

English Curriculum statement Autism Unit

Reading writing and communication are fundamental life skills that are a high priority in our school and learning. We work to celebrate and build on the strengths of pupils and support them to overcome barriers to learning. We understand that each pupil will have a unique starting point and may respond differently to learning and teaching styles but through supportive interventions will all fulfil their learning potential. Reading writing and communication are taught across the curriculum ensuring that skills are practised and applied to other subjects and activities.

Reading

At Newbold Verdon primary school we aim to foster a love and enjoyment for reading. We value reading as a life skill and are committed to our pupils to become lifelong readers who are able to read for pleasure and use their skills functionally.

We start with early skills through listening to sounds and words through songs and familiar stories of interest. We encourage to develop a love of books through sharing and other interactive systems. We understand that our children are visual learners and we work on recognising pictures and utilise words or pictures that are familiar and meaningful to them. Emergent skills will include recognition of objects and how they interact with these objects, pictures, familiar people, incorporating photos or symbols and print that will include using these as communication systems, PECS and visual timetables. We also encourage and teach our children to recognise words and symbols in the environment.

Phonics

As stated, we want the child to love reading and want them to read for themselves. We encourage them to interpret meaning of a book through pictures and generate an understanding that the pictures relate to the text and thus helps when understanding the words. We will also work on

sequencing pictures and parts of a story to help understand that a narrative can flow.

We will teach children through the Read Write Inc scheme which enables them to recognise sounds in a systematic way that follows a progressive programme enabling them to recognise sounds building on blending and building on word recognition. It also encourages children to write and form letters which supports children's spelling. Teachers may need to differentiate the pace and learning techniques and use additional supportive resources to ensure success for the child. A lot of revision and repetition is built in as well to enable the children to consolidate and generalise their learning. As Read Write Inc is a scheme throughout the school it also offers inclusive opportunities for those children who can access mainstream sessions.

Children at the very early stages of their phonics development will engage with phase one phonics alongside communication development and alternative augmented communication strategies rather than the traditional learning programme. They will access the scheme in line with their development and ability needs.

Assessment takes place regularly throughout the year and Individual targets set up for children every half term.

Writing

Multi-sensory approaches are used to encourage exploratory mark making. A variety of mediums are introduced and used including sand, foam and playdoh as well as pens and paints. We are sensitive to the sensory challenges many of our children have and will use materials accordingly.

Pupils are encouraged to develop their pre writing skills and their fine motor skills using a variety of methods including dough disco, hand and finger exercises. We incorporate manipulative activities using different media including Lego, stickle bricks, magnetic building blocks and other construction play. We do practice their tripod grip and will use grip aids to

help those children who find holding a pencil in the conventional way challenging.

Pupils will develop meaningful writing beginning with their name. Letter formation following the Read Write Inc scheme is also used. This progresses to through to writing for a variety of reasons using real life purposes for example lists, captions and building to creative composition.

We encourage children to listen to stories and use story map to help reconstruct the story and encourage oracy at first to then give them the spring board to write their own ideas.