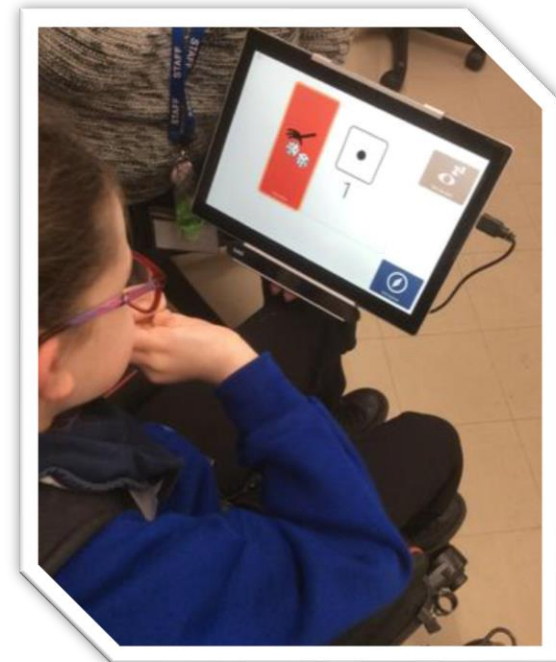


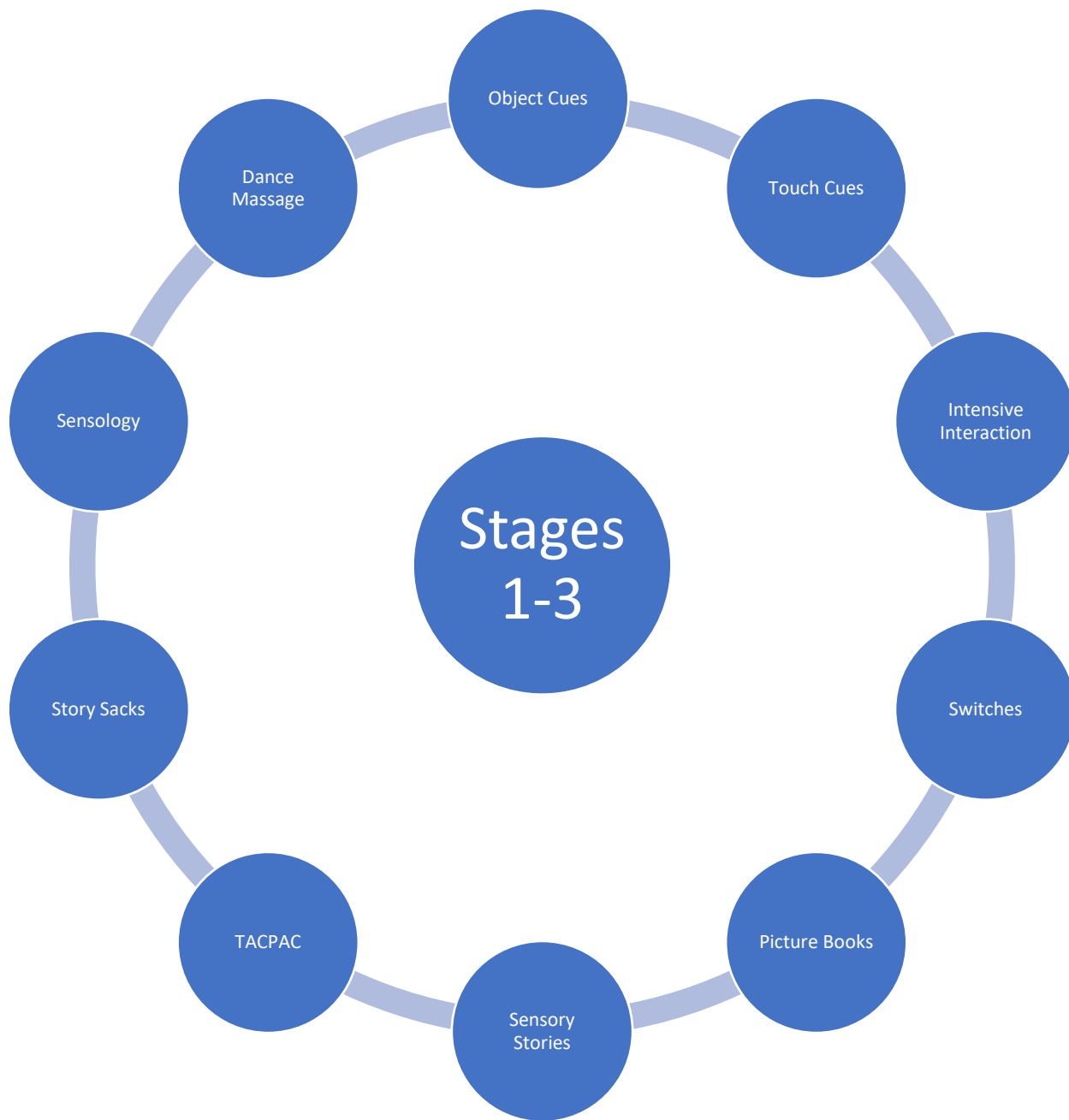
Ridgeway School
Reading Rationale
2024-2025



