



## **Approach to reading for Deaf pupils (iASEND Strands S – D)**

people do not generally hear with as much clarity, or as easily, as hearing children (some of our students have little or no residual hearing and do not use any form of amplification). The ability of being able to perceive a sound is not the same as being able to hear and understand it.

For those who have emergent listening skills, a phonics based approach to reading may be utilised whereby pupils learn to decode phonemes with their respective sound may be employed.

Other alternative strategies may also be adopted for example, whole word recognition delivered

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speech sounds (phonemes) and spelling (graphemes), which can otherwise be very confusing for students with weak auditory skills. The logical, visual environment of the chart enables students to analyse and make decisions about English spelling.

### **Shape and colour coding**

We use an adapted version of the shape coding approach at Northern Counties School to develop student's use and understanding of English grammar. This is where different parts of English are represented by different shapes and colours. This makes the rules of English grammar explicit for students learning English as an additional language to BSL. For more information, please refer to our grammar rationale.

### **Individual reading**

Teachers and support staff listen to pupils read individually. Texts are chosen from the scheme and are at the instructional level for each child.

Pupils have a book which they can select from the school library each week to support their reading.

Individual reading will be used to:

Teach reading strategies and behaviours at the instructional level of the child

Provide a context for the teacher to teach high frequency words, decoding skills, use of picture clues and context to support prediction

Provide an opportunity for the child to practice decoding/word recognition skills

Support the pupil in the application of comprehension strategies

Monitor the comprehension and application of reading skills of the child.

### **Shared reading**

Teachers will provide on average three, fifteen minute sessions of shared reading each week.

The texts selected will be linked to writing activities planned and whenever possible and may link in with BSL specific sessions.

Shared reading will be used to:

Demonstrate how to read a wide variety of different genres and text types

Demonstrate that reading is a pleasurable experience.

Give access to challenging texts as appropriate

Provide a secure environment for learning to read

Provide a context for explicit teaching about reading

Enable teacher and other staff to model the skills and strategies used by effective readers

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### **Guided reading**

Pupils who have learned to decode text are at the reading to learn stage. Guided reading is used as a key teaching strategy for pupils at this stage. Guided reading will be planned on a weekly basis for one twenty minute session. And these sessions may occur outside literacy sessions.

Guided reading will be used to:

- Teach reading strategies and behaviours at the instructional level of the group
- Provide an opportunity for pupils to practice their reading skills independently
- Provide a context for pupils to share responses and understanding of different text types and genres with others
- Explicitly support pupils further enhance their comprehension strategies

### **Independent reading**

Teacher will set reading tasks for pupils that require them to read without teacher support. Some of these tasks may require a written response.

Independent reading will be used to:

- Promote enjoyment of reading
- Promote the development of independent learning strategies
- Provide a context for the application of skills and knowledge about reading.