

Reading Progression Model

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Engagement Curriculum

Pre Entry Level	English is integrated with maths. Learners build upon pre KS1 English skills through everyday practical situations and role play e.g. in the community. Pupils follow this qualification for 2 years working towards gaining EL 1. Reading is used in the context of signs, symbols and shapes as well as words.	Upper 1 Upper 4
Language Partners	English is experienced as part of a SCERTS based curriculum that focuses on learners improving their communication, and independent skills, whilst developing emotional regulation strategies to allow them optimum access to learning. Learners are stimulated appropriately through song, play and sensory input to develop skills through exploration and experimentation.	Class 10
Social Partners	A learning environment that develops social communication and emotional regulation through targeted transactional support (SCERTS). English skills are developed consequentially through stimuli on a personal basis; songs, playing, therapies, community and problem solving.	Class 8 Class 9

Qualifications

GCSE/ Functional Skills Level 1/2	English is taught as a discrete subject. English & Reading skills are consolidated and developed in a formal learning environment. The learner applies skills to meet the demands of a standardized test in controlled conditions.	Group K
Functional Skills Entry Level	English is taught as a discreet subject. Repetition and consolidation using functional contexts and project based learning; building on the ELC qualification - post-16 pupils follow the program for 1-2 years, preparing for an on-demand standardized test in controlled conditions.	Group J
Entry Level Certificate (Gold)	English is taught as a discreet subject. Learners consolidate and develop KS2 Reading skills in everyday practical contexts. Pupils follow this qualification for 2 years, preparing for an on-demand standardized test in controlled conditions.	Group I
Entry Level Certificate (Silver)	English is taught as a discreet subject. Learners consolidate and develop early KS1 Reading skills in everyday practical contexts. Pupils follow this qualification for 2 years, preparing for an on-demand standardized test in controlled conditions.	Group H

National Curriculum (iASEND)

D (NC KS3)	Phonics is no longer taught. The learning environment is formal, most pupils can regulate their emotions independently. Concepts from the N curriculum are built upon and learners develop their Reading skills at a National Curriculum KS3 level and are assessed within iASEND.	
N (NC KS2)	Phonics is taught once a week (phase 3 & 5) Reading is embedded into all English lessons and pupils are fluent at their level. Pupils are exposed to texts that are more challenging than they can read independently. Formal learning is recognisable some of the time; drama activities are used to increase the depth of learning. Concepts from the E curriculum are built upon; learners develop their Reading skills at a National Curriculum KS2 level and assessed within iASEND.	Group G
E (NC KS1)	Reading is taught through Phonics sessions one to two times a week (phase 2—5) and is embedded within all English lessons. Formal learning is blended with practical activities. Use of rewards and visuals is on an individualized basis where necessary. Concepts from the S curriculum are built upon and learners develop their Reading skills at a National Curriculum KS1 / Pre-Key Stage Standards 2-4 level and assessed within iASEND.	Group F Group E Group D
S (NC Pre KS1)	Reading is taught through Phonics once a week (phase 2) and is embedded within all English lessons. Learners begin to access formal learning, but some activities are play based where appropriate. Skills are developed through sensory/outdoor learning and are personalised for the pupils. Rewards and visuals are vital motivators to learning. Concepts from Cherry Garden are built upon, learners develop their Reading skills at a Pre-Key Stage Standards 1-2 level and are assessed within iASEND	Class 7 Group C Group B Group A

Cleaswell Hill Early Years (Cherry Garden)

Learners access a socially and emotionally secure environment, with a less formal atmosphere, in which they can learn successfully and play purposefully. English skills are taught through development of Communication & Language, Attention & Understanding, Reading and Writing . Intensive learning takes place on a 1:1 basis with pupil and staff member and is practiced through experimentation and exploration.	Class 3
Cherry Garden is a unique, child centered assessment framework, which follows the Early Years model to track lateral progress.	Class 2
	Class 1

