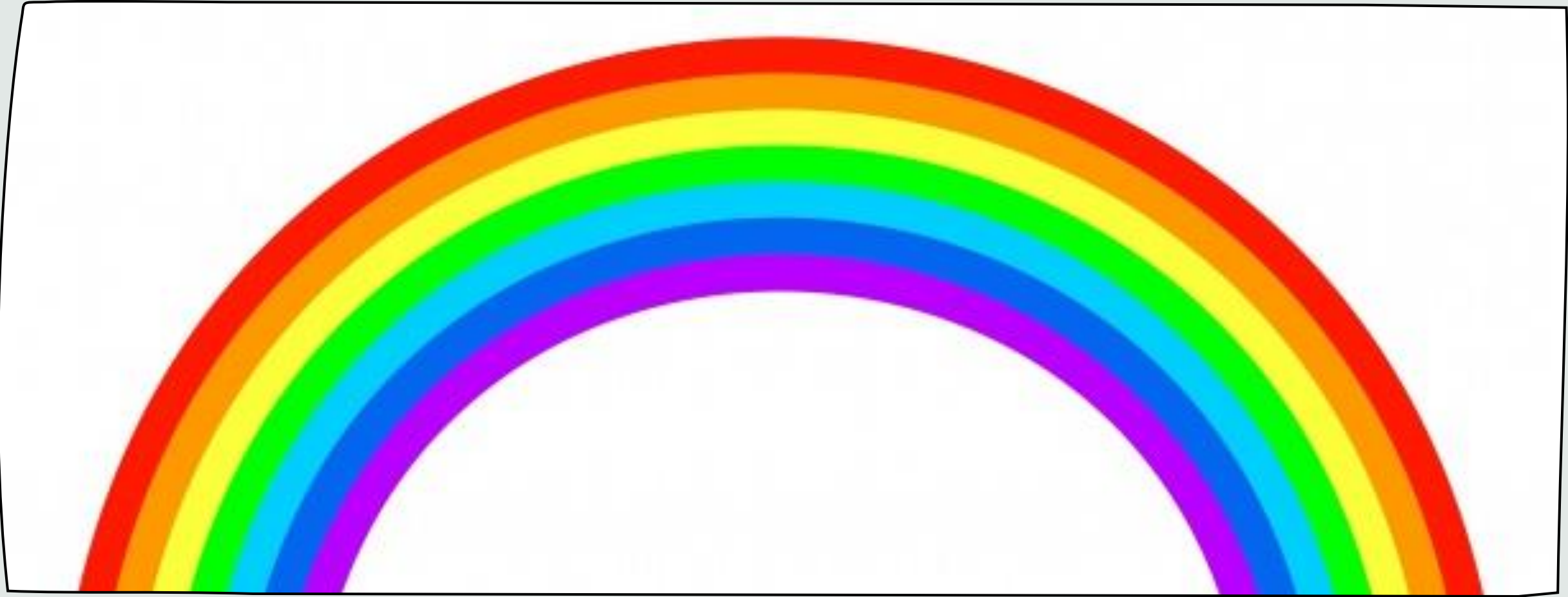


The background is a vibrant blue with a complex, abstract pattern of concentric circles, arcs, and geometric shapes in various shades of blue, creating a sense of depth and movement. A white speech bubble with a black outline is positioned in the upper right quadrant, containing the title text.

