

Fromefield Manor School



Reading - Local Procedure March 2026

Local Procedure Title	Reading
Site	Fromefield Manor School
Local Procedure date	March 2026
Local Procedure review date	March 2027
Local Procedure Author(s)	Teacher (Caroline Pack)
Local Procedure Ratification	Checked and Approved by:

Rationale
<p>Pupils with ASD often experience challenges in communication, social interaction, and sensory processing. These challenges can