Contents

Stages 1-3	Page 3
Stages 4-7	Page 7
Stages 8-14	Page 13
Post 16.....	Page 22





Stages 1-3 Curriculum

Emergent Literacy /Communication the Pre Formal curriculum aims to support our students to become effective communicators. Students are given opportunities to develop their expressive communication skills so they can communicate their needs, wants, and make choices. Students are supported to develop their receptive communication skills so that they can understand and follow requests, instructions and directions. Verbal communication may be supported by sensory cues, objects of reference, photographs, signing and other means of Alternative and Augmentative. We have developed our own Pre-Phonics Guidance which focuses on laying the foundations for early literacy through the provision of a logically sequenced pre-phonics curriculum, developing pupil's visual and auditory discrimination and memory skills, aligned with published guidance and Ofsted expectations.

Cognitive/Physical Pre-Requisites

Within the pre formal curriculum, all students will have an individual starting point to enable them to access 'reading' type activities which form the basis of reading. To enable them to do this successfully, staff will support students with a variety of co—morbidity conditions which may impair vision, hearing and ability to interpret other sensory stimulus. Additionally, many of these students may also have a physical disability which provides additional barriers to accessing pre-reading activity. Working alongside other agencies (Speech and Language Therapy, Paediatrics, Physio, Occupational Therapy, Hearing and Visual Impairment Services) staff will try to negate these barriers to learning, often through the use of prescribed high-tech and low-tech aids.

Reading Level	Reading Skills	Reading Methods	Environment & Resources	Suggested Activities
Pre-reading PLEASE SEE PRE-PHONICS GUIDANCE	- begins to show signs of an emerging awareness of familiar stimuli, text through intermittent reactions to visual , auditory, kinesthetic, tactile, smell or taste.	- Object cues - Touch cues - Intensive interaction - Use of switch adapted devices and computer programmes to help develop cause and effect skills Story cues	- Sensory stories -Sensory areas Sensory room Blackout curtain Interactive screen Bigmac's and little mac's Object of reference choice board	- Staged visual area with lights etc for students to track. - Sensory story - Tacpac Dance Massage Hydrotherapy Cause and effect activities Sensology Group story (dinner time and home time story)