# TEACHING READING AT WILSON STUART

Pathway Overviews



# EYES PATHWAY

Pre phonics/Phonics -Listening games/Bucket time/RWI

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

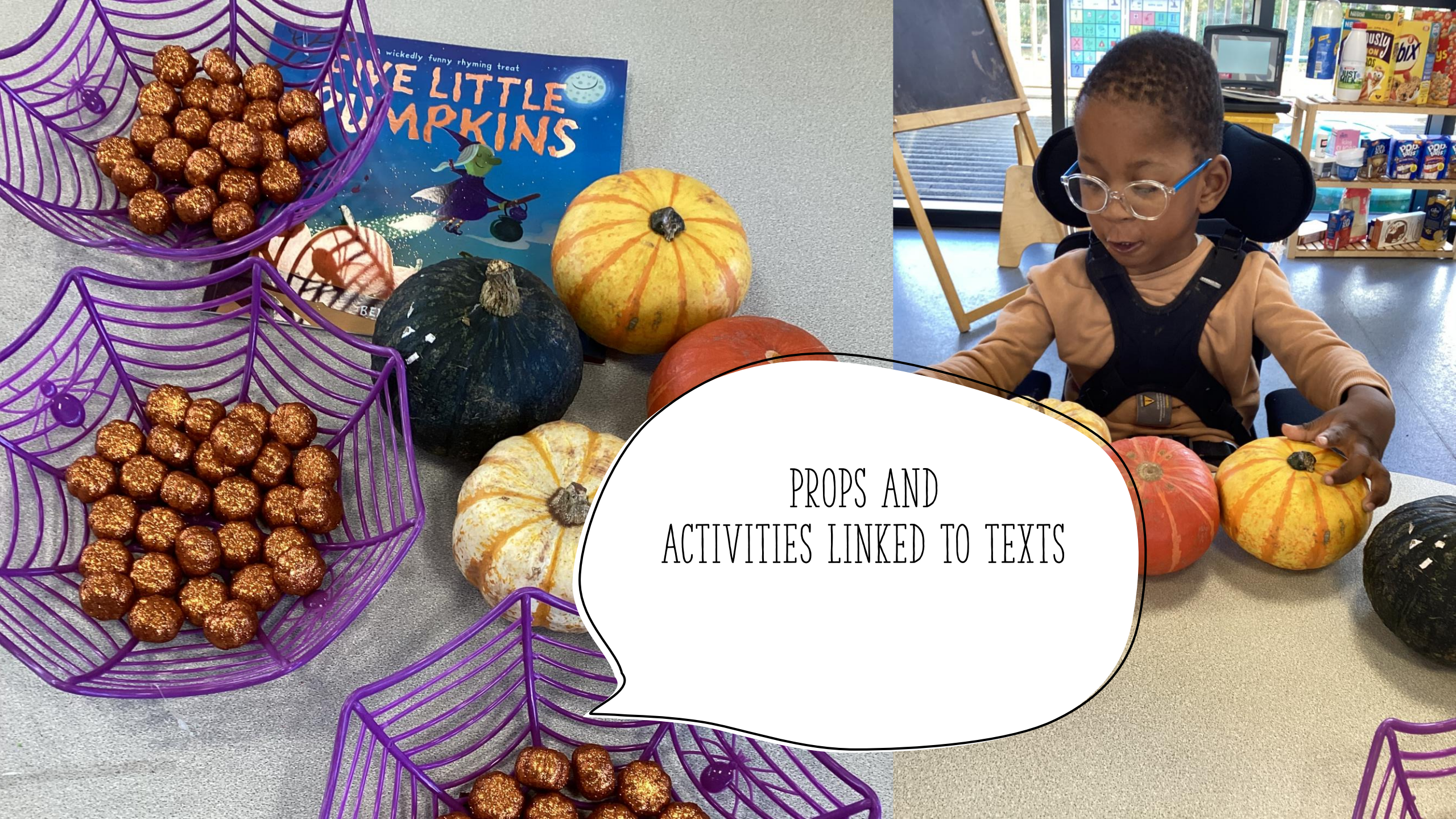
LINKED SONGS, RHYMES AND ADDITIONAL TEXTS TO SUPPORT UNDERSTANDING.

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: O:\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

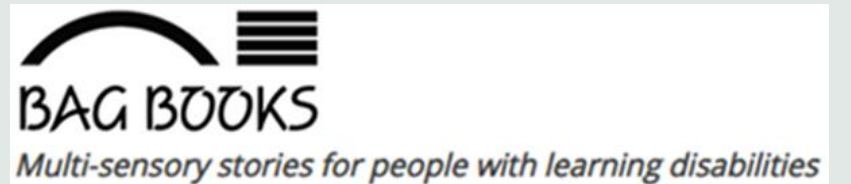
Gather resources related to each sentence to explore as you go through the story

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 view of a wooden boardwalk path leading through a dune landscape. The path is made of weathered wooden planks and runs straight towards the viewer, curving slightly to the right in the distance. On either side of the path are dunes covered in tall, golden-brown grasses. In the background, there are several dark green trees and a clear, bright blue sky. The entire image is framed within a white speech bubble shape.

