

## Love of Reading the Wilson Stuart Way

**Rationale:** We want everyone at Wilson Stuart School to read for enjoyment – no tasks, no direct teaching – Love of Reading the Wilson Stuart way. Reading for pleasure has a dramatic impact on educational outcomes, wellbeing and social mobility, and will have a huge impact on preparing our student for adulthood. Engaging our students in the rich language of books and storytelling will improve their communication and interaction.

### Intent

- To develop the prerequisites to reading through a range of approaches in the pursuit of meaning e.g. objects, pictures, symbols, signs, sounds and simple words.
- To develop the ability to attend, anticipate, respond and interact
- To increase communication and language through a rich variety of reading vocabulary.
- To offer opportunities for enjoyment through inclusive reading.
- To develop social interactions through meaningful and imaginative experiences of reading.
- To encompass a “Total Communication” approach to reading.
- To excite our students with the texts and stories we offer them
- To model reading for pleasure to all our students on every Pathway
- To reward all students for Love of reading

### Implementation - Overview

- We strive to promote Love of Reading every day: our students on our Challenge and Believe pathways spend some time enjoying reading during their P45 time once a week; our EYFS students and the students on our Explore and Inspire Pathways enjoy a variety of stories, in different multisensory forms, throughout the day.
- Every classroom has a ‘Reading Area’ appropriate to the needs of the students: class-based groups in their usual classroom; sensory reading areas used by some learners on the PMLD pathway; subject based reading areas. These areas will promote reading for pleasure and will be reviewed and updated through the year.
- The class-based reading area will have carefully chosen, age-appropriate reading resources based on the class group and the needs of the individual.
- All classes have a weekly library session to promote Love of Reading
- For all Challenge students there is a Love of Reading library slot as part of their English curriculum

#### PMLD Inspire Pathway

- Love of Reading is delivered through immersing our PMLD learners in reading opportunities through: Story sharing, message communication/stories, story box, Intensive interaction, sensory stories, story books, books without words, digital stories, Attention Autism, photo books (family, routines, visits) guided meditation, cloth books, talking books, objects of reference and symbols.
- A Love of Reading is developed by promoting a community of sharing stories to develop social interactions with wider learners, exploring sensory stories with other student on different pathways, ensuring opportunities are always available and accessible and finally using playful practice from attentive, familiar adults.
- Reading and story sharing rewards are implemented immediately dependent on the motivators of the learner.

### **EYFS and SLD Explore Pathway**

- Love of Reading is developed by using cross-curricular thematic stories, poems, songs, rhymes, call and response games, story sacks, symbolised reading books, story sharing, sensory stories, picture books, audio stories and photo books (family, routines, visits).
- Developing enthusiasm for reading through the cross curricular, thematic curriculum enables learners to develop social interactions encompassing drama, song, poetry and music. Opportunities to watch stories on screen to emphasise the power of visual, auditory and kinaesthetic literacy.
- Termly Love of Reading certificates rewarded to students during Celebration assemblies.

### **Primary Challenge, Challenge and Believe Pathway**

Modelling a Love of Reading and stories – this will be different dependent on the age and needs of the student on these pathways:

- Reading a text to the whole class based on interest and comprehension level.
- Splitting the class into age groups: reading different texts to the different groups. This could be a longer novel or a story every session or week. The text could be repeated over several sessions.
- One-to-one reading with adult and student whilst the bigger group read together.
- Some of our more fluent readers like to read independently but most of our students love a good story read to them.
- Exploring books together.
- Using a story telling voice and encourage the students to join in – make it fun and playful using props.
- Could be an opportunity for reading their reading stage phonics book but this must always be one-to-one with an adult.
- Reading rewards: Readopoly for those students on the Challenge Primary, Challenge and Believe Pathway – delivered through English and Love of Reading library sessions

### **Impact:**

Developing a Love of Reading will:

- Promote wellbeing through excitement and anticipation of texts and activities.
- Promotes wellbeing by providing a relaxing activity within a stimulating environment.
- Promote inclusivity for all learners.
- Develop listening and attention skills.
- Develop all communication skills and communication systems.
- Improve vocabulary and language, reading skills such as inference and deduction which may transfer to spelling and writing skills for some of our students.
- Impact positively on Preparing for Adulthood outcomes.