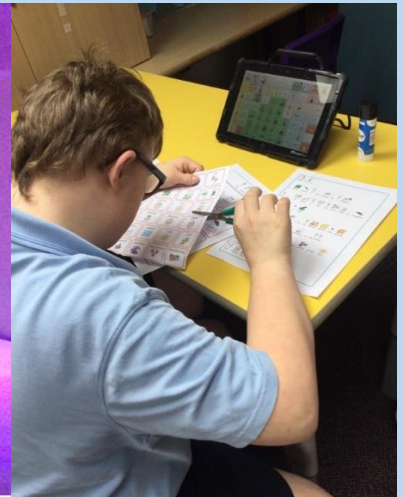


# Pre-Phonics, Phonics and Reading





## Pre-Phonics

Each class has a weekly timetabled 'Pre-Phonics' session where they deliver activities around the following 6 aspects:

**Aspect 1 - General sound discrimination - environmental**

**Aspect 2 - General sound discrimination - instrumental sounds**

**Aspect 3 - General sound discrimination - body percussion**

**Aspect 4 - Rhythm and Rhyme**

**Aspect 5 - Alliteration**

**Aspect 6 - Voice sounds**

The lesson is one of the three English lessons that are taught each week and every pupil has an individual learning objective around developing their Pre-Phonics skills.

Activities are planned by the class teacher and pupils join in either whole group activities or different smaller group activities. The activities dip into each of the 6 aspects of Pre-Phonics and are planned to match the individual needs of the pupils. Each pupil has a 'Pre-Phonics' learning objective that is delivered and progressed towards in the lesson.

Pupils who are accessing Phonics will continue to develop and progress towards their learning objective within this lesson.

Pupils who are accessing 'Aspect 7 - Oral blending and segmenting' will be considered to start on the Jolly Phonics letter sets (Phase 2 of Phonics). This is done through discussion with the English lead and class teacher.

The Community Class curriculum recognises the importance on developing and practicing listening skills both within the classroom and when in the community. Pupils are encouraged to recognise sounds of their local environment, for example when off-site. Pupils also visit community libraries in their local area where they experience being read to in groups and on a 1:1 basis.

## Pre-Phonics in the PMLD curriculum

Pupils in Class 4, Amwell View's PMLD class, access Pre-Phonics activities across their whole timetable. The timetable is written as activities, such as Tacpac and Strictly Dancing, rather than subjects, Maths and English, as this is more appropriate for our pupils to understand. Pupils use Activity Cues to help them understand the activities they are about to participate in.

### Aspect 1 – Environmental sound discrimination.

PMLD pupils participate within activities that are planned to develop awareness of the sounds around them and to develop their listening skills. This is done through the use of switches, with individual voices saying 'Hello' and 'Goodbye'. Pupils have access to the Resonance boards, this helps pupils feel as well as hear sounds created through body movements or the use of sound makers and instruments. A variety of activities use musical cues, sound effects and songs, as cues to actions, movements and props that pupils are about to experience, such as Tac Pac, Music and Movement, Sherborne Movement and Strictly Dancing.

Pupils develop their understanding of cause and effect using sounds, by exploring switch operated toys, A-frames and mobiles.

Sensory stories have an auditory element.

Pupils play an active role in their learning.

### Aspect 2 – Instrumental sound discrimination.

PMLD pupils participate within a wide variety of activities that are planned to develop awareness of sounds made by various instruments and noise makers.

Pupils play games on the Eye Gaze- Look and learn, scenes and sounds and Eye FX, which all have sound and visual rewards. These games can also be accessed via touch screen.

Pupils use switches to operate the MP3 player and other electrical appliances.

Pupils use the iPad with Sensory touch Apps and sound effects to join in with stories or to explore.

Pupils explore collections of things, such as stones, leaves, balls, metal, plastic, wood, boxes, tins, etc. and explore the sounds created.

Pupils play an active role in their learning.

### Aspect 3 – Body percussion sound discrimination.

PMLD pupils participate within a wide variety of activities to develop their awareness of sounds and rhythms.

Pupils access the Resonance boards - they can feel the sounds, rhythms, volume and patterns of sound.

Massage stories and Strictly Dancing are used to develop a sense of pattern, rhythm and rhyme through positive touch experiences.

Pupils play an active role

### Aspect 4 – Rhythm and rhyme.

PMLD pupils participate within teacher directed activities to develop pupil's appreciation and experiences of rhythm and rhyme in speech.

