

CASE STUDY OF EFFECTIVE PRACTICE IN READING**READING RECOVERY AT QUEENSMILL FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS****NAME OF SCHOOL: QUEENS MILL****READING CONTACT: EMILY BENNETT**

THE CORE CURRICULUM	PERSONAL DEVELOPMENT
KEY COMMENT ON READING BOOKS (MARCH / JULY) One teacher has been making small individual books with symbols for personalised use. Big books are made more enticing through use of story sacks and bags of props, so that the story can be acted out. This ensures the story is more meaningful for pupils and that they can be 'drawn into the story'. Videos of teachers reading/enacting stories and big books are uploaded to the Firefly platform for parents to access from home. Parents can watch these to see how to make a story interactive. The video can then also be shown to pupils so that they can see their teacher reading to them virtually (e.g. 'Story time with Polly').	KEY COMMENT ON LOCKDOWN TEACHING OF READING During lockdown, many teachers are consolidating reading skills through focused class sessions, and in their home-learning tasks, as opposed to teaching new skills. In this way, teachers have focused on making sure that pupils are retaining skills learned prior to coronavirus. Teachers have continued to teach early reading and reading through a number of approaches, including adaptations made for home learning
TEACHING AND LEARNING	SAFETY AND SAFEGUARDING
KEY COMMENT ON TEACHING PHONICS – REMOTE LEARNING One teacher has uploaded an 'introduction to phonics' video for parents to the home learning platform, Firefly. Her home learning plans have made reference to Jolly Phonics pronunciation videos so parents can be sure to pronounce correctly when teaching children at home. Another teacher has uploaded videos of herself modelling how to do short phonics sessions at home, each focussed on a different sound. Sensory play activity ideas and resources to print at home to go with the videos	KEY COMMENT ON COMMUNICATING WITH PARENTS DURING MARCH - JULY Many teachers have touched base with parents weekly via phone or email, or in person for those parents who continue to bring their children into school by foot.

**STRATEGIES AND ACTIVITIES DESIGNED FOR QUEENS MILL'S CHILDREN WITH SEND
- WHEN THEY RETURN TO SCHOOL IN SEPTEMBER '20**

Reading focus	Comment from the school
Back to school transition	Continued use of familiar visuals to support 'back to school' transition and an <u>increase in use of 'visuals'</u> for pupils struggling to adjust / to read.
Reading for pleasure	<p>New <u>reading for pleasure areas</u> set up in departments.</p> <p><u>Pupils to visit local libraries</u>, if possible, to encourage and re-engage with a love of reading.</p> <p><u>Sharing of more information with parents</u> about how to support reading at home in a fun and engaging way.</p>
Developing key basic skills	<u>Reintroducing sound awareness</u> through Letters and Sounds (Phase 1) activities.
Developing routines for effective reading development	Continue with access to <u>big books/songs/rhythm</u> and rhyme work and encourage sitting/attending. Some teachers felt that as pupils will have been out of the routine of school, that sitting/engaging in group sessions might be enough of a challenge.

<p>Developing the attention and concentration skills necessary for effective reading</p>	<p><u>Focus on re-engaging pupils</u> who may have lost the attention skills required to attend to stories/books. Reading to be made as fun as possible through songs, drama and props. Actual reading skills to be developed later through one to one reading sessions, once pupils have adapted to being back in class on a full-time basis and have shown that their concentration skills are sufficient enough to engage in individualised reading.</p>
<p>Getting ready for the start of the new academic year.</p>	<p><u>Annual review reports</u> summarise progress made in English throughout the school year and are to be shared with new class teachers so teachers have a good picture of the child's last attainment. <u>Conversations with new class teachers</u> to inform where pupils were with their reading progression, prior to coronavirus</p>
<p>Developing a baseline knowledge of what children know and can do in reading</p>	<p><u>Recap letter/sound of the week</u> activities and check whether pupils are still able to make the sounds that they could make prior to coronavirus and prior to reduced/no schooling.</p> <p><u>Baseline assessments to establish letters/sounds/words</u> that are known.</p> <p>For pupils who are Social Partners, <u>assessment of meaning making</u> (supported by SALT).</p>
<p>Action following baseline</p>	<p><u>Personalised 'I can' targets</u> in reading to reflect priorities for catching pupils up.</p> <p>With regards to <u>TEACCH</u> (1:1 and box work) use the same topic/literacy-based tasks as before and reintroduce these, assessing whether pupils are still at a similar level of attainment prior to coronavirus (using emerging/secure/master criteria). Adapt tasks up or down based on assessment.</p> <p>Check ability to use <u>PECS</u> is as before and adjust PECS level up or down considering.</p>