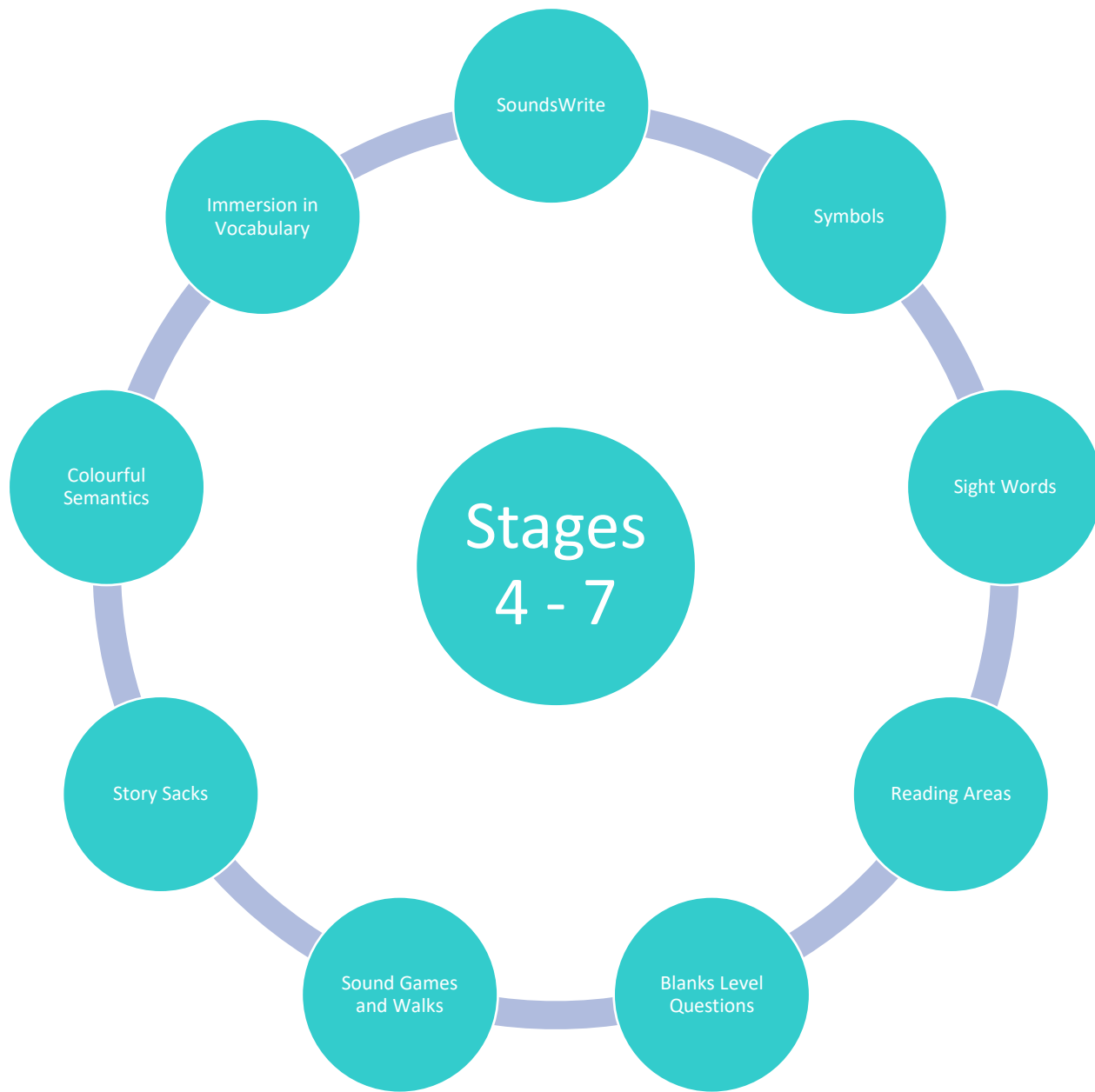
<p>- Enjoys looking at books and other printed material with familiar people.</p>	<ul style="list-style-type: none"> - Object cues - Touch cues - Intensive interaction - Use of switch adapted devices and computer programmes to help develop cause and effect skills Story cues 	<ul style="list-style-type: none"> - Picture books - Cloth books - Family books - Photo books - Sensory stories - Reading tents - Reading areas - Story books 	<ul style="list-style-type: none"> - Use finger play, rhymes and familiar songs from home to support enjoyment. - Staged visual area with lights etc for students to track. - Sensory story - Tacpac Hydrotherapy Cause and effect activities Sensology Group story (dinner time and home time story)
<p>- Handles books and printed material with interest.</p>	<ul style="list-style-type: none"> - Object cues - Touch cues - Intensive interaction - Use of switch adapted devices and computer programmes to help develop cause and effect skills Story cues 	<ul style="list-style-type: none"> - Picture books - Cloth books - Family books - Photo books - Sensory stories - Reading tents - Reading areas - Story sacks 	<ul style="list-style-type: none"> - Notice and support students' developing responses as they learn to anticipate and join in with finger and word play. - Let students handle books and draw their attention to pictures. - Make family books using small photo albums with photos of family members, significant people in the students' life, familiar everyday objects. - Tell, as well as read, stories, looking at and interacting with students. - Sensory story - Tacpac Hydrotherapy Cause and effect activities Sensology Group story (dinner time and home time story)

School Expectations

- All pre formal classrooms promote a 'total communication environment' in order for students to be able to interpret and make senses of communicative cues. Lesson cue's, objects of reference, body signing/Makaton as well as the use of communicative technology such as Bigmac's and switch programmes are all used throughout the school day to support this.
- Termly topic books are imbedded in to the curriculum to ensure students experience a range of texts and images linked with sensory experiences in the form of sensory story activities.
- Pre formal students will have the opportunity to experience various books and stories during none structured times of the day, allowing them to explore the love of reading in their own way and at their own pace.
- All students will have the opportunity to experience the sensory/light room each week to support development of fleeting focus, tracking and dwelling skills which play an important role in 'reading' within the pre formal curriculum.
- Staff promote the love of reading through 1:1 and group story sessions using social and intensive interaction techniques. You will see this during various times of the day such as before dinner, home time as well as target time sessions.

Home Learning Expectations

- To interact and talk with child about their school day using 'big macs' recorded by school and at home. Verbally interact with child encouraging any type of communicative response.
- Reading and exploring familiar and favourite stories are encouraged at home allowing opportunities for interaction as well as exploration visually and physically.
- The use of On-body signing or BSL at home to support communication, response and understanding of events happening at home.
- Following the termly class sensory story. Adaptation of the story and resources are encouraged to fit in with resources you may find in the home.



Stages 4-7 Curriculum

Emergent Literacy /Communication the semi formal curriculum aims is to support our students to be understood by others and to express themselves safely and effectively to the best of their abilities. Students are given opportunities to develop functional intentional communication skills supported by Alternative and Augmentative Communication (AAC) such as gesture, sign and pictures. Key communication skills such as getting attention, requesting, rejecting and seeking help are learnt and practiced in context.

Students access opportunities to learn communication skills and ways of communicating based on the student's preference.

Early phonic and whole work reading is taught where appropriate.

Literacy is taught through topics to engage in the students in communication, storytelling, drama and role playing.

Cognitive/Physical Pre-Requisites

Students are regulated and ready to access learning. Visual and/or hearing impairments are well catered for through careful liaison with relevant professionals and the provision of prescribed aids and/or supports. These aids are well embedded into the student's everyday life and staff are confident in their usage to support the student to learn.