Sensory stories and songs and rhymes are used to allow pupils to experience rhythm and rhyme.



## **Phonics**

### **at Amwell View School**

'Jolly Phonics' is the Phonics programme that is used at Amwell View School.

Phonics is taught to pupils at Amwell View that are emerging readers and are accessing and progressing into 'Aspect 7' of the Pre-Phonics curriculum. They have focussed Phonics sessions with the class teacher and an individual learning objective around their current stage of Phonics which is reviewed half termly.

Some of the pupils who access 'Phonics' have begun to learn to read through sight. Therefore the programme is used to fill in the gaps in their Phonic knowledge so they can successfully segment and blend unknown words. They also continue to learn the 'tricky words' by working through each set.

Pupils who have no prior reading exposure work through the Phonics programme systematically as set out in the handbook. However, as our pupils have a severe learning difficulty, they progress at their own pace and learning is repeated and recapped to ensure it is embedded before moving on. Sessions are designed and planned to provide interactive activities to support pupils to engage and also retain letter sounds. Songs, sensory trays, active Phonics, visuals and interactive resources are some of the strategies that are used.

Teachers refer to the 'Jolly Phonics handbook' and use resources from it to support lesson planning and structure for the sessions. Pupils who access Phonics have a learning book where progress is recorded and also a small book where each letter sound that they have been exposed to is recorded. This is then reflected in their Phonics profile.

The Library has books that are used in sessions support pupils to practice their segmenting and blending skills once each letter set has been learnt. Alongside this, comprehension skills are developed through focus words for each sound. Comprehension activities are planned into sessions so that they can check their understanding of the focus words they are segmenting and blending.

# Phonics profile

Pupils who are accessing Phonics have a Phonics Profile. This is saved with their 'Pupil Plans and Profiles'.

These pupils have a Phonics session at least once a week that is delivered by the class teacher or English lead.

They have a specific Phonics objective each half term. All learning is collected in a learning journal.



Phonics Profile



Class: 3

Set 1	s, a, t, p, i, n
Set 2	c, k, e, h, r, m, d
Set 3	a, o, u, i, f, b
Set 4	ai, j, oa, ie, ee, or
Set 5	z, w, ng, v, little oo, long oo
Set 6	y, x, ch, sh, th
Set 7	au, ou, oi, ue, er, ar

The letter sounds highlighted above in **yellow** indicate the grapheme and phonemes that Holly has been exposed to in their Phonics sessions.

The letter sounds highlighted above in **green** have been consolidated. Holly can make the letter sound and use it to segment and blend words when reading or spelling.



## **Pre-Reading and Reading**

As with all areas of the curriculum, the teaching aims and objectives within reading relate directly to the individuals' needs. Pupils are encouraged to foster an enjoyment of sharing books and stories, and to spend time both independently and with others, experiencing literature.

Reading begins with pre-reading skills and tasks, and we interpret a pupil's ability to 'read' at their individual developmental level. We aim to teach our pupils, not only how to decode text, symbols and pictures, but also how to develop imagination, creativity and to form their own narratives. We also use books to support pupils understanding of the world around them; such as developing understanding of emotions, daily routines and activities, understanding our bodies and environment, independence skills and appropriate behaviour. Books are used in a cross-curricular approach and often provide our termly focus for learning.

Sensory stories have been created by our Sensory Lead and are used across the school to support English lessons. These stories fully immerse our pupils to provide a multi-sensory storytelling experience whilst supporting them to develop a variety of skills.

Pleasure in books, stories and poetry is fostered at every stage. Teachers read to their pupils, allow them to handle books freely and encourage them to respect books. Each class must have one storytelling slot per day where teachers read to the class. This aims to consistently encourage a love for reading across the school. The whole school is immersed into a singular text during English and Sensory weeks.

Identified readers have an isolated session with the teacher to read a book 1:1. The book matches their current reading level and has an individual outcome attached to the session. A reading record is filled in to keep a record of their progress. A selected few pupils across the school take a book home to read with their parents/carers and this is changed weekly.

A multi-sensory story telling session is held weekly by one of the English leads for identified pupils with MSI and PMLD.



## **Readers**

We have a number of pupils who have learnt to read and therefore are on our 'Readers' list.

These pupils have a 1:1 reading session with the class teacher and are exposed to opportunities to read across the curriculum.

Reading in their 1:1 session is recorded in a reading record and this keeps a narrative of the books they have read and their progress.

Their individual reading objective is practiced in this session and written into the reading record.

Selected pupils take books home to read with family members.