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



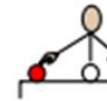
feel



different



items



that

a



witch



might



have



Cloak



Witches hat



Broomstick



Home reading  
book - 17



Jurassic



World



I can



explore



the



Jurassic



World



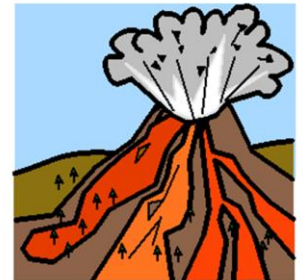
Dinosaur



fossil

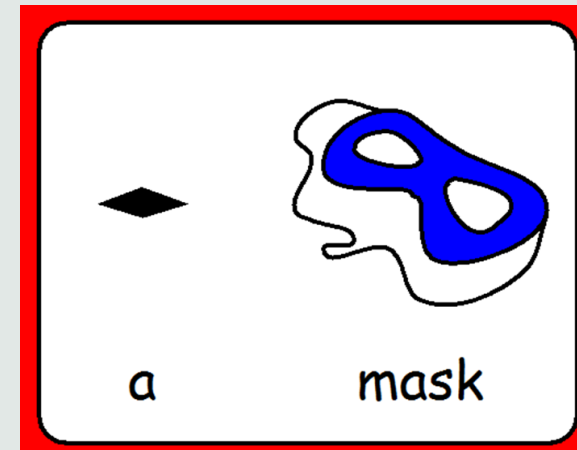
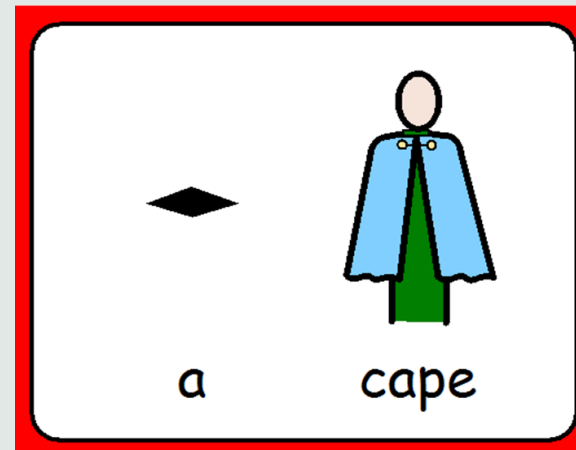
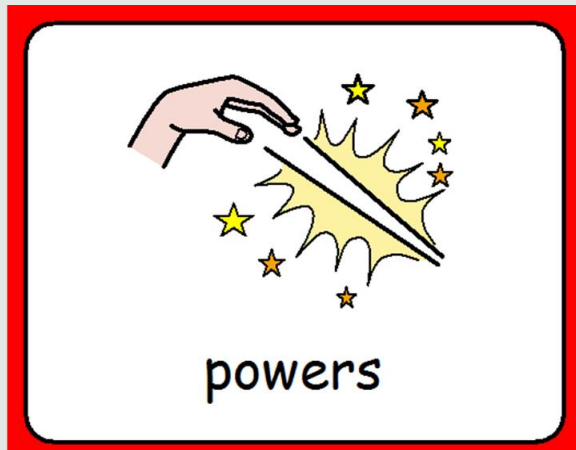
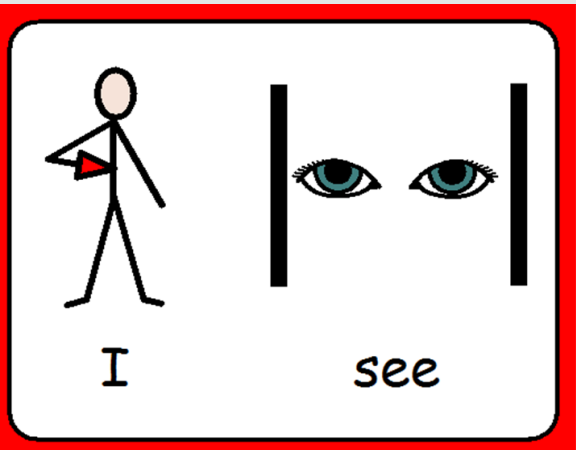
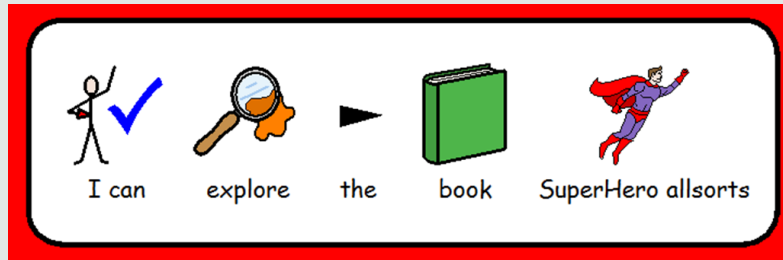


