

Baytree School Reading Continuum

At Baytree School, we recognise the importance of each individual learners' uniqueness developed from their personal experiences, abilities and areas of strength. To promote and support our learners' individuality, learners will have access to a reading curriculum that promotes flexible and innovative learning opportunities and approaches to reading.

Learners' of Baytree School may access and work within one or more of the pathways within the reading continuum. The class teacher, who will use their professional judgement as well as their extensive knowledge of each individual learner, will set targets and plan accordingly to reflect the identified reading pathways suitable to the individual learner. Learners 'Education Health and Care Plans' (EHCP) play an integral role in identifying appropriate pathways and preparing next steps in each learner's reading journey, which is reflected in their long term, medium term and short term targets.

All learners within the Early Years Foundations Stage, Key Stage 1, Key Stage 2 and Key Stage 3 will access daily phonic and reading sessions delivered through daily mixed group sessions and one-to-one sessions.

Key: SL – Sensory Learner **SSL**- Subject Specific Learner

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Subject Specific Learner

| EYFS | KS1 | KS2 | KS3 | KS4 | KS5 |
|--|-----|-----|-----|--|--|
| Early reading skills & Phase 1 phonics Learners at this stage will use the 'Baytree Phase 1 phonics descriptors' alongside routes for learning. These documents intend to support planning of next steps and support assessment of skills. | | | | Functional reading for communication and Independence SL Learners at this stage will be assessed using 'Routes for Learning,' providing learners with a personalised 'route map' focusing on their cognitive development, communication and social interaction and environmental interactions. Learner's individual EHCP Medium term targets will inform termly targets. | Functional Reading SSL AQA accreditation units of work following sensory or subject specific learning pathway Preparing for adulthood objectives including reading in the community, workplace etc. |
| Phase 2/ 3/ 4/ 5/ 6 phonics Baytree school uses Phonics accredited phonics programme as a guideline to support Baytree schools systematic synthetic phonic approach to delivering and teaching phonics for reading. | | | | Phonics for functional reading skills Functional reading skills SSL- Symbol or site-word Readers Learners at this stage will follow the 'See and Learn' programme. Learners' progress will be assessed and next steps will be planned for using this document for guidance. | |
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| Proficient Reader | | | | | |

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Sensory Learner

| EYFS | KS1 | KS2 | KS3 | KS4 | KS5 |
|--|-----|-----|-----|--|--|
| <p>Early reading skills / Phase 1 phonics Learners at this stage will be assessed using the 'Baytree Phase 1 phonic descriptors.' This document supports assessment of skills, planning of next steps and supporting activities.</p> | | | | <p>Functional reading for communication and Independence SL Learners at this stage will be assessed using 'Routes for Learning,' providing learners with a personalised 'route map' focusing on their cognitive development, communication and social interaction and environmental interactions. Learner's individual EHCP Medium term targets will inform termly targets.</p> | <p>Functional Reading SSL AQA accreditation units of work following sensory or subject specific learning pathway Preparing for adulthood objectives including reading in the community, workplace etc.</p> |
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