



### Intent

Our goal is for children at Vale school to be able to use a variety of methods to communicate in whatever form is appropriate for them, including the use of alternative and augmentative communication and technology. We want to give children the tools to understand the world around them and to engage in a love of literature and stories, whether this is through engaging in a sensory story or reading a novel independently.

### Implementation

All children who are not yet functional readers follow a programme of phonics that has been adapted from the Little Wandle Letters and Sounds approach. We recognise that many of our children will remain as pre-readers but they are exposed to a wide range of aural stimuli and encouraged to differentiate between sounds and respond accordingly. Visual Phonics is used to support the teaching of grapheme phoneme correspondences. Where appropriate, children read decodable readers matched to their reading ability to encourage both reading, and eventually comprehension. All children engage with a wide range of different texts, including fiction, non-fiction and poetry at an appropriate level to promote a love of literature and a wide experience of the world around them. Outside of formal English and Communication sessions, a love of reading, in any suitable form for the child, is encouraged and children are read to regularly as part of an enjoyable end of the day routine. In the Emerging and Functional curriculum, children follow a highly differentiated version of the National Curriculum with some resources taken from Pearson's WordSmith and Grammar and Spelling Bug. Children at Vale at Belmont, in Primary and accessing inclusion at Duke's Aldridge Academy may access the age-appropriate National Curriculum, including GCSE English Language and Literature, where this is suitable for the child.

### Impact

As a result of the provision above, children at Vale School will be the best they can be and:

- Love stories and literature in all forms
- Be alert to the sounds around them, in some cases blending these sounds into words and phrases.
- Be exposed to a wide range of literature from sensory stories to novels.
- Take pride in their ability to communicate, in whatever form is appropriate to them.

This is evidenced through: phonics data; analysis of English and Communication assessment data; observations and learning walks, English and Communication PSP targets; identifying meeting of related EHCP outcomes and any other relevant methods.