Students are able to discriminate between different environmental sounds.

Visual-spatial awareness may still be developing. Students may require smaller amounts of information e.g. symbols, on one page to allow them to identify an individual symbol.

Over learning is required in most contexts to support committal of information from short term to long term memory.

Attention to reading activities may be very short and require 'learner lead' texts and stimulus to foster and increase attention to activity.

Reading Level	Reading Skills	Reading Methods	Environment & Resources	Suggested Activities
Early reading	- Interested in books and rhymes and may have favourites.	- Object cues	- Picture books	- Encourage and support student's responses to picture books and stories you read with them.
Pre Phonics Guidance	- Enjoys rhyming and rhythmic activities.	- Symbols – matching & recognition	- Family books	- Use different voices to tell stories and encourage students to join in wherever possible.
Sounds	- Looks at books independently.	- Picture descriptions	- Photo books	- Provide CDs of rhymes, stories, sounds and spoken words.
Write Initial Code	- Holds books the correct way up and turns pages.	- Sight Words Reading Programme	- Simple 'real' books	- Provide picture books, books with flaps or hidden words, books with accompanying CDs and story sacks.
			- Sensory stories	
			- Reading tents	
			- Reading areas	
			- Story sacks	
			- Audio books	
			- Sound bingo/games	

				<ul style="list-style-type: none"> - Provide story sacks for parents to take them home to encourage use of books and talk about stories.
	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Suggest how the story might end. Recognises familiar words and signs such as own name and advertising logos. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Identify the initial sound in words (from the teacher's production). Can segment the sounds in simple words and blend them together orally.</p>	<ul style="list-style-type: none"> - Symbols – matching & recognition - Picture descriptions - Familiar word recognition - Sight Words reading 	<ul style="list-style-type: none"> - Simple poetry, song, fiction and non-fiction books - Signs, posters. - Story sacks - Phonics games – snap, bingo, matching games 	<ul style="list-style-type: none"> - Provide story sacks and boxes and make them with the children for use in the setting and at home. - Help children to identify the main events in a story and to promote role play. - Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. - Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters. - Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books. - Letters & Sounds Phase 1 activities. - Encourage children to recall words they see frequently, such as their own and friends' names. - Model oral blending of sounds to make words in everyday contexts, e.g. '<i>Can you get your h-a-t hat?</i>' - Play games like word letter bingo to develop children's phoneme-grapheme correspondence. - Model to children how simple words can be segmented into phonemes - Switch It games - iPad activities – e.g. Pocket Phonics lite
Foundation reading	<ul style="list-style-type: none"> - Continues a rhyming string. 	<ul style="list-style-type: none"> - Begin to introduce Phonics approach – sounds 	<ul style="list-style-type: none"> - Story props - Story sacks - Rhyming games 	<ul style="list-style-type: none"> - Provide story boards and props which support children to talk about a story's characters and sequence of events.

