



EARLY READING AT LANSBURY BRIDGE SCHOOL



Curriculum Pathways Pupils at Lansbury Bridge are sorted into 4 pathways:

Pathway 1 & 2: Pathway 1 and 2 are for learners with profound and multiple learning difficulties working far below the level of the national curriculum and will need lots of adult assistance to access their curriculum.

Pathway 3: Pathway 3 is for learners with severe learning difficulties and additional needs, working below national curriculum level. These learners have emergent skills and may begin to access early stages of the N.C.

Pathway 4: Pathway 4 is for those who have additional learning, physical, sensory or medical needs, but who are cognitively able to access National Curriculum subjects, modified in the light of their developmental level and special educational needs.

Additionally, some learners in Little Lansbury follow the Early Years Foundation Stage Framework.

INTENT

The primary goal of our early reading program is to provide an individualized, adaptive approach to reading that supports the unique needs and developmental profiles of each student. We aim to ensure that all learners, regardless of their starting point, have the opportunity to engage with and progress in early literacy. Our approach is designed to:

- **Foster Literacy Skills:** Develop foundational reading and comprehension skills through highly structured, scaffolded interventions.
- **Promote Communication:** Enhance verbal and non-verbal communication skills as part of the reading experience.
- **Build Independence:** Encourage self-regulation and confidence in learning through a mix of visual, auditory, and tactile resources, helping each student find their most effective pathway to literacy.
- **Support Social and Emotional Development:** Integrate social skills and emotional understanding within the reading process, using stories and activities to build empathy and understanding.

IMPLEMENTATION

Our tailored early reading program uses a multi-sensory, evidence-based approach to ensure accessibility and engagement across all pathways. The key elements of our implementation strategy include:

Pathway Differentiation

Pathway 1: Focus on non-verbal communication strategies, including picture exchange systems (PECS), symbol-based reading tools, and visual supports to help learners begin associating written words with objects or actions.

Pathway 2: Incorporate a blend of visual schedules, gesture-supported reading, and phonics-based programs with strong visual and auditory elements to help learners connect spoken and written language.

Pathway 3: Introduce simple texts, repetitive reading, and guided practice with phonics and sight words, gradually increasing text complexity to enhance both decoding and comprehension.

Pathway 4: Provide access to a wider range of age-appropriate texts, ensuring learners are supported with advanced phonics, comprehension strategies, and vocabulary building to support fluency and independent reading.

Personalised Learning Plans:

Assessment of individual learning needs will inform targeted interventions. This will be done through continuous observations, tailored assessments, and feedback from teachers, specialists, and caregivers.

Each student will have a personalised reading plan using targets tailored from our Evidence for Learning framework, using both formal and informal assessments to track progress, celebrate achievements, and adjust goals as needed.

Use of Multi-Sensory Approaches:

Visual Supports: Visual storytelling aids, and digital resources to reinforce concepts.

Auditory Supports: Phonics instruction with repetition, rhyme-based activities, and auditory cues to aid memory and recall.

Tactile Approaches: Hands-on activities such as sand letters, tracing, and interactive reading games to enhance engagement.

Small Group and One-on-One Sessions:

Reading will take place in both small group settings and individualised sessions, ensuring that students get tailored support with consistent adult interaction, modelling, and scaffolding.

Staff Training and Family Involvement:

Ongoing professional development for staff to ensure they are equipped with the latest best practices in supporting our learners in early reading.

Parental involvement is crucial, and families will receive regular updates and suggestions for reinforcing reading at home through interactive, accessible resources.

IMPACT

The impact of our early reading program will be evaluated using both qualitative and quantitative measures, with a focus on long-term progress in communication and literacy development. Expected outcomes include:

- **Improved Communication Skills:** Learners will demonstrate progress in verbal and non-verbal communication, as well as increased ability to engage in reciprocal communication during reading activities.
- **Enhanced Reading Proficiency:** Through targeted support, students will make measurable gains in their ability to decode words, recognize sight words, and understand simple texts. Progress will be tracked through regular assessments and reading milestones.
- **Increased Confidence and Engagement:** Students will show increased engagement with reading activities, demonstrating a positive attitude toward literacy through observed behaviours, self-initiated learning, and participation.
- **Social and Emotional Growth:** Through the integration of social stories and emotional learning, students will demonstrate an enhanced ability to recognize and express emotions, improving their social interaction and self-regulation.
- **Parental Satisfaction:** Feedback from families will indicate that the program has helped improve communication at home and provided meaningful ways for families to engage in their child's learning.

In the longer term, we expect to see increased involvement, fostering a life-long love of reading and building the foundation for success in both academic and social spheres. The ongoing evaluation of our offer ensures that it remains responsive to students evolving needs, ensuring lasting benefits throughout their educational journey.