footprint



volcano

Home reading  
book - B1





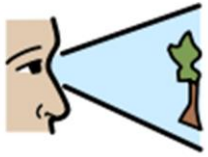
# Reading book - B2



It's Showtime!



I



see



red



big top



I



hear

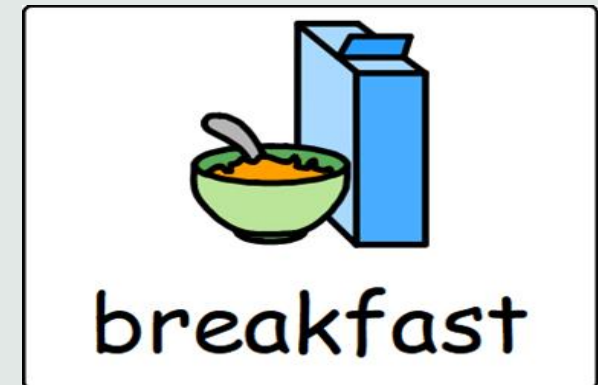
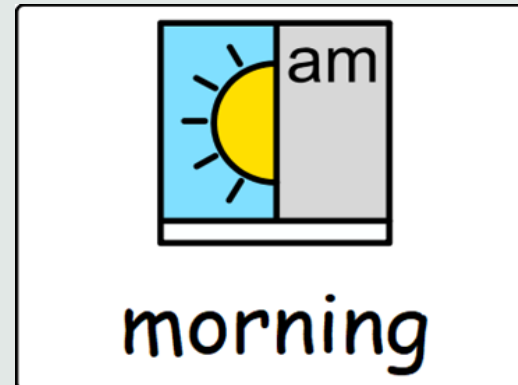
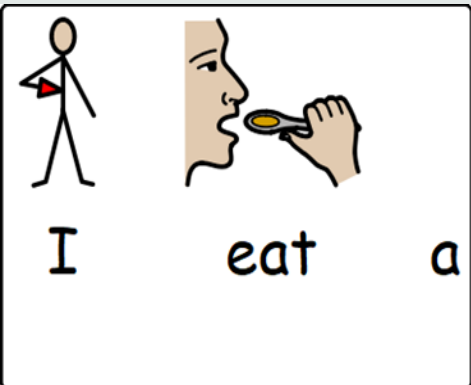
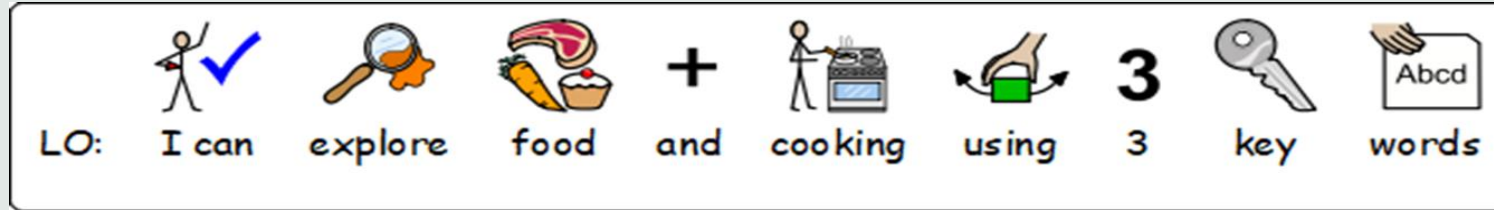
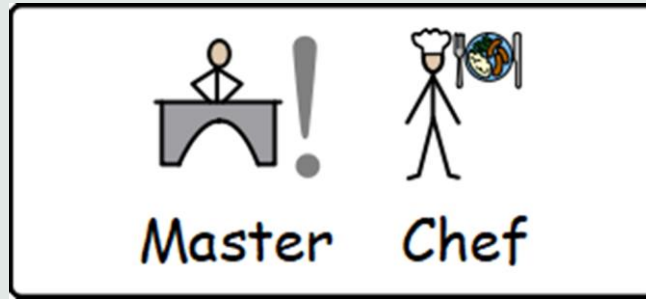


