal Progress Accreditation.** Many of our Key Stage 4 learners in the Explore Department will work towards accreditation. The Personal Progress accreditation is graded at Entry Level 1 and provides students with the opportunity to have their reading achievements recognised through practical and functional activities. The 'Developing Reading Skills' and 'Communication' units are highly focused on communicating ideas via verbal speech, symbols or signing about people, characters, events, as well as thinking about the purpose of different texts. [Entry Pathways Personal Progress \(wjec.co.uk\)](http://wjec.co.uk)
- **WJEC Additional English Accreditation.** In the Enquire Department, our Key Stage 4 learners work towards the Additional English Accreditation. Graded at Entry Level 2 and assessed through observation records and course work carried out in class, students will cover three units, often including: 'Exploring Shakespeare', 'Creating Narratives', 'Exploring Poetry' or 'Exploring Events and Characters in Audio/Visual Texts'. Students will deepen and broaden their reading skills and understanding so they can describe the features of a poem, create their own characters, analyse dialogue, identify expressive vocabulary and what these words mean, compare characters and think about audience response to texts and plays. [Additional English Entry Pathways | WJEC](http://www.wjec.co.uk)
- **ASDAN Personal Social Development or Employability.** During their time at Sixth Form, many of our Key Stage 5 learners will work towards accreditation at Entry Level 1 or 2 via ASDAN. Reading skills are taught and assessed in a highly functional way, embedded through accreditation units such as: 'Preparation for Work', 'Managing Own Money', 'Healthy Living', 'Personal Safety in the Home and the Community' and 'Dealing with Problems in Daily Life'. With a focus on life skills and preparation for adulthood, learners explore how to read and understand recipe instructions, contracts or medical leaflets so they can be as independent as possible. <https://www.asdan.org.uk/personal-and-social-development/>

Reading for Pleasure

At Meadowfield school, we believe that if pupils enjoy listening to and sharing books, they become enthusiastic, motivated and ultimately better readers. Consequently, Class Reading Time is built into our daily timetable, ensuring all students are read to daily, exposing them to a wealth of vocabulary and variety of different text types from traditional stories and picture books, to magazines, newspaper articles and fact files. Texts are explored in class through a range of creative approaches including story mapping, drawing comic strips, responding to illustrations, role-play and drama, shared writing, diary entries, book reviews, creating title pages, making puppets and book-based reading games.



Our school library is fully stocked with hundreds of books of all categories and text types, from Disney to Roald Dahl chapter books to encyclopaedias. In order to promote independence and choice, the library has been organised and set up so it is student-friendly and easy to use, with symbol support labels making it clear which books are on offer. All classes have a weekly slot in the library, in which students can sit on the bean bags and enjoy a book or sign out books to take back to their classroom. In addition to our library, a variety of texts are always on offer in the book corner of every classroom, providing all students the opportunity to access texts at any time.

English Curriculum Days occur three times a year and always focus around a theme – for example World Book Day or Mr Men Madness, David Walliams etc. These themes allow students to explore new authors and expose our pupils to texts they may not usually engage with. On these days, crafts, baking and dressing up are all encouraged to create an exciting atmosphere that really promotes a love of reading and books. In addition to these days, two phonics enrichment days are held per academic year. These days are themed and often take place in the library or



