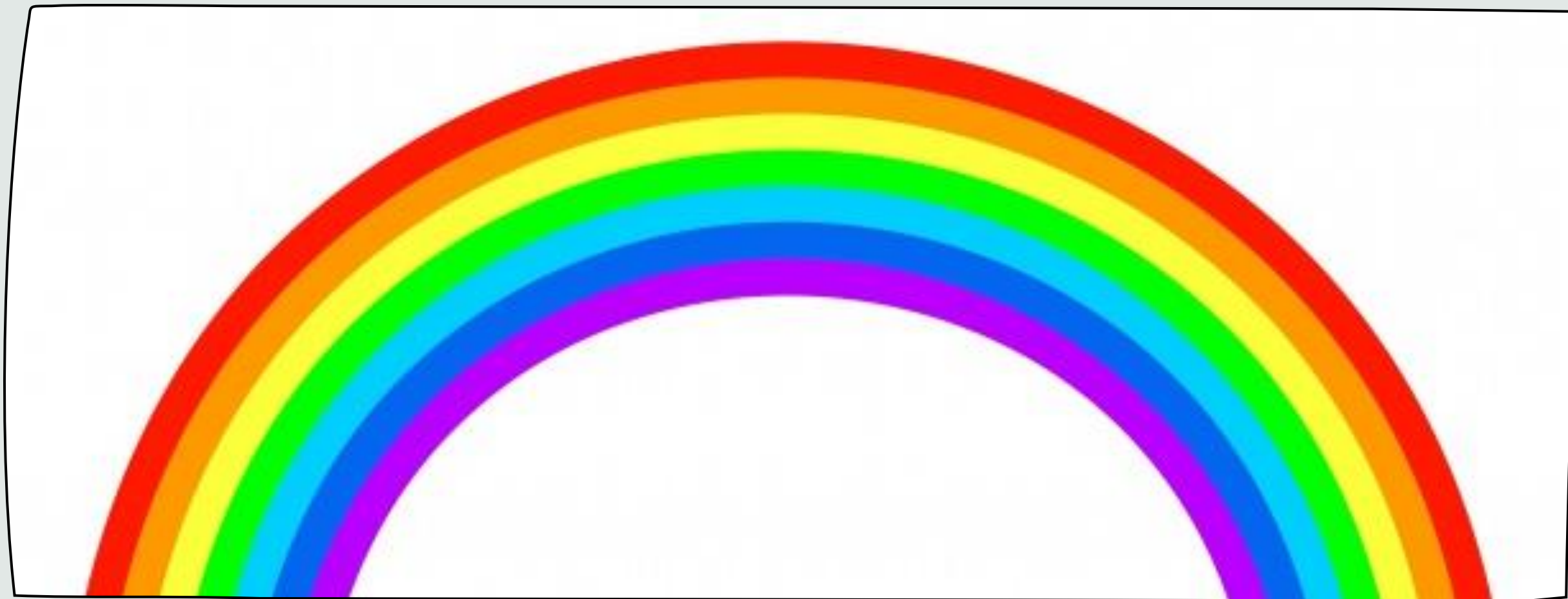
The background is a vibrant blue with a complex, abstract pattern. It features several concentric circles and arcs in various shades of blue, creating a sense of depth and movement. Scattered throughout are small, solid blue dots of different sizes. The overall effect is reminiscent of a stylized, modern graphic design.

TEACHING READING AT WILSON STUART

Pathway Overviews



EYFS PATHWAY

Pre phonics -Listening games

Continuous promotion of the love
of reading

ROLE PLAY - STORY PROPS,
PUPPETS, SMALL WORLD.

PROVIDING OPPORTUNITIES FOR
BOOKS TO BE PART OF ONGOING
PLAY E.G. COOKBOOKS IN ROLE
PLAY.