funny



clowns

Home reading  
book - B3



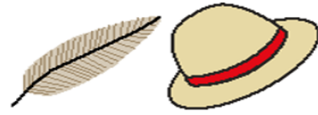


# Home reading book - B4A1



Yo-Ho-Ho

Pirates!



Featherhat



Bill

+

and



the



Scary



Shark



Featherhat



Bill



runs



the



Skullabones



Island



Parrot



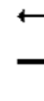
Park.



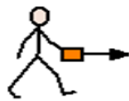
One day



Bill .



was



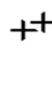
taking



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 WS  
SEMI FORMAL



PRIMARY CHALLENGE



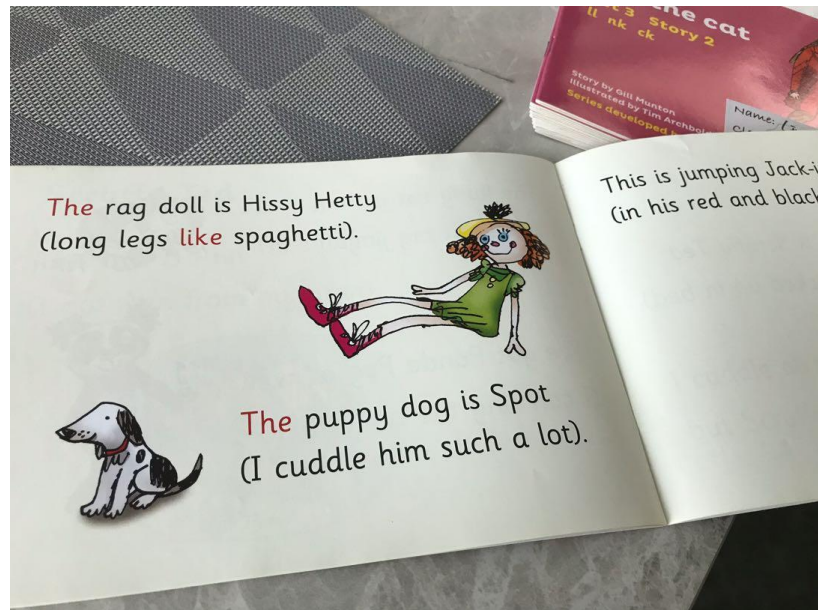
[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

# PRIMARY PHONICS



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

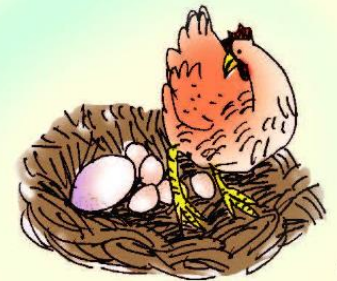
Encourages children to recognise "red" words (words that children cannot sound out)



## 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.





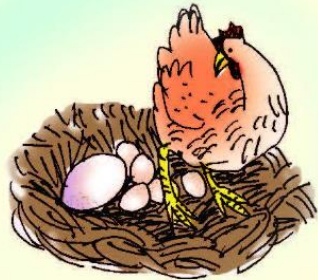
# PHONICS

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.

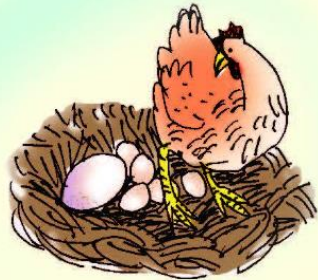
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## READING SKILLS

- 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.