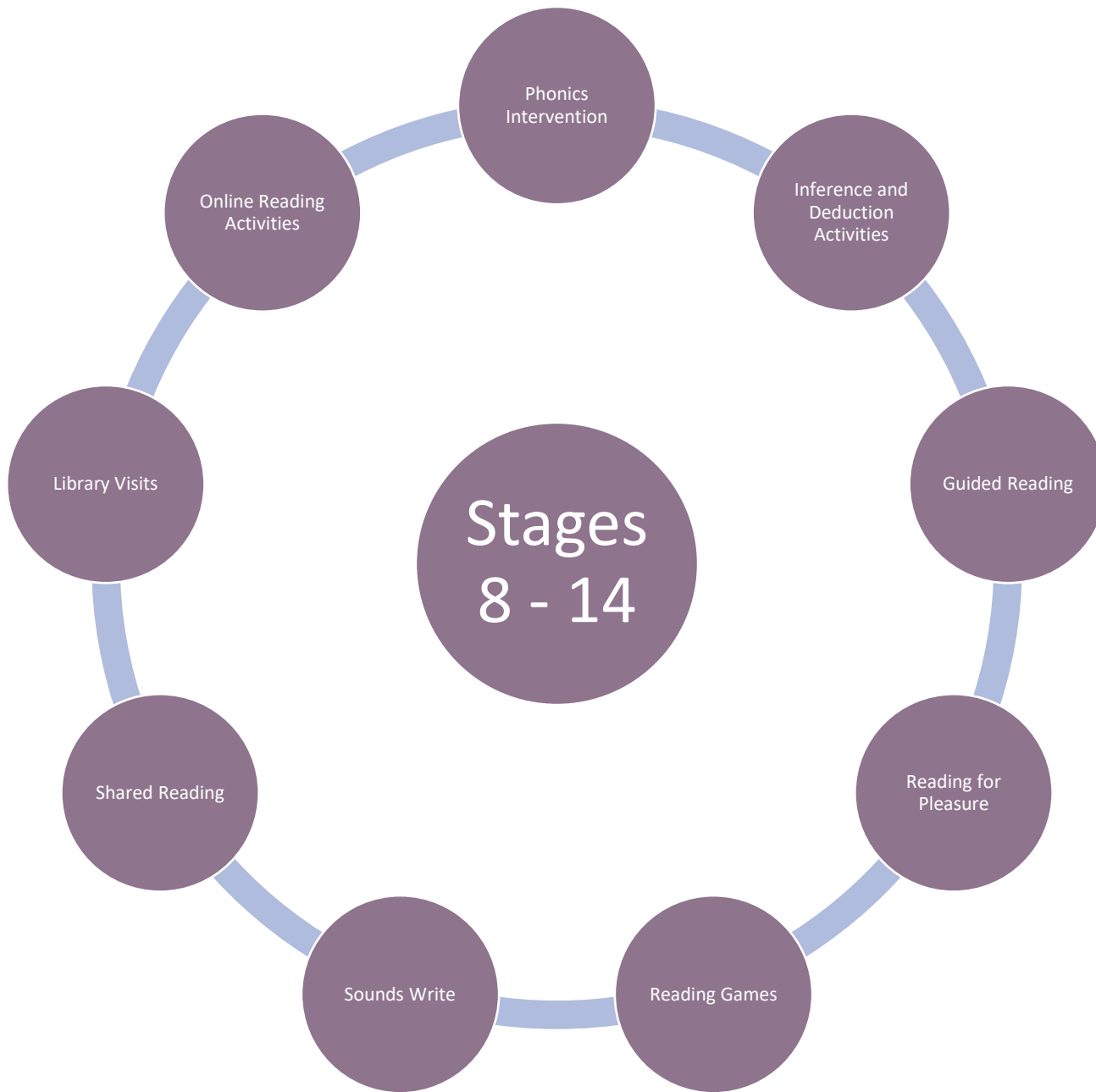
<p>Sounds Write Initial Code</p>	<ul style="list-style-type: none"> - Can orally segment the sounds in simple words and blend them together and knows which letters represent some of them. - Begins to read some VC and CVC words. - Enjoys an increasing range of books. - Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> - Symbols – matching & recognition - Picture descriptions - Familiar word recognition – e.g. their name, shops etc 	<ul style="list-style-type: none"> - Simple poetry, song, fiction and non-fiction books - Signs, posters. - Story sacks - Phonics games – snap, bingo, matching games 	<ul style="list-style-type: none"> - Discuss and model ways of finding out information from non-fiction texts. - Letters & Sounds Phase 1/2 activities - Selection of games designed to practice VC, CVC words, rhyming words. - Letter Sound Bingo - Choose It games (Help Kidz Learn) - iPad activities – e.g. Pocket Phonics lite,
<p>Foundation reading Sounds Write Initial Code</p>	<ul style="list-style-type: none"> - Links sounds to letters, naming and sounding the letters of the alphabet. - Reads a greater number of VC and CV words and sometimes simple sentences. - Distinguish between words and letters - Show an understanding of how information can be used to answer questions - Use illustrations to gain meaning and retell stories, 	<ul style="list-style-type: none"> - Symbols – matching & recognition - Picture descriptions - Familiar word recognition – e.g. their name, shops etc - Phonics - Recognition & understanding of letters & alphabet - Word recognition 	<ul style="list-style-type: none"> - Story props - Story sacks - Letters displayed with relevant matching pictures – e.g. J displayed next to James’ photo - Simple reading books – picture heavy - Simple poetry, song, fiction and non-fiction books - Signs, posters. - Story sacks - Phonics games – snap, bingo, matching games - Comic Life 	<ul style="list-style-type: none"> - Encourage children to add to their first-hand experience of the world through the use of books, other texts and information and information and communication technology (ICT) including the use of Symwriter. - Sounds Write Initial Code - Selection of games designed to practice VC, CVC words, rhyming words. - Letter sound Bingo - Create students own story using Comic Life - Choose It games - iPad activities – e.g. Pocket Phonics lite, Aurasma to create discovery/matching activities

School Expectations

- All semi-formal classrooms promote a 'total communication environment' in order for students to communicate and develop reading skills
- Topics selected are appropriate for students and help to develop early reading skills as well as providing opportunities for overlearning in different contexts
- Approaches are cross curricular and reading opportunities are available in both structured and unstructured activities across the curriculum including use of posters, pictures of interest, symbols, topic related learning, vocabulary
- 'Reading' incorporates songs, poems, rhymes, stories and music with a multi-sensory approach to learning
- Some semi-formal pupils access specific language development and reading programmes (Lift off to Language)
- Reading ties in closely with communication and vocabulary development is a priority (both receptive and expressive)
- Specific strategies are used including Attention Autism, PECS to aid reading and communication development
- A love of reading is promoted through group reading sessions, reading corners and motivating texts and props for students. Staff encourage students to access reading materials in unstructured times. Reading resources include (but not limited to): symbols, print, props, sensory stimuli, books, music, magazines and increasing use of digital content.
- Specific reading opportunities are presented through group reading sessions as well as individual reading work
- Reading is promoted in a functional and meaningful way through specialist resources e.g. individual timetables, choice making boards, recipes and social stories.

