

Intent – what we aim to achieve

Book related talk prepares young people to become **committed and enthusiastic** readers. *‘Reading for pleasure is the single most important indicator of a child’s success.’ (OECD 2002)*

At Hammer Lane Academy we have the highest expectations and aspirations for all our pupils. We want them to learn, know and grow. We recognise that reading is a key and fundamental skill which underpins development in all areas of learning and development. We are committed to providing every child with the best possible opportunities to learn to read. We recognise that reading cannot be taught in isolation and needs to sit alongside the EHCP Areas of Need of Cognition and Learning, Communication and Interaction and Sensory/Physical.



We recognise the individual and specific needs of all our learners and that they will not follow a traditional or linear reading journey. Our Reading Journey is based around the Cherry Garden Curriculum, Pre-Key Stage statements, Launchpad for Literacy and Little Wandle SSP Phonics and our learners’ EHCP outcomes and Areas of Need. This Journey is underpinned by the central aims of Hammer Lane Academy and the values held by the school community and the wider Trust

Solid Foundations



Implementation - how we will achieve our aims

Providing motivation and purpose for Early Reading

To read independently, children must have the motivation and inspiration to read in the first place. They need to understand that reading has meaning and that the words they read have a purpose. This understanding will come from seeing adults and others around them using reading for a purpose and modelling the use of reading in a range of contexts, such as shopping lists, books, magazines, text messages, emails, greetings cards, storytelling and so on.

Taking account of learners' needs

Visual supports such as Now and Next boards, visual timetables, communication folders, symbols and schedules form a key part of our reading journey at all Stages. Children may spend significant time working at each Stage as they progress from accessing activities with physical or visual prompts to being able to do this independently.

Visible Learning

In addition to a daily Phonics session, each class has a daily dedicated reading session where children have access to Little Wandle books, reading for pleasure books and reading and listening games.

Key skills development

Our reading journey is aligned to the **Stages of Reading Development** and delivered through the **SEND Pathway of Little Wandle SSP, Cherry Garden and Pre-Key Stage and Key Stage Statements**. Our Key Skills developments are stage rather than age related

Pre-Literate Stage

Links to exploration, anticipation, initiation and realisation

Emergent Stage

Awareness of print in the environment.
Accessing Foundations for Phonics.

Early Stage

Knowledge of alphabetic code develops. Basic comprehension skills of why and what?

Transitional Stage

Some fluency and independence in reading and understanding. Recognition of cvc and familiar words.

Fluency Stage

Some independence and fluency. Pupils can read for a purpose and with enjoyment.



Impact - how we will know we have achieved our aims:

Assessment is used to monitor progress and identify children needing additional support, challenge or adaptations.

Planning shows fidelity to our chosen curriculum pathways and is ambitious for all with the necessary adaptations made to meet the needs of our learners.

Pupil Voice reflects enthusiasm for reading and children see themselves as readers. Pupils can identify and discuss favourite texts.

Pupils' communication and comprehension skills are embedded and these skills can be transferred across the curriculum.

Nurturing and preparing children for the future