INDIVIDUALISED MEMORY
BOOKS - STARS OF THEIR
OWN STORY

Story Based Curriculum - Rich
texts carefully selected

Communication Books

POSITIVE PRINT ENVIRONMENT

SYMBOL USE IN THE
ENVIRONMENT

COMMUNICATION
DEVELOPMENT

ACTIVITIES BASED AROUND
STORIES - BRINGING STORIES TO
LIFE!

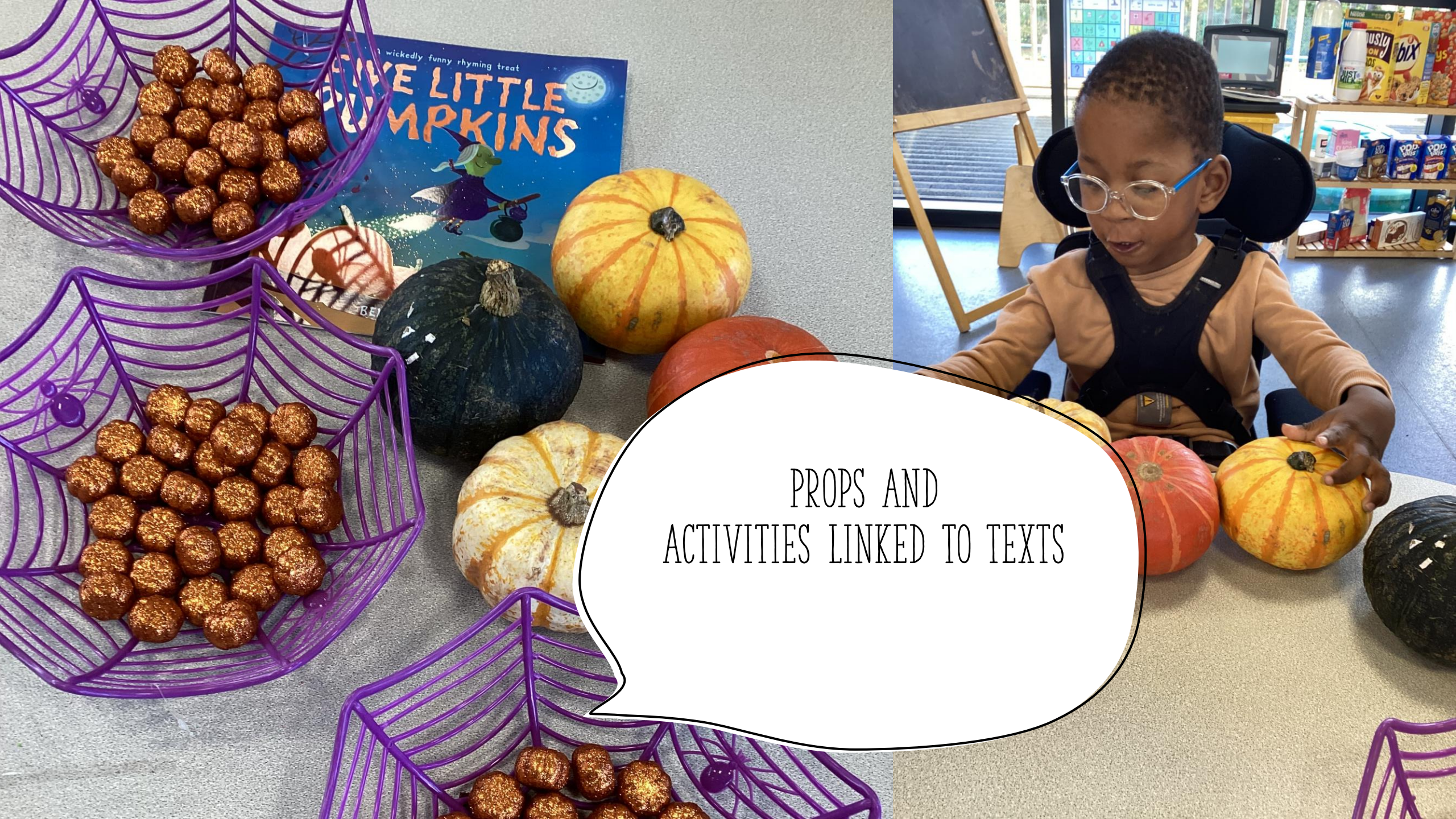
VERBAL STORYTELLING

LINKED SONGS, RHYMES AND
ADDITIONAL TEXTS TO SUPPORT
UNDERSTANDING.