Home Learning Expectations

- Read with your child frequently. Utilise both books and text in the environment encouraging conversation, discussing pictures, predictions, Sounds Write decodeables.
- For semi-formal Students, they may not be able to discuss or show their responses, you should still read to them in this way
- Encourage situational reading- iPad, games, recipes, shopping lists
Identify and recognise text, print, pictures and signs when out in community. Label these for your child. E.g. toilet, bus stop, stop sign, individual words or letters on signs
- Play language games with your child e.g. I spy
- Use audio books and video storytelling for multi-sensory approaches (Books beyond words, youtube)
- Create opportunities for reading within your home- label cupboards with symbols prompts to promote independence or choice making



Stages 8-14 Curriculum

Reading In formal classes students follow the and the English curriculum delivered through a termly topic.

Students develop phonic based decoding and whole word reading to develop their reading skills based on sequential and cumulative planning and assessment.

Cognitive/Physical Pre-Requisites

Students are well regulated to engage in reading activities for longer periods of time. Attention to reading activities extends beyond texts and stimulus by which they are motivated.

Visual-Spatial mechanisms are more fully developed. For many students this will mean that they are able to identify simple visual/spatial relationships to construct geometric shapes from a model, a necessary skill to be able to identify letters and understand the conventions of text.

Visual and auditory cross-modal mapping ability (can switch between auditory and visual stimulus without as much difficulty).

Students will have the ability to commit information from short-term to long-term memory more readily although some 'over-learning' may be required.

Oral language skills are more well developed (this may be through the use of AAC such as signing/hi-tech aids etc). They are able to retell stories they have heard, discuss events, make requests and give instructions.

Reading Level	Reading Skills	Reading Methods	Environment & Resources	Suggested Activities
Sounds Write Initial code, and Extended Code	<ul style="list-style-type: none"> - Reads some high frequency words with or without support - Blends and reads simple VC/ VC and CVC words with or without support. - Recalls main point of a simple sentence/ short story with support - Decodes familiar and unfamiliar words to read with support 	<ul style="list-style-type: none"> - Phonics - Decoding* (blends and reads some simple VC/ CV & CVC words) - Engagement & Understanding* (model language that is appropriate for different audiences e.g. a visitor) 	<ul style="list-style-type: none"> - Key words that are topic based - Build-a-word games - - Simple reading books. - Phonically decodable reading books - strategies to develop thinking skills <p>New Library and age-appropriate books</p>	<ul style="list-style-type: none"> - Letters and Sounds programme/ activities - Selection of games designed to practice VC, CVC words, rhyming words etc. - Create students own story using Comic Life - iPad activities – e.g. Pocket Phonics lite, - - Decide on key vocabulary linked to activities and ensure that all staff regularly model its use in a range of contexts - Provide opportunities for children to participate in meaningful speaking & listening, reading & writing activities. E.g. students explain how to make a simple sandwich or birthday card.

	<p>Learners show an interest in the activity of reading.</p> <p>They predict elements of a narrative.</p> <p>They distinguish between print or symbols and pictures in texts and words, symbols and pictures convey meaning.</p> <p>They understand the conventions of reading and recognise or read a growing repertoire of familiar words or symbols, including their own names.</p> <p>They know that their name is made up of letters.</p> <p>They recognise at least half of the letters of the alphabet by shape, name or sound.</p> <p>They associate sounds with patterns in rhymes, with syllables and with words or symbols.</p>	<p>- Inference & deduction* (pupil talks about the themes of simple texts e.g. good over evil)</p> <p>- Response* (value childrens contributions and use them to inform and shape the direction of class discussions)</p> <p>- Features* (pupil makes 1-1 correspondence between written and spoken words)</p> <p>* Usually all with support</p>	<p>Reading scheme:</p> <ul style="list-style-type: none"> - Sounds Write - Dandelion Launchers 	<p>- Please list any websites you have found useful in promoting reading within your class...</p>
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<p>- Reads a growing number high frequency words.</p> <p>- Blends and reads words with adjacent consonants.</p> <p>- Reads simple sentences.</p> <p>- Makes predictions about characters.</p> <p>- Recalls simple points from familiar texts</p> <p>- Is not yet fluent when reading aloud</p> <p>Learners know the sounds for all the letters of the alphabet and are using these to blend for reading.</p> <p>They can choose favourite texts and answer literal question about familiar texts.</p> <p>They are beginning to use pictures/ text to identify simple inferences.</p>	<ul style="list-style-type: none"> - Phonics - Decoding* (blends and reads a greater number of CVC/ VCC/ CCVC/ CVCC words) - Engagement & Understanding* (model language that is appropriate for different audiences e.g. a visitor) - Inference & deduction* (pupil talks about the themes of simple texts e.g. good over evil) - Response* (value childrens contributions and use them to inform and shape the direction of class discussions) - Features* (pupil makes 1-1 correspondence between written and spoken words) <p>* Usually all with support</p>	<ul style="list-style-type: none"> - reading books/texts. - Phonically decodable reading books - Signs, labels with adjacent consonants - Key words that are topic based - Build-a-word games <p>New Secondary Library and age appropriate books</p>	<ul style="list-style-type: none"> - Individual letter sounds activities - Selection of games designed to practice CVC, VCC/ CCVC/ CVCC words, rhyming words etc. - iPad activities - Decide on key vocabulary linked to activities and ensure that all staff regularly model its use in a range of contexts. - Provide opportunities for children to participate in meaningful speaking & listening, reading & writing activities. E.g. students can take models that they have made to show students in another group or class and explain how they are made. <p>- Please list any websites you have found useful in promoting reading within your class...</p>
<p>- Decodes familiar and unfamiliar words.</p>	<p>- Phonics</p>	<p>- more challenging reading books/texts.</p>	<p>- Sounds Write phonics scheme</p>

