

Reading at Percy Hedley School The 5 Cohorts

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Reading at Percy Hedley

- Reading is **prioritised as a fundamental skill for all** – with input being targeted at an appropriate level
- We want our students to **love to read!**
- **Total communication approach** is used – significant crossover in approaches for communication and for literacy
- **Daily** opportunities for reading (in variety of forms) to foster a *'Love of Reading'*
- **Transdisciplinary approach** – all working together to overcome barriers to functional literacy

Applicable to All PHS Students



Reading is....



Context

- Reading has been **prioritised** in recent years - in terms of time, training and investment
- Bought into a **systematic phonics approach** in January 2022 - lots of focus
- Whilst our phonics programme is appropriate for many students, there are also a lot of students that it is not appropriate for, and we wanted a way of **capturing what reading input looked like** across the school.
- Interventions/ plans/ systems in place can be hard to describe as our students don't easily fit in boxes, and so **5 cohorts** were created....



1

Pre-
Phonics

2

Individual
Phonics
Plan

3

Essential
Letters
and
Sounds
(ELS)

4

Post- ELS

5

P16
Functional
Skills



1

Pre-
Phonics

Pre-phonics

The majority of students in our LSTE curriculum pathway, these students are not at a stage to access formal phonics teaching.

Learning includes aspects of Phase 1 Letters and Sounds as appropriate e.g.: sounds around us in the environment, rhythm and rhyme.

Exposure to stories at an appropriate level through tools such as sensory stories or story massage.



2

Individual
Phonics
Plan

Individual Phonics Plans

These students access early literacy skill teaching but are not yet at a stage to engage with formal learning through a systematic synthetic phonics programme.

There are students at this level in all of our curriculum pathways, and their learning is planned and recorded on Individual Phonics Plans.

Assessed using 'Launchpad for Literacy' framework to identify skill gaps or areas to focus on.



3

Essential
Letters
and
Sounds
(ELS)

Essential Letters and Sounds

Students accessing formal literacy teaching through our chosen systematic synthetic programme, Essential Letters and Sounds (ELS).

We have students within ELTBA & Appropriate Accreditation pathways in this cohort.

Many students access an adapted version of ELS, which is detailed in adaptation records.



4

Post ELS/ Beyond Phonics

Students in this cohort have progressed beyond the point of ELS, however continue to access synthetic phonics teaching appropriate to their level, as part of a broad and balanced English Curriculum.

Post ELS

We have students in this cohort within ELTBA & Appropriate Accreditation Pathway.



5

P16
Functional
Skills

Post 16 Functional Skills

Students in this cohort access learning in our Post 16 department focusing on functional literacy skills and what will be most useful to the students once they leave Percy Hedley School.

These students remain at an early stage of literacy development, either phonics input has not been successful or they need additional input to generalise their skills.

Instead, functional vocabulary is selected from the curriculum and students engage in sight recognition of written words, symbols and signs in community settings.



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What next? Further training is available online.....

1

Pre- Phonics

Reading in the
'Learning Skills
Through
Engagement'
Pathway &
Personalised
Sensory Stories

2

Individual
Phonics Plan

Bespoke
Approaches
to Reading

3

Essential
Letters and
Sounds (ELS)

Introduction
to phonics & ELS

Supporting
students with
reading (ELS)

4

Post- ELS

Reading beyond
phonics
programmes

5

P16 Functional
Skills

Bespoke
Approaches
to Reading



Any questions?



Thank you for your time and taking an interest in Reading at Percy Hedley School.

If you have any questions, comments or feedback please do not hesitate to get in touch with your class team or Becky Finn on r.finn@percyhedley.org.uk

