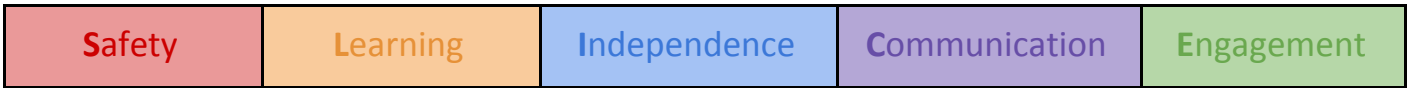




JWS Curriculum: Reading

The Reading curriculum at John Watson School is informed by our Core Principles: **SLICE**



Underpinning all learning in Reading is the development of functional skills and the application of functional skills in the community.

CURRICULUM INTENT

Pre-Intentional Stage (P Level 1 - P Level 2)

Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects e.g. *attending briefly to interactions with a familiar person*

At this stage responses may be passive or resistant; simple reflex responses eg *startling at sudden noises or movements. Any participation is fully prompted*. They may show intermittent reactions, e.g. suddenly become excited in the midst of a social activity

READING CURRICULUM IMPLEMENTATION at Pre-Intentional Stage (P Level 1 - P Level 2)

Encountering activities and experiences

Include the reader as part of a group...

- listening to an adult reading a story or non-fiction text
- making a collection of objects related to story or poem e.g. *types of food, toys or photos of class members*
- on a class visit to a place related to a book that the class has been reading- e.g. *local bakery in Wheatley*
- in a *cause and effect* computer game, by sitting them alongside another peer
- using puppets, or other props, as part of a story

Co-actively explore ...

- a Feely Bag or Story Sack containing objects relating to the story
- a switch programme to speak a repetitive refrain in a story
- making hand actions to action rhymes
- choosing a symbol, or picture which relates to a book

Facilitate experiences related to a Sensory Story for the reader to tolerate- e.g. *feeling the 'wind' or spray water*

Encourage the reader to...

- look at an object related to a shared text if it is brought close to them
- show facial response to a simple familiar rhyme (smiling/startling)
- listen to an adult reading a familiar simple story
- turn towards an adult reading a story, to look at illustrations
- participate in simple stories with repetitive actions
- reach out to hold a book

Environment and Resources

Environment to facilitate sensory based exploration on feet and hands

Resources to include....

water tray/spray; dry /wet sand; familiar rhymes; familiar simple card books; assortment of Story Sacks

CURRICULUM INTENT

Intentional Communication (P Level 3)

Learners at this stage are able to communicate intentionally, but do not yet have a formal method of communication. They are likely to communicate using gestures, facial expression, body movements and vocalisations along with turn taking and imitation. They remember learned responses over more extended periods.

READING CURRICULUM IMPLEMENTATION at Intentional Stage (P Level 3)

Encourage the reader to....

- point to an Object of Reference associated with a familiar Sensory Story
- reach out to touch pictures, puppets or objects used to enhance the telling of a story or a rhyme, or simple instructional text
- find a named object by pointing, reaching or touching
- copy repeated actions with increasing independence in response to familiar stories or rhymes
- join in with repetitive words, sounds and phrases from a familiar book
- indicate agreement or disagreement as familiar story or recount unfolds
- show recognition of a familiar character by joining in with the sound the character makes, or selecting an object associated with him (story prop)
- look and notice their own name on a coat peg, or on a table

Environment and Resources

Environment a sensory based learning environment within the classroom

Resources to include...

- Objects of Reference
- puppets
- assorted pictures, or objects used to enhance the telling of a story or a rhyme, or simple instructional text
- first Name labels

CURRICULUM INTENT

Intentional Formal Communication (P Level 4)

Readers at this stage will mostly be able to communicate using more formal methods (e.g. words, signs, symbols). They will be able to understand and use a range of single words along with non-verbal communication.

Individuals will develop different methods of communicating depending on physical abilities, personalities and their developmental stage.

READING CURRICULUM IMPLEMENTATION Intentional Stage (P Level 4)

Encourage the reader to....

- repeat (verbally or otherwise) one or two words in a repetitive phrase
- select their name card from a selection of 2 cards
- complete a known repeating refrain in a simple story, e.g. "I'll huff and I'll ..."
- hold a book the correct way and to look at the left page before the right page
- imitate the sounds (phonemes) of some letters in their first name
- move their finger from left to right following the print, when sharing a book
- point out details in a picture when asked
- indicate anticipation of an event by singing or signing a single word or phrase
- join in role play activities or to participate in a dramatic story reconstruction

Resources and Environment

Environment a play based learning environment with opportunities for role play

Resources to include...

- pupil name cards
- puppets
- Sensory Stories
- assorted simple story books and short texts
- props for role play

CURRICULUM INTENT

Pre KS Standard (Standard 1 and Standard 2)

Readers at this stage are beginning to read words by blending sounds with known graphemes, with help from their teacher.

READING CURRICULUM IMPLEMENTATION Pre KS1 (Standard 1 and Standard 2)

Standard 1: Encourage the reader to...

- read a familiar story/rhyme to an adult
- identify characters and objects in response to questions such as “Where is (the)...?”
- join in with some actions or repeat some words, rhymes and phrases when prompted.

