

SEND – Reading Strategy

The SEND reading strategy covers the rationale and methodology of the teaching of early reading skills at North West Kent Alternative Provision Service. When students become more competent the reading teaching sits within the main teaching and learning strategy. The teaching of reading ensures we support students to:

Destinations:

We support students to access information about their destination, forms needed to apply for their destination as well as be literate for life-long success and learning.

Qualifications:

We support students to read the information and questions allowing them to be successful in gaining qualifications at the highest level without barriers to their achievement.

Reintegration

We support students to access learning within mainstream classrooms and address the barrier to them working at the same pace as their peers.



The strategy sits on the main aim of building a **love** of reading. As a service, we believe students who have a love of reading have the greatest chance of success and go on to enjoy life-long learning.

Assessment

Accurate and timely assessments ensure each student is the provided with intervention teaching to address their needs.

Basic Phonic Sounds

Phase 2 and 3 phonics, addressed through RWI phonics intervention



Alternative Phonic Sounds

Phase 4 and 5 phonics, addressed through the RWI spelling intervention programme. Reinforced through 1:1 reading sessions.



Sight Words

200 high frequency words and key vocabulary for subjects, address through word mats, Toe by Toe intervention, flash card intervention and pre-teaching intervention. Reinforced through 1:1 reading sessions.



Reading Speed

Reading age appropriate texts at an average reading speed, addressed through 1:1 reading sessions.

This is the **key intervention** supporting earlier skills and supporting continued development.

Evidenced for Access Arrangements



Deduction Skills

Ability to answer deduction questions at age expectations, addressed by RWI reading comprehension intervention, pre-teaching intervention and in-class support. Reinforced through 1:1 reading sessions.

Evidenced for Access Arrangements.

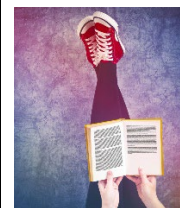




Inference Skills

Ability to infer meaning from the information in the text and answer inference questions at age expectations, addressed by RWI reading comprehension intervention, pre-teaching intervention and in-class support. Reinforced through 1:1 reading sessions.

Evidenced for Access Arrangements



Text Analysis Skills and Transferring to Writing Skills

Ability to identify text type, think about the author's intentions and analyse the best source of information alongside utilising all reading skills to support the development of writing skills, addressed through pre-teaching sessions, tuition and in-class support alongside writing interventions. Reinforced through 1:1 reading sessions.

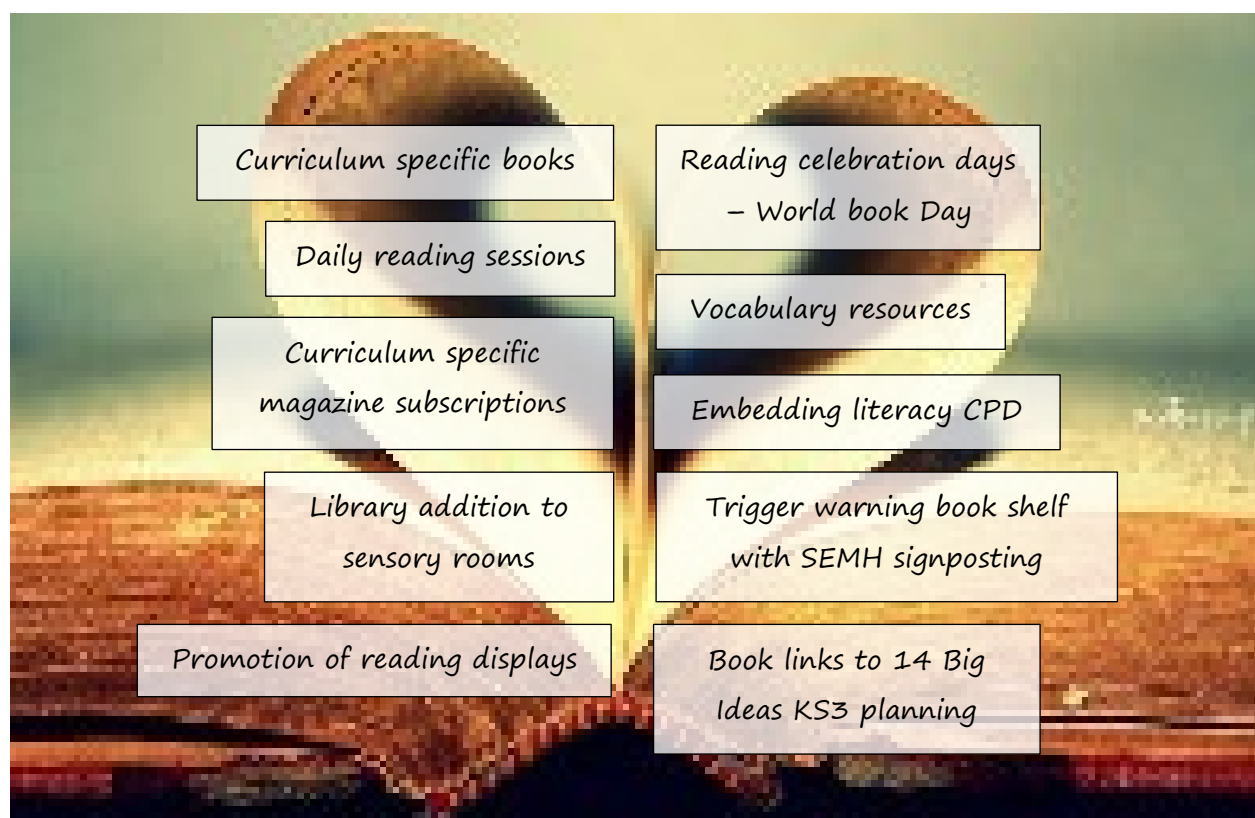
Where appropriate evidenced for Access Arrangements and further support.

Continuous Support

We support the continuous development of reading through quality first teaching, having books available in all subjects and the library of free choice books in the common room.

Reasoning:

As Philip Pullman states in his Balloon Debate lecture from 2002, 'Stories also teach. They teach in many ways'. At NWKAPS we value reading and keep it at the heart of our education offer.



We understand that by the time most students join our service their education experience has been shaped by their lack of interest in reading and the gap between their reading skills and the expected reading skills for their age group. We don't underestimate the impact this has on their future success and identify it as the main barrier to their engagement with education. We invest heavily in the teaching of reading at all stages and do not allow it to stop a student achieving their potential. We also understand that reading teaches beyond just the understanding of words and where possible utilise it to support the learning of wider skills.

We do not allow SEND needs become a barrier to ambition or aspirations.