VARIETY OF TEXTS
WITHIN PROMOTE RICH RANGE
OF VOCABULARY.

AN ENGAGING AND APPEALING
BOOK AREA.

READING IN THE EYFS



PROPS AND
ACTIVITIES LINKED TO TEXTS



WARM, COSY AND
INVITING READING
AREAS

MEMORY BOOKS
ACTIVITY BOOKS - ON THE FARM

PROPS AND
ACTIVITIES LINKED TO
TEXTS



INSPIRE PATHWAY

READING WITH THE SENSES =
ACCESSIBLE READING

25.1.23



INTENTIONS

- TO DEVELOP THE PREREQUISITES TO READING.
- TO EXPLORE READING THROUGH OUR SENSES TO ENHANCE COMMUNICATION AND LEARNING
- TO OFFER OPPORTUNITIES FOR ENJOYMENT THROUGH INCLUSIVE READING.
- TO DEVELOP SOCIAL INTERACTIONS THROUGH MEANINGFUL EXPERIENCES OF READING.
- TO ENCOMPASS A “TOTAL COMMUNICATION” APPROACH TO READING.

WHAT IS STORYSHARING®?



A way of supporting children and young people to recall and share **PERSONAL, REAL
LIFE EXPERIENCES**

COLLABORATIVE - telling with the learners

SUPPORTING emotional well being, communication and building confidence.



MESSAGE STORIES



Offers a fun and fully inclusive way of combining the creativity of story, song and rhyme with the benefits of positive touch .

10 strokes used to illustrate the story. Each line of the story has a stroke associated to it.

Each stroke has a name, symbol, and a simple action. This means that the message stories can be easily shared, enjoyed and repeated at school and home.

Benefits include: develop relationships, relaxation, engagement, communication, interaction, anticipation, time for calm activities, feel good hormones released (oxytocin), develop self worth (1:1 time sharing), increased levels of alertness, reduce aggression and hyperactivity.

Can include props

Information: <https://www.storymassage.co.uk/>

All touch types are on the common located: 0:\21-22\Departments\PMLD\Curriculum\Communication & social Interaction\Massage communication

SENSORY STORIES

SIMPLE NARRATIVES USING A MIXTURE OF TEXT AND
COMPLIMENTARY SENSORY EXPERIENCES

Brief text supported by sensory stimuli

The text is typically less than 10 sentences

No limit to what they are about or who they are for

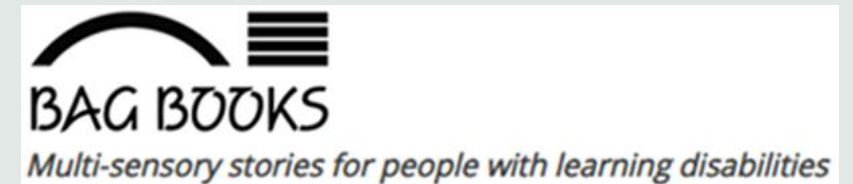
Gather resources related to each sentence to explore as you go through the story

Information: <https://www.thesensoryprojects.co.uk/sensory-stories>

<https://www.thechildrenstrust.org.uk/virtual-learning/sensory-stories>

Bag Books

ADDITIONAL READING OPS: symbols on big macs, daily routine power point, OOR,
PODD, Communication books.



A scenic photograph of a coastal landscape. A wooden boardwalk made of horizontal planks leads from the bottom center towards the horizon. The boardwalk is flanked by tall, dry, golden-brown grass. To the left, there is a dense line of dark green trees and shrubs. To the right, the landscape rises into a sand dune covered with sparse grass. The sky is a clear, bright blue. The entire image is framed within a white, speech-bubble-like shape with a soft drop shadow.