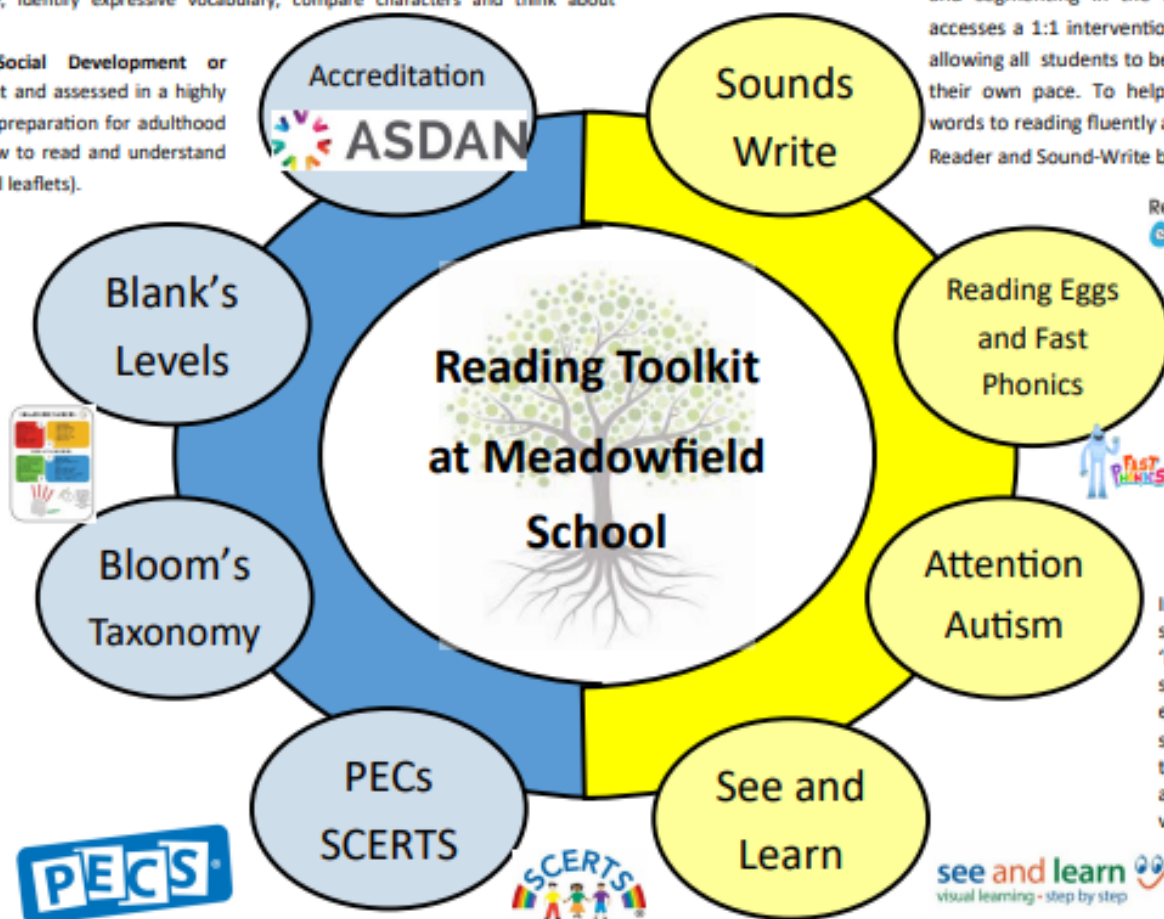
Sensory Garden and involve highly sensory and interactive tasks such as Hook a Duck Phonics, Phonics Ping Pong I Spy Sensory Bottles and Playdough Word Building to engage pupils in fun phonics. Where possible, author visits are arranged to further increase the storytelling experiences and opportunities



Key Stage 4: WJEC Personal Progress (Entry Level 1). Students are encouraged to communicate their ideas (via verbal speech, symbols or signing) about new texts, characters and events through practical and functional activities. **WJEC Additional English Accreditation** (Entry Level 2) deepens and broadens reading skills and understanding so students can describe the features of a poem, create their own characters, analyse dialogue, identify expressive vocabulary, compare characters and think about audience response.

Key Stage 5: ASDAN Personal Social Development or Employability. Reading skills are taught and assessed in a highly functional way, primarily focused on preparation for adulthood and promoting independence (e.g. how to read and understand recipe instructions, contracts or medical leaflets).

When pupils are able apply their reading skills with increased automaticity, greater accuracy and fluency, our key focus becomes comprehension. Staff use **Bloom's Taxonomy** and **Blank's Levels** to ensure they are asking high-quality questions that stretch and challenge our students and encourage them to read for meaning.



PECS (Picture Exchange Cards) and **SCERTS** (Social Communication, Emotional Regulation and Transactional Support) are used in all classrooms. Students are encouraged to use symbols and print cards to request items, make choices and build sentences. They are often used as a comprehension tool to answer questions, checking our student's understanding of the text they have read.



At Meadowfield, we use the **Sounds-Write Programme**, which delivers grapheme-phoneme correspondences in a clearly defined, incremental sequence and teaches the skills of blending and segmenting in the context of real words. Each student accesses a 1:1 intervention session in class three times a week, allowing all students to be stretched, challenged and progress at their own pace. To help pupils' development from decoding words to reading fluently and for pleasure, we use the Dandelion Reader and Sound-Write books series.



Using colourful animation, fun characters, songs and rewards, **Reading Eggs** and **Fast Phonics** are online reading programmes, accessible through ipads and laptops, that mirror the Sounds-Write Programme (from the Initial code to Extended Code). Having completed a placement quiz, the programme is self-paced and adaptable for each student.

In order to make storytelling 'irresistible', staff will often use **Attention Autism** or 'Bucket Time' as a strategy to engage our students in a new or familiar story. Often engaging all five senses - sound, sight, smell, touch and taste - these sessions aim to develop pupils' ability to sustain their attention and their understanding of vocabulary.



The **See and Learn Strategy** teaches language and reading skills in small steps; first matching pictures or whole words, then selecting pictures or whole words and progressing to naming objects or whole words. This visual based tool is highly useful for those students not yet accessing sounds and letters or need a whole-word approach.