<p>Sounds Write</p>	<ul style="list-style-type: none"> - Recognises some alternative graphemes corresponding to long vowel phonemes. - Has awareness of punctuation while reading. - Reads aloud with some fluency <p>Learners recognise familiar words in simple texts.</p> <p>They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud.</p> <p>In these activities they sometimes require support.</p> <p>They express their response to poems, stories and nonfiction by identifying aspects they like.</p>	<ul style="list-style-type: none"> - Decoding* (blends and reads more complex words eg CCVCC + - Engagement & Understanding* (model language that is appropriate for different audiences e.g. a visitor) - Inference & deduction* (pupil talks about the themes of simple texts e.g. good over evil) - Response* (value children's contributions and use them to inform and shape the direction of class discussions) - Features* (pupil makes 1-1 correspondence between written and spoken words) <p>* Usually all with support</p>	<ul style="list-style-type: none"> - Phonically decodable reading books - Signs, labels - Key words that are topic based - Build-a-word games <p>New Library and age-appropriate texts</p> <p>Various reading schemes</p> <ul style="list-style-type: none"> - Sounds Write - Dandelion Launchers - 	<ul style="list-style-type: none"> - Selection of games designed to practice word recognition etc. - iPad activities - Decide on key vocabulary linked to activities and ensure that all staff regularly model its use in a range of contexts - Provide opportunities for children to participate in meaningful speaking & listening, reading & writing activities. E.g. students explain to others how to access/ use the video button on the Ipad to record a presentation. <p>- Please list any websites you have found useful in promoting reading within your class...</p>
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	<p>Learners' reading of simple texts shows understanding and is generally accurate.</p> <p>They express opinions about major events or ideas in stories, poems and nonfiction.</p> <p>They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.</p>			
<p>Sounds Write</p> <p>Initial Code Units 7-11 Extended Code</p>	<ul style="list-style-type: none"> - Decodes familiar and unfamiliar words including polysyllabic words. - Recognises alternative graphemes corresponding to long vowel phonemes. - Pupil uses awareness of punctuation and grammar to support fluent reading. - Uses phonics strategies confidently when reading an unfamiliar word. - Can express detailed opinions about events, 	<ul style="list-style-type: none"> - Phonics - Decoding* (blends and reads complex/ polysyllabic words) - Engagement & Understanding* (model language that is appropriate for different audiences e.g. a visitor) - Inference & deduction* (pupil talks about the themes of simple 	<ul style="list-style-type: none"> - Phonically decodable reading books - Signs, labels - Key words that are topic based - Build-a-word games - Pupils choice of texts of interest Talk & Thought Cards - strategies to develop thinking skills <p>New Secondary Library and age-appropriate texts</p>	<ul style="list-style-type: none"> - Selection of games designed to practice/consolidate words etc - Pupil locates specific information to find answers to more complex questions (comprehension exercises) - iPad activities - Decide on key vocabulary linked to activities and ensure that all staff regularly model its use in a range of contexts - Provide opportunities for children to participate in meaningful speaking & listening, reading & writing activities. E.g. students to explain in detail, to others, ways in which we can support our own mental-health and well-being and why this is so important.