EXPLORE PATHWAY

TO DEVELOP THE PREREQUISITES
TO READING THROUGH A RANGE
OF APPROACHES IN THE PURSUIT
OF MEANING

TO INCREASE COMMUNICATION
AND LANGUAGE THROUGH A
RICH VARIETY OF READING
VOCABULARY.

TO OFFER OPPORTUNITIES FOR
ENJOYMENT THROUGH
INCLUSIVE READING

TO DEVELOP SOCIAL
INTERACTIONS

A "TOTAL COMMUNICATION"
APPROACH TO READING.

TO APPLY A CONSISTENT AND
CROSS CURRICULAR APPROACH
TO READING.

READING INTENTIONS FOR EXPLORE PATHWAY





SHARED THROUGH:

CROSS-CURRICULAR THEMATIC STORIES, POEMS, SONGS AND RHYMES, STORY SACKS, SYMBOLISED READING BOOKS, STORY SHARING, SENSORY STORIES, SYMBOLISED SENTENCE MAKERS, BOOKS WITHOUT WORDS, AUDIO STORIES, DIGITAL STORIES, PHOTO BOOKS (FAMILY, ROUTINES, VISITS).

THIS MAY INCLUDE RESPONSE TO BOOKS & TEXT, NAME WRITING, MATCHING SYMBOLS/ PHOTOS, READING FOR MEANING, HIGH FREQUENCY WORDS, MATCHING PHOTOS TO WORDS, PHONICS, SOCIAL SIGHT SIGNS, MENUS, RECOGNISING SYMBOLS IN THE WIDEST SENSE, TIMETABLES, ACCESSING ICT, 'TYPING' DEPENDING ON INDIVIDUAL ABILITY.

EXAMPLES



Sensory book 16



Hocus



Pocus



LO:

I can



touch



and



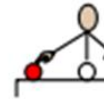
feel



different



items



that

a



witch



might



have



Cloak



Witches hat



Broomstick

Home reading book - 17



Jurassic



World



I can



explore



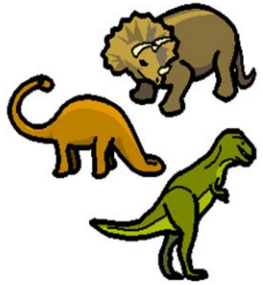
the



Jurassic



World



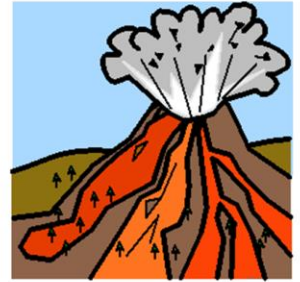
Dinosaur



fossil

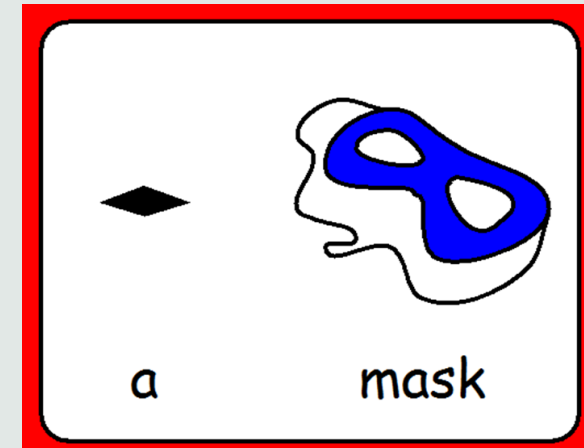
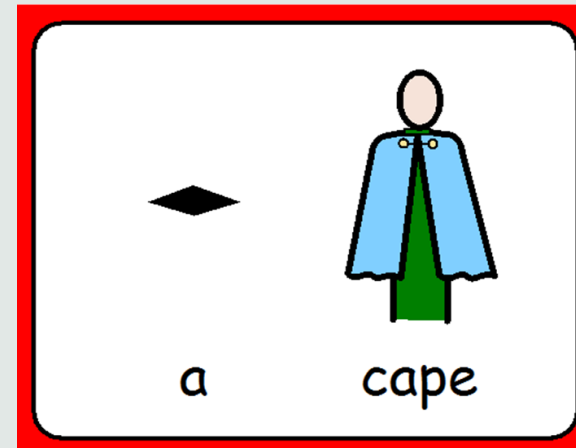
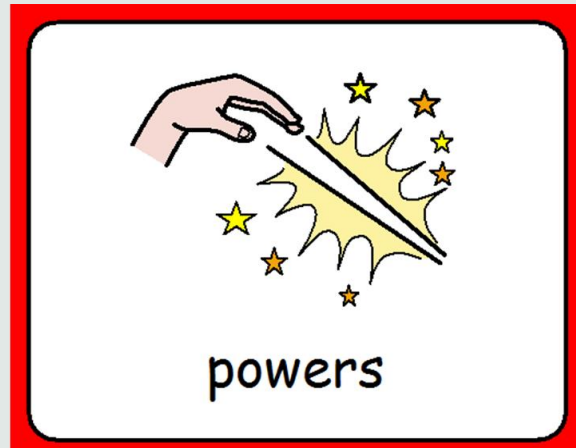
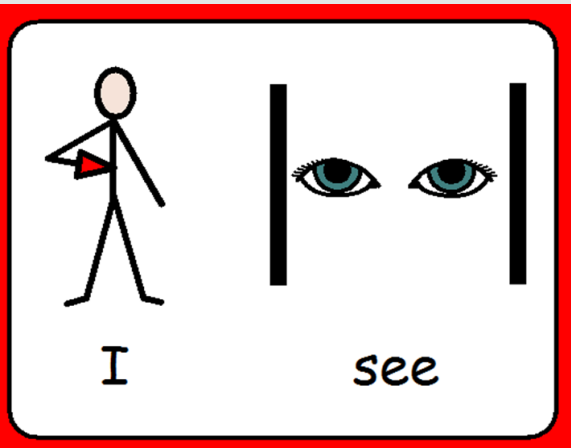
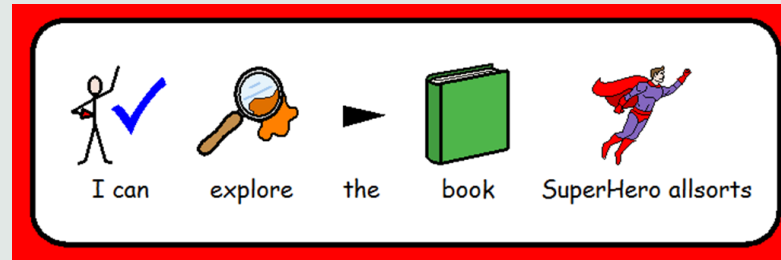


footprint



volcano

Home reading book - B1



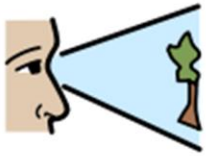
Reading book - B2



It's Showtime!