In the Library, reading books are sorted into stages. The class teacher uses the 'Reading Framework' to determine the stage of books the pupil is reading.

(Please reference Reading Framework and Reading book guidance on the following pages.)

Pupils who are accessing Phonics read books that match the letter set there are currently learning. Again this is highlighted in the following documents and clearly labelled in the Library for Teachers to access.

# Reading Framework

The reading framework supports teachers to identify pupil's development in reading, to inform setting of learning objectives.

Every pupil has an individual Reading objectives set each half term.

These objectives are achieved across a range of topics, lessons and learning spaces to consolidate the skill.

In the Library there are a set of baskets with books in that go with each stage. These books can be used to support classroom learning and Library sessions and support the delivery of Reading objectives at every stage.

# Reading Profile

Pupils who are identified readers have a reading profile. This is saved with their 'Pupil Plans and Profiles'.



Reading Profile



**Class:** 7

**Reading set:** Oxford Reading Scheme Stage 6

**I am currently reading:**

Books from set 6 Oxford Reading Tree

**Books I enjoy someone reading to me (genre, specific titles, and topics):**

The Colour Monster  
The Very Hungry Caterpillar  
Julia Donaldson Stories  
The Jolly Postman  
The Gingerbread Man

# Reading Profile

Pupils' current reading stage is identified and achieved objectives are highlighted. This informs half termly objective setting.

<ul style="list-style-type: none"> <li>Start matching words they hear to words they see on the page</li> <li>Sound out words (CVC, CVCC, CCVC)</li> <li>Recognising initial and end sounds to words</li> </ul>		<p>Donalson</p> <ul style="list-style-type: none"> <li>A Packet of Poems by Jill Bennett and Paddy Mounter</li> <li>The Book of Fantastic First Poems by June Crebbin</li> <li>Oxford Reading Tree Scheme</li> </ul>	
<p><b>Stage 6- Readers</b></p> <ul style="list-style-type: none"> <li>Understands homophones, split diagraphs and <b>trigraphs</b>.</li> <li><b>Recognises and can read high frequency words</b></li> <li><b>Start recognising some words by sight without having to sound them out</b></li> <li><b>Improve reading speed and fluency</b></li> </ul>	<p>Picture Stories to build own narrative from. Rhyming stories Story books with longer, more detailed and abstract plots</p>	<ul style="list-style-type: none"> <li>Once upon Raindrop: James Carter and <b>Nemoco</b>.</li> <li>Never show a T-rex a book by <b>Rashmi Sirdeshpande</b> &amp; Diane <b>Ewen</b>.</li> <li>The Jolly Postman by Janet and Allen <b>Albera</b>.</li> <li>Journey by Aaron Becker</li> </ul>	

<ul style="list-style-type: none"> <li><b>Go back and re-read a word or sentence that does not make sense.</b></li> <li><b>Read for different purposes, for example enjoyment or to learn something new</b></li> <li>Describe the setting, <b>characters</b>, problem/solution, and <b>plot of a story</b> <ul style="list-style-type: none"> <li>Compare and contrast information from different texts</li> </ul> </li> <li><b>Refer to evidence from the text when answering questions about it</b></li> <li>Makes inferences by using clues from the text and prior knowledge</li> <li>Identifying and discussing aspects of grammar in the text</li> <li><b>Summarising what happened in a story</b></li> <li>Giving reasons behind what is happening in a text</li> </ul>		<ul style="list-style-type: none"> <li><b>Shhh!</b> We have a plan by Chris Haughton</li> <li>Dr Seuss Stories</li> <li>Oxford Reading Tree Scheme</li> </ul>	
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# Oxford Reading Tree Stage Guidance

*Books are organised in stages in the Library.*

*In the following document each stage is linked to the 'Jolly Phonics letter sets' and the schools 'Reading framework'.*



Stage	Descriptor	Phonics set	Reading framework stage
1	Level 1 books are for children who are just beginning to learn about books and reading. At this stage, your child is likely to be learning the alphabet, and may be able to recognise some simple, common words. Some books are wordless, with pictures telling the story. Wordless books provide lots to talk about, and help your child learn how to hold a book and turn the pages.	Pre-Phonics	Stage 2: Exploration and curiosity in physical books/pictures stories
1+	Level 1+ books are for children who are just beginning to use simple phonics to read words like 'sat' and 'pin'. The books use words that are familiar and predictable, and the pictures help convey the meaning of the story.	Set 1, 2, 3	Stage 3: Emerging understanding of story they have listened to and that understand that books have meaning  Stage 4: Developing and extending comprehension of stories.
2	By this stage, your child will be able to use their knowledge of letters and sounds to work out new words, though they may still need help. Pictures are used to help convey story meaning, and sentences are still mostly short and straightforward. Stories become very slightly more complex as your child becomes more comfortable reading more words.	Set 1, 2, 3	Stage 3: Emerging understanding of story they have listened to and that understand that books have meaning  Stage 4: Developing and extending comprehension of stories.

3	<p>At this level, your child will be using phonics to help them read slightly more complicated words, including words with common digraphs like 'ee', 'oa', 'ch', and 'th'. They will use phonics knowledge to work out less familiar words.</p>	Set 4, 5, 6	<p><b>Stage 3:</b> Emerging understanding of story they have listened to and that understand that books have meaning</p> <p><b>Stage 4:</b> Developing and extending comprehension of stories.</p>
4	<p>By Level 4, your child will be using their phonics knowledge to work out words quickly, and will know a range of common tricky words (like 'said', 'some', and 'what') by sight. They are likely to be more confident in giving their opinion about stories and non-fiction texts.</p>	Set 4, 5, 6	<p><b>Stage 5:</b> Emerging readers</p>
5	<p>By Level 5, your child will start learning alternative spellings for the sounds in words - for example, they will learn that the letters 'ou' can be pronounced like 'ow' or 'oo'.</p> <p>Level 5 books may contain words with apostrophes, such as 'didn't' and 'wasn't'. They will also introduce children to unusual words that extend their vocabulary, like 'terrible' instead of 'bad'.</p>	Set 4, 5, 6	<p><b>Stage 5:</b> Emerging readers</p>
6	<p>Stories in Level 6 are longer and more complex than in previous levels. By Level 6, your child will often notice when their reading does not make sense, and they will go back to correct themselves without being asked to. They will be able to work out many words automatically without sounding them out. They will be working on more alternative spellings for different sounds - for example, they may know that</p>	Set 7	<p><b>Stage 5:</b> Emerging readers</p>

	the 'igh' sound can also be spelled 'ie', 'y, or 'i'.		
<b>7</b>	At Level 7, most children can read out loud quite fluently and can usually find the answer to a question within a section of text. Your child will get used to words with unusual phonics patterns, such as 'beautiful', 'eye', and 'any'. Words with several syllables will often be included.	Confident reader	<b>Stage 6-Readers</b>
<b>8</b>	At Level 8, children are generally more confident in their reading and know most common, non-decodable tricky words. Level 8 stories are often split into chapters. Your child is likely to enjoy choosing which books to read, often reading some of the text in order to help them decide.	Confident reader	<b>Stage 6-Readers</b>
<b>9</b>	Once your child is at Level 9, they will be able to read most words automatically, either silently or out loud. With non-fiction texts, they will be able to use features like indexes, headings, and photo captions to find information.	Confident reader	<b>Stage 6-Readers</b>
<b>10</b>	By Level 10, your child will be building up their stamina to read longer texts. They will use parts of unfamiliar words to help them work out the meaning (for example, spotting that 'clarify' is a bit like 'clear' so 'clarify' means 'to make clear').	Confident reader	<b>Stage 6-Readers</b>
<b>11</b>	Children at Level 11 usually show a good understanding of what they are reading, and automatically take account of punctuation when they read. Your child may begin to read between the lines more confidently, working out information that may only be hinted at in the text.	Confident reader	<b>Stage 6-Readers</b>

# Jolly Phonics Reading Guide



Level	Descriptor	Phonics set	Reading framework stage
1	Level 1 features words that are spelled regularly, and can be sounded out with the 42 letter sounds first taught in Jolly Phonics.	Post Stage 7 (Pupil knows all 42 letter sounds)	Stage 5: Emerging readers
2	In addition to the 42 letter sounds, Level 2 introduces /y/ used for the /ee/ sound at the end of words like 'funny'.	Post Stage 7 (Pupil knows all 42 letter sounds) <b>Alternative Spellings for Vowels- Pages 177-196 of handbook</b>	Stage 5: Emerging readers
3	Level 3 introduces the 'magic e' for spelling words with the long vowels, as in 'make', 'like', 'bone' and 'tune'.	Post Stage 7 (Pupil knows all 42 letter sounds) <b>Alternative Spellings for Vowels- Pages 177-196 of handbook</b>	Stage 5: Emerging readers
4	In Level 4 the stories are much longer, and introduce more tricky words. Covers all the Jolly Phonics alternative vowel spellings that are used to make words like 'day', 'seat', 'night', 'snow', 'few', 'girl', 'straw', 'boy' and 'scowl'.	Post Stage 7 (Pupil knows all 42 letter sounds) <b>Alternative Spellings for Vowels- Pages 177-</b>	Stage 6- Readers








		<b>196 of handbook</b>	
5	<p>The <b><i>Jolly Phonics Readers Level 5 Our World</i></b> nonfiction purple readers are fully decodable books for new readers. They have a very carefully controlled vocabulary and are ideal for children to apply the skills they have been taught. These nonfiction readers use only decodable regular words that use the 42 letter sounds taught in Jolly Phonics as well as the alternative vowel spellings.</p> <p>Comprehension questions and discussion topics are provided at the end of each book, as well as guidance for teachers and parents. Light type is used as a guide for those few letters that should not be sounded out, such as the /b/ in 'lamb'.</p>	<p>Post Stage 7 (Pupil knows all 42 letter sounds)</p> <p><b>Alternative Spellings for Vowels- Pages 177-196 of handbook</b></p>	Stage 6- Readers





# Library

Each class has a timetabled Library slot.

The Library has a bank of resources that can be used during this session. They can also be signed out and taken back to class:

	<p>Reading framework baskets (Books for stages 1-6 set out in the framework)</p>
	<p>Categorised book baskets that match with topics on the year plan</p>
	<p>Bag books- Multi sensory stories for people with learning difficulties</p>
	<p>Sensory stories and story sacks</p>
	<p>Audio story books</p>

## Library continued


	<p><b>Phonics reading books that match each stage of Jolly Phonics</b></p>
	<p><b>Oxford Reading Tree books organised into stage and labelled to identify which Phonics stage they are appropriate for.</b>  <b>(This is written in the guidance document)</b></p>
	<p><b>Jolly Phonics Readers books for pupils who are post stage 7 of Jolly Phonics</b>  <b>(This is written in the guidance document)</b></p>
	<p><b>There is a different focus story each half term for each key stage.</b></p>

# Bag Books

Have a look at the 'Bag Books' website to find out more information as to how these can be used to support people with learning disabilities.


They are available to sign out from the Library or use within your Library session.

[www.bagbooks.org](http://www.bagbooks.org)



**BAG BOOKS**  
*Multi-sensory stories for people with learning disabilities*

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about us

- What we do
- How Bag Books help people with learning disabilities
- The growth of Bag Books
- Learning Disability Resources
- The organisation
- Awards for Bag Books
- Vacancies at Bag Books

## How Bag Books help people with learning disabilities



Tom has profound learning disabilities and although he is eight, his brain works like that of a one year old. He can't speak or walk. Like a one year old in a eight year old's world, Tom is scared of things around him – unexpected noises, of being left alone, and of touching new things. He is especially scared of other children. His teacher at his special school heard about Bag Books and ordered him a special

# Stage Guidance

We have written and created a Stage Guidance to support teachers to identify and track pupils' development in Reading. This aims to support teachers to set developmentally appropriate objective and plan developmentally appropriate activities. It also aims to support teachers to identify when children may be ready to access reading at a more formal stage.

This document is not a framework to work through or demonstrate progression, it is guidance to support objective setting and to support baseline assessment.



# Daily Story Telling Sessions

Each class has a daily story telling session. This timetabled slot ensures that our young people are read to daily.

This session is where a planned story (sensory story, Bag Book, Story Sack etc.) is read to the entire class by the class teacher.

This could also be an opportunity for individual reading objectives to be developed and practiced within a different context.

**Story telling sessions have many benefits for our young people:**

Creating memories



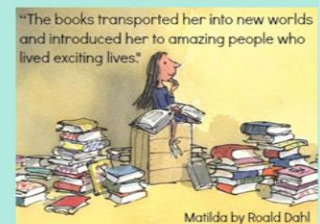
Having experiences

Giving time to the child



Creating understanding of the world + language

Sharing an experience together



Creating bonds/relationships



# Why teach reading?



- Not just about reading a book, or understanding phonics.
- Particularly here at Annewell, we have the opportunity to make reading so much more than just the words on a page.
- Formal reading will not be appropriate for all, but a clear continuum of skill development within a reading curriculum provides opportunity to find out and for all to progress.

Reading at Annewell View is about teaching children experiences of different, weird and wonderful worlds.

Where they can learn and understand themselves, others and the world around them.