	<p>ideas & stories, poems and non-fiction texts. -Reads aloud with fluency</p> <p>Learners' reading of simple texts shows understanding and is generally accurate.</p> <p>They express opinions about major events or ideas in stories, poems and nonfiction.</p> <p>They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.</p> <p>In responding to a range of texts, Learners show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction.</p> <p>They refer to the text when explaining their views.</p>	<p>texts e.g. good over evil) - Response* (value children's contributions and use them to inform and shape the direction of class discussions) - Features* (pupil makes 1-1 correspondence between written and spoken words) * Usually with support when requested by student</p>	<p>Reading scheme: - Sounds Write</p>	<p>- Please list any websites you have found useful in promoting reading within your class...</p>
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	<p>They locate and use ideas and information.</p> <p>Learners show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate.</p> <p>In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views.</p> <p>They retrieve and collate information from a range of sources.</p>			
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School Expectations

- All learners are streamed into groups according to their phonics ability.
- Learners are assessed throughout the year and may move groups within the year depending on the individual's progress.
- Where learners are not making expected progress, an intervention plan will be written, shared with parents, delivered and reviewed.
- One lesson per week is devoted exclusively to writing where we use an identified text to generate writing tasks and develop other reading skills like inference and deduction.
- The rest of the English curriculum is delivered through a termly topic (with a new text every term).
- All learners have the opportunity to experience and visit the school library to enable them to explore and develop their love of reading.
- All learners have access to a wealth of on-line reading materials via websites such as Sounds Write online portal.
- Class staff promote the love of reading through small group/ whole class story sessions (during various times of the day such as registration, before lunch, at home time and in 'target time' lessons).

- Learners are expected to read at home and borrow books from the school library.
- Reading records will be kept for all learners (parents/ carers will be encouraged to contribute where they can).
- All learners have a Reading Target on their EHCP, which is in addition to their curriculum reading target and this is reviewed termly and shared with parents/ carers.

Home Learning Expectations

- Any reading and exploring of familiar/ favourite stories is to be encouraged at home as this will support and develop reading skills.
- Families are expected to hear their child read on a weekly basis and share this experience with class staff.
- Families are to be encouraged to record relevant comments about their child's reading in their child's 'Reading Record' booklet.
- Families will be encouraged to read comics, adverts, song lyrics, horoscopes, poems, jokes, newspapers, cereal packets, television guides, recipes, timetables as well as more traditional books and stories with their child at home.
- Families will be encouraged to read to their child from any of the above mediums at least once/ week.
- Learners may be given key words relating to a specific topic to learn (to read) or spell and it is hoped that families will support this work.



Post 16

Reading in Post 16

Post 16 extends the provision of all of the key principles from Pre formal, semi-formal and the formal curriculums. Reading incorporates strategies and expectations from each pathway, whilst ensuring the provision is both age appropriate, functional and promotes preparation for adulthood.

Preparation for Adulthood	Employment	Friends, Relationships and Community	Good Health	Independent Living
Pre Formal Pre Reading	<ul style="list-style-type: none"> -begins to show signs of an emerging awareness of familiar stimuli, text through intermittent reactions to visual , auditory, kinesthetic, tactile, smell or taste related to employability. -Use of switch adapted devices and computer programmes to help develop cause and effect skills related to a variety of employment roles. - Work related object cues, clothing, equipment. 	<ul style="list-style-type: none"> -Sensory stories -Sensory areas - Sensory room - Blackout curtain - Interactive screen - Big Macs -Group story (dinner time and home time story) -Intensive Interaction 	<ul style="list-style-type: none"> -Object cues - Touch cues - Intensive interaction -Touch cues related to body parts, pain etc. -Tactpac - Hydrotherapy -Sensology 	<ul style="list-style-type: none"> Object of reference - Choice board -Staged visual area with lights etc for students to track. - Sensory story
Semi Formal	<ul style="list-style-type: none"> -Reading symbols and signs in the workplace. -Instructional language -Following symbol instructions. -Reading a rota/ job list -Job rules Instructions -Health and safety 	<ul style="list-style-type: none"> -Reading signs and symbols in the community. - Shopping lists -Logos -Menus -Group reading. -Communication aids -Turn taking Symbols 	<ul style="list-style-type: none"> -Emotion symbols -Key vocabulary -Feelings symbols -Recognising equipment -Matching to symbols -Photographs -Choice board -Rewards Personal 	<ul style="list-style-type: none"> -Reading core vocabulary -Basic wants and needs- help, wait, I want . -Objects of reference Photographs -Choice boards

	-Locating equipment	-Recognising important people -Reading friends names.	-Hygiene choices -Health related photos, symbols and objects.	
Formal Reading phonetically decodeable books for pleasure	-Reading job descriptions -Reading forms -Information booklets -Reading fiction/ non fiction texts during free time. -Leaflets- -Instructions -Applications -Adverts -News headlines -Signs - Recipes -Key vocab in the workplace -Letters -Emails -Sorting/ filing -Reading focused Entry Pathway units of work.	-News headlines -Social media -Mobile text messaging -Bus, cinema timetables -Menus -Map reading/ GPS -Directional information -Shopping list	-Health related key vocabulary. -Visual fitness instructions -Medication labels	-Shopping lists -Bills -Guides -Text messages -Emails -Contact details -Social Media -Instructional text -Phone navigation -Food labels -Danger signs and symbols. -Transport information

School Expectations

Curriculum
 Skilled- role specific staff
 Work Experience both internal and external
 Voluntary work
 Word banks- work related
 Opportunities within the community

Home Learning Expectations

Out in the community

Access to communication aids and symbols

Family interactions

Link with school curriculum

Homework

Remote learning