I



see



red



big top



I



hear

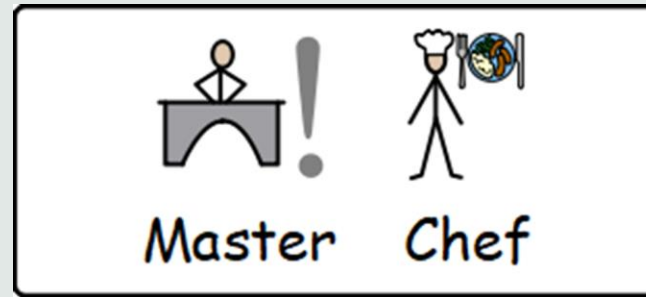


funny

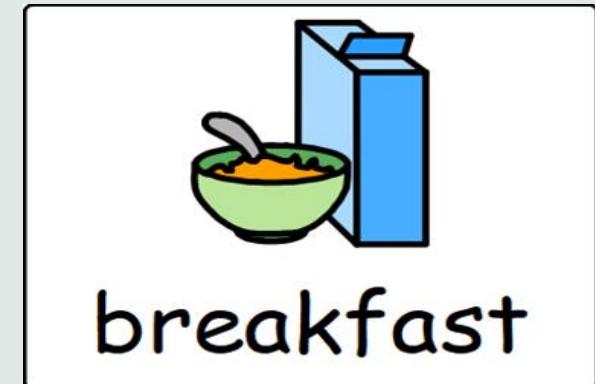
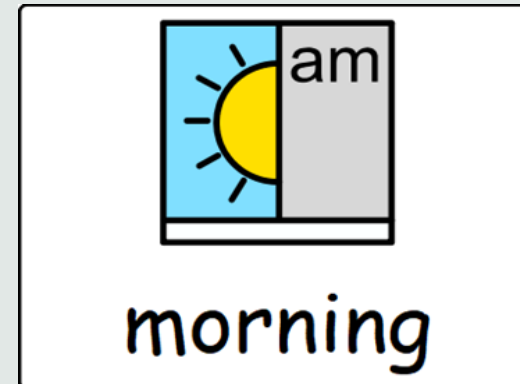
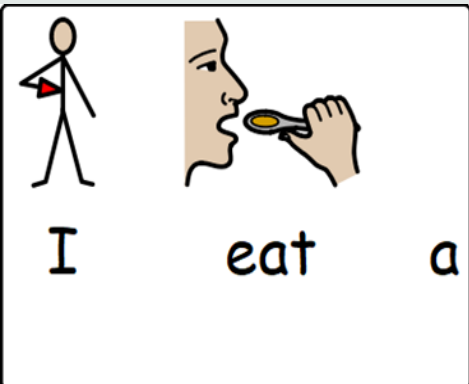


clowns

Home reading book - B3



LO: I can explore food and cooking using 3 key words

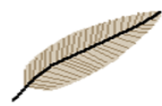


Home reading book - B4A1



Yo-Ho-Ho

Pirates!



Featherhat



Bill



and



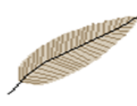
the



Scary



Shark



Featherhat



Bill



runs



the



Skullabones



Island



Parrot



Park.



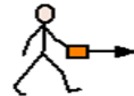
One day



Bill .



was



taking



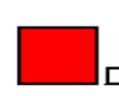
his



parrots



a



big



bag



of



food

Sight reading

Functional reading -
reading of signs and
logos in the environment

Symbols - ALD,
communication books,
visual timetables

Sensory stories

Reading sessions - reading
for pleasure - sharing stories
with adults or peers

Home readers and
reading diaries

Lanyards - symbols and
high frequency words

Name recognition

Interventions where
appropriate for individuals
that may involve phonics
scheme

HOW IT MAY LOOK IN
EQUALS

PRIMARY CHALLENGE



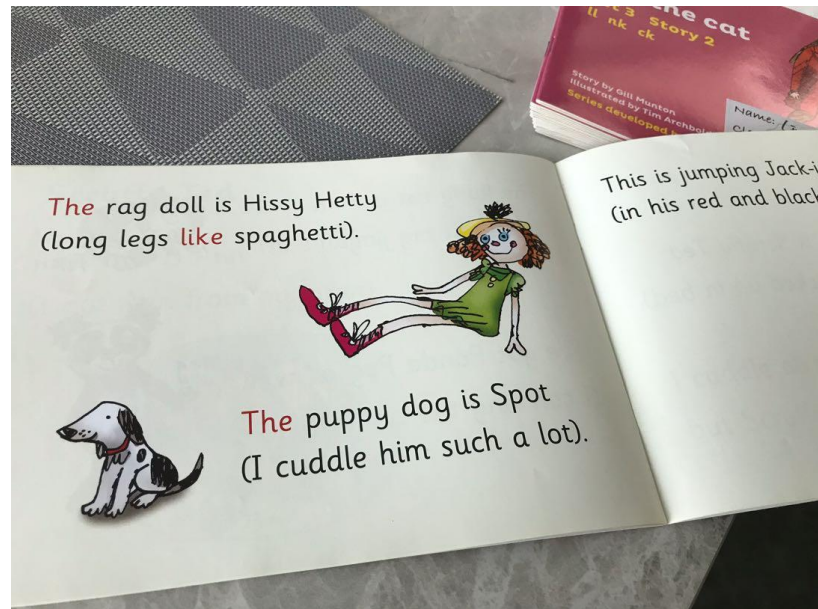
[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