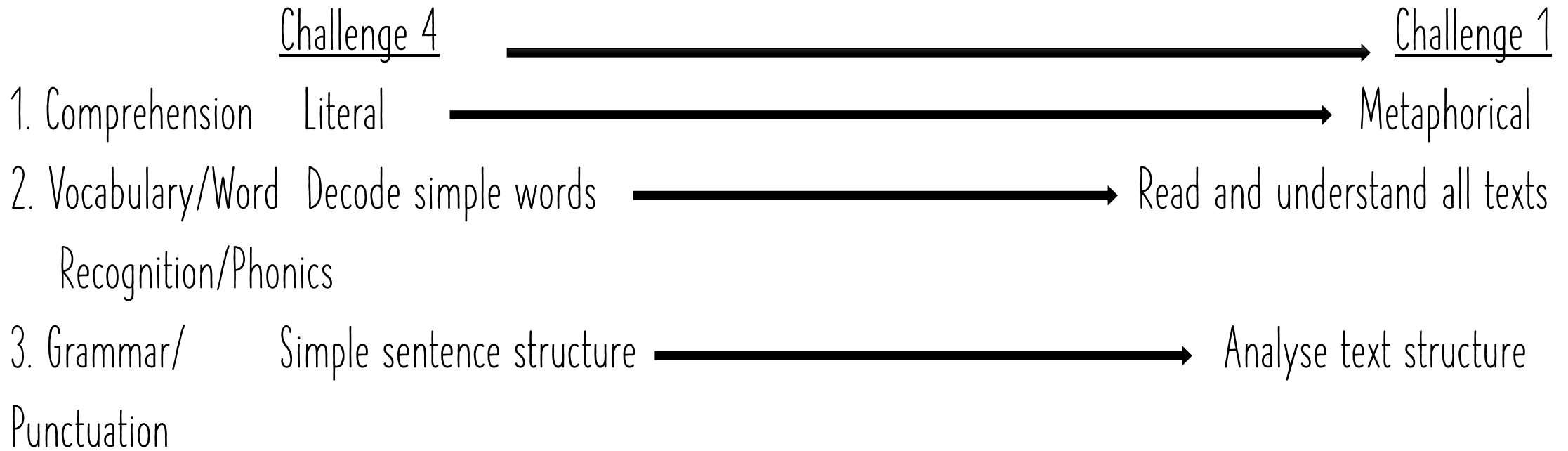


SECONDARY  
CHALLENGE

## 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 - Rumaysa and Rumaysa Ever After, non-fiction news articles around challenging stereotypes of disability

Challenge 3 - 'The Iron Man', Boy 87, The Fastest Boy in the World, 'A Midsummer Night's Dream', Rumaysa

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

## FLAVOUR OF THE TEXTS

BELIEVE PATHWAY



# BELIEVE PATHWAY

Believe

Believe 1 - Formal accreditation Resit GCSE English Language and Step up to English (if appropriate)

Believe

Love of Reading Library session every week

Read

Read novels and stories as part of Love of Reading and reading curriculum



Long term plan - Literary focus

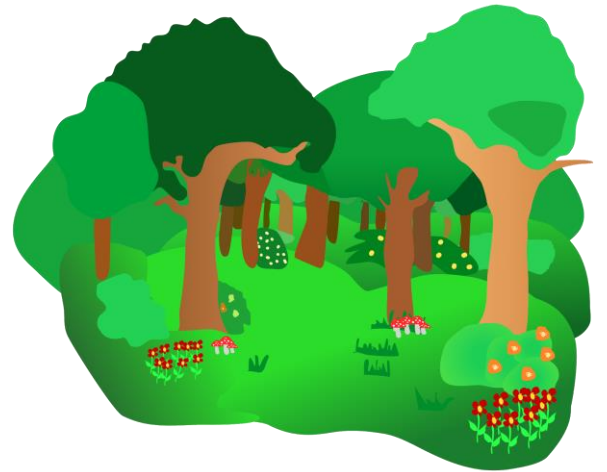
Pathway: All

	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