Standard 2: Decoding skills:

- say the sounds for 10 letters of the alphabet /t/, /o/, /p/, /m/, /a/, /n/ etc. (linked to The SRS)
- segment, and blend sounds in 3- 4 sound regular phonic words

Comprehension skills:

- when sharing a picture book encourages understanding by asking questions, such as “Where is he/she/it?”, “What is this?”, “Who is this?”, “What is he/she doing?”

Resources and Environment

Environment

A more formal environment to support literacy, including desk with area to write

Resources to include...

- The Sound Reading System (teacher’s manual and related resources) early related Coded Texts (BRI yellow books)
- familiar action rhymes (recordings); familiar simple story books; grapheme tiles; puppets and objects associated with simple texts (to secure comprehension)
- CVC word puzzles
- personal white boards/ white board pens and board rubbers
- reading diary/record

CURRICULUM INTENT

Higher Level Communication Pre KS1 Standards

Readers at this stage know a common spelling for the each of the 40+ phonemes of the English Alphabet System. They can decode accurately short simple books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. They can respond to questions about a familiar story that require simple recall and recount a short sequence of events.

READING CURRICULUM IMPLEMENTATION Pre KS1 (Standard 3 and Standard 4)

encourage the reader to ...

- match graphemes to phonemes using related The Sound Reading System Foundation Stage Activities
- following The SRS Foundation Stage, blend the sounds in regular phonic words with up to 5 graphemes eg. *frost* and *splat*

- read some common exception words from the BRI texts
- read aloud books that are consistent with their phonic knowledge, discouraging guessing words from a picture or the context of the sentence
- retell some of the story by using illustrations to sequence, or show their understanding using puppets/objects related to the story

Environment and Resources

Environment

Desk space which enables some 1:1 tuition away from the main group (withdrawal space)

Resources to include...

- activities from the Foundation Stage of The Sound Reading System
- early simple *coded* texts from the Beginning Reading Series (BRI) books
- individual interactive whiteboards, pens and whiteboard rubbers
- magnetic letters
- letter shapes as manipulatives
- sharp pencils and other writing implements of various weight and barrel breadth etc.
- objects that support the meaning of the text, to aid comprehension and to maintain motivation

CURRICULUM INTENT

Year 1 Programme of Study

Readers at this level are learning to apply their phonic knowledge and skills as the route to decode words. They re-read familiar texts to build up fluency and confidence in word reading. They are learning to segment, blend and manipulate sounds e.g. they can decode w-a-s as /w/ /o/ /z/. They are using phonics as their primary route to decoding controlled *coded* text. They are developing a level of automaticity that allows for some fluency when reading simple sentences aloud, including some phonically regular multisyllabic words.

READING CURRICULUM IMPLEMENTATION Year 1 programme of Study

Encourage the reader to ...

- apply phonic knowledge and skills as the route to decoding text
- respond speedily with correct to grapheme correspondences (including common alternative spellings for the spoken sound /ee/ like *me*, *meat*, *seen*, *mummy*)

To develop accurate decoding-complete activities related to The Sound Reading System, Stage 1

- The Sound Reading activity *Word Building* using *word puzzles*,
- The Sound Reading activity *Sound Spotting*
- The Sound Reading activity *Sound Sorting*
- The Sound Reading activity *Sound Switch* e.g. *great* / *bread*
- write simple phonic words to reinforce spoken sound to written symbol correspondence
- read aloud books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out word meanings eg books without picture cues
- retell some of the story by using illustrations to sequence, or show their understanding using puppets/objects related to the story

Comprehension

- listen to and discuss some poems, stories, and non-fiction
- encourage the reader to link what they read or hear read to their own experiences
- encourage the reader to recognise and join in with predictable phrases
- learn some simple rhymes, poems and action songs and join in with a group
- discuss the significance of the title and events
- discuss a simple book in a group, demonstrating that they are listening to what others have said
- explain what they have read, or had read to them, in simple terms
- discuss word meanings
- encourage the reader to infer what is being said and done at a simple level e.g. "Why do you think he...?"

Resources and Environment

Environment

a formal space to undertake generic activities rehearsing phonic knowledge and skills

Resources

- The Sound Reading System teaching manual and handbook
- activities from Stage 1 of The Sound Reading System
- continue onto the red and blue Beginning Reading Series (BRI) books and other *coded* series
- individual interactive whiteboards, pens and whiteboard rubbers
- magnetic letters
- letter shapes as manipulatives
- sharp pencils and other writing implements of various weight and barrel breadth etc.
- objects that support the meaning of the text, to aid comprehension and to maintain motivation

[JWS Curriculum Reading Appendix](#)

see website www.piperbooks.co.uk (these are our core coded texts.)

[Reading in the Brain](#) by Stanislas Dehaene is published by Penguin Random House.

Prof Dehaene's work, one of which includes a link to a video of him giving a talk. They are [here](#) and [here](http://www.spelfabet.com.au/2019/04/the-language-literacy-and-learning-conference-stanislas-dehaene).

For more on this read below....

The Language, Literacy and Learning conference – Stanislas Dehaene

[conference in Perth](#), organised by the Dyslexia SPELD Foundation of WA. (Stanislas Dhaene gave the keynote).

The route by which we do this always starts with phonology (spoken sound) and orthography (spelling). Children can NOT bypass sounding out and just learn to read whole words. The skills to map words into long-term memory via orthographic mapping so that we can read them without having to sound them out are developed this way.