PRIMARY PHONICS



Phonic sessions three times a week which focuses on reading by decoding phonetically plausible words.

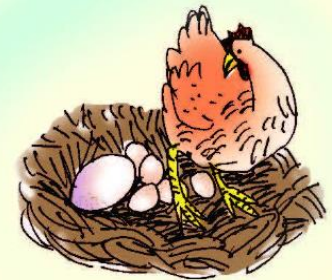
Encourages children to recognise "red" words (words that children cannot sound out)



The duckchick

Mama hen had a problem. Things began to go wrong in the spring, when she was sitting in her nest on her six eggs.

Egg 6 was very big.
Mama hen sat on it a lot,
and went "Cluck" at it, but she
felt a bit upset that it was so big.



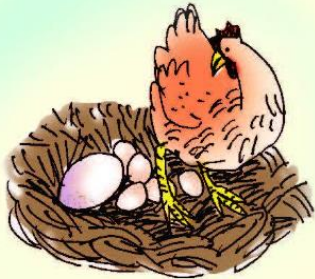
PHONICS

When children are reading, they are given opportunities to demonstrate what they have learnt by answering comprehension questions which mainly focus on prediction, retrieval and inference.

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1. What was wrong with Egg 6?
2. How did mama hen feel?
3. What do you think is going to hatch out of the egg?

Those children that have finished the RWI programme will be given different texts within different genres and will have additional comprehension work as well as vocab work to help them further understand what they are reading.

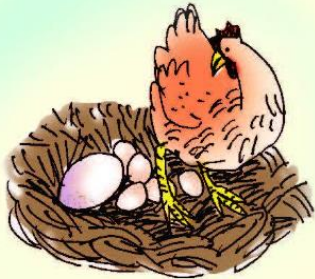
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READING SKILLS

- Identifying different logos and symbols.
- Using predictions from the pictures and what has been read so far.
- Describes characters, settings and events
- Read texts that are consistent with their developing phonic knowledge.
- Making inferences
- Clarifying the meaning of new words, linking new meanings to known vocabulary.



READING THROUGH THE CURRICULUM

- Class Text (Love of Reading sessions)
- Class English Text (based on theme)
- Opportunities to read to each other during Love of Reading
- Opportunities to read instructions in maths/science etc
- Use of communication aids.