Reading Progression Model

CPD: Phonics training (HM), iASEND Training (PFH), Qualifications training (DE, ES), Target setting training (DE,PFH), Early Years Moderation (SO, AT), Phase Development (SO, PFH, CDf, HAp, JM, ES), Launchpad to Literacy (HAp, AMc), Reading Plus (KH, CC, GB, HM, ES), Writing moderation within Bed partnership (JB, JWh, KH, VC, LC, HAp), Sound Reading (CG, HM), SCERTS Training (CDf, SO, ES, JM,) Talk Boost (SC, HM) Phonics Screening (HM, SO)

Content (Intent): Teachers reflect on what content is necessary for pupils dependent on their; cognitive, behavioral, physical , communication and sensory needs. Targets are set to reflect this and pupils are set using a stage not age approach so they can access a curriculum that is specific and appropriate to their needs. The use of vocabulary is carefully considered by staff so it is not a barrier to learning. The order of teaching is based upon ensuring the most coherent acquisition of knowledge as well as empowering and inspiring pupils through development of skills linked to their EHCP and PLIM. Teachers plan systematic repetition of the most crucial content to make sure it can be used functionally across different contexts. Teaching and learning takes place within a range of environments in order to improve literary aspects of learning across all contexts.

Activities, Expectation and Challenge (Implementation): Lesson activities are challenging to pupils academically and in regard to their EHCP targets. Personalised learning and individual outcomes are linked to pupil interests ensuring high expectations, appropriate challenge and retention of the content taught as well as the activity itself. Expectations are high for all pupils developing their cognitive, behavioral, physical , communication and sensory needs. Reward systems and visual aids are used to motivate learning where appropriate. Ability grouping ensure pupils are being challenged and planning is sequential over time, to deliver highly engaging and meaningful learning. Intensive Interaction, Attention Autism, PECS, Makaton, Sensory Stories, Letters and Sounds and Sight Reading.

Assessment and Progression (Impact): Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follows a progression model that identifies the most useful knowledge for cumulative sufficiency. Assessment checks content is remembered long term, identifying pupils that need further support. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of appropriate qualifications and future pathways , allowing challenging targets to be set.

English, Communication and Reading: Appropriate feedback is given dependent on the needs of individuals and next steps are identified. Pupils use appropriate texts to stretch learning and which create interest. Pupils widen their vocabulary at an appropriate level with support from outside agencies (SaLT, Metis, Jigsaw). Pupils have a plethora of opportunities to ask and answer questions and this is supported through the; blanks model, colourful semantics and SCERTS.

Reading Action Plan

Area for development	Actions	Who
Resources:		
Library environment	Improve the current space to ensure an area where reading for pleasure is promoted	HA, KMcM, LC
Audit of existing resources	Remove all unnecessary reading schemes Store used reading schemes on shelves outside Hydro area	HA
Identify and fill gaps	Identify resource needs across Phases Storage for safe keeping of resources Orders placed	Phase Leaders ES ES/ YB
Training:		
Staff awareness of expectations	Share Reading Rationale Session on 'How to Teach Reading' Session on Early Communication Skills/Literacy approach for non-reading pupils	JB/ES HMo SO
Specialist training	Bitesize sessions on Letters and Sounds; Sound Reading Scheme; Words First Follow up sessions with lesson observations/coaching	HMo/CG
Scrutiny Focus:		
Autumn	Pupil Workbooks- focus on consistency of target setting in line with progress post COVID and assessment to monitor catch up	English Teachers/ES/JB
Spring	Reading across the curriculum- 3 pupils per Phase with books from all subject areas	Phase Leaders/ES
Summer	Promoting reading for pleasure- Parental involvement Storytellers Competition eg. reading in an unusual place Book Fair	ES/All staff
Curriculum:		
Timetabling and use of strategies to build reading capacity	Use of 'Enchanted hour' on Friday mornings for reading for pleasure 2 book principle (for readers only). 1 within reading capability (reading Scheme) and 1 for pleasure Consolidate use of books in Letters and Sounds reading scheme for all readers	Teachers HMo
Interventions:		
Lexia Reading Plus Sound Reading Scheme	Well monitored. Data tracked and shared TERMLY providing timely support for teaching and learning and referral for any intervention schemes Identify other beneficial interventions for eg. Words First	PFH/ES/ HMo/CG/CC