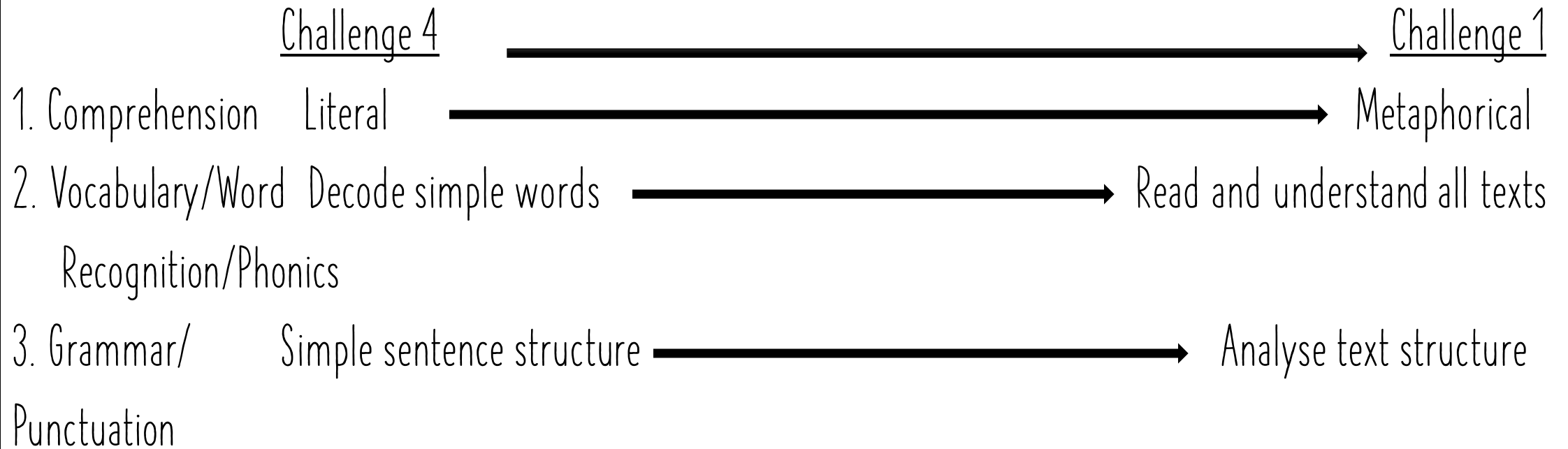
The background of the image is a dense crowd of stylized human figures. Most of these figures are in shades of brown and tan, and they are slightly out of focus. In the center of the image, there is one figure that is bright white and stands out prominently. This white figure has its arms raised in a 'V' shape, suggesting a gesture of triumph, celebration, or leadership. The overall lighting is soft and warm, with a slight gradient from top to bottom.

SECONDARY CHALLENGE

SECONDARY PHONICS

- Learning a new speed sound and being able to identify the sound in new words. These words will be recapped frequently so that fluency and speed increases.
- Reading a book that has been matched to their reading level with RWI to help increase fluency and identify the sounds that they have been working on.

CHALLENGE PATHWAY READING SKILLS



LOVE OF READING

Challenge 1 - GCSE English Language and English Literature and also Step up to English (Entry 1-3)

'An Inspector Calls', 'Romeo and Juliet', 'Stone Cold'

Challenge 2 - Life Skills Challenge - Roald Dahl's 'Tales of the Unexpected', non-fiction news articles around challenging stereotypes of disability

Challenge 3 - 'The Iron Man', 'A Midsummer Night's Dream'

Challenge 4 - Comic books, 'The World's Worst Children', verse from Shakespeare

FLAVOUR OF THE TEXTS

BELIEVE PATHWAY



BELIEVE PATHWAY

Believe

Believe 1 - Formal accreditation Resit GCSE English Language and Step up to English

Believe

Believe 2 and 3 - Life Skills Challenge: World News, Social Signs in the Environment, Literacy in relation to Self

Read

Read novels and stories as part of Love of Reading



Long term plan - Literary focus

Pathway: All

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|----------|----------|-------------|---|----------|-------------|
| 2022/23 | Fiction | Poetry | Non-fiction | Fiction or plays (if appropriate) | Poetry | Non-fiction |
| | | | | | | |
| | | | | | | |

WHOLE SCHOOL
READING LITERARY
FOCUS

WORLD
BOOK
DAY

NATURE



BOOKS

- *Bees: A lift-the-flap eco book* by Carmen Saldana
 - *Hidden Planet* by Ben Rothery
 - *Ladybird Audio Adventures: The Animal Kingdom*
 - *It starts with a seed* by Laura Knowles
 - *Little People Big Dreams: David Attenborough*
 - *Tiger, Tiger Burning Bright* by Britta Teckentrup and Fiona Waters
 - *The Green Planet* by Leisa Stewart-Sharpe and Kim South
 - *Do you love exploring* by Matt Robinson
- There will be a performance throughout the day
 - Not completely off timetable.
 - Activities on the Common area
 - Competition for the best upcycled costume.
 - Competition for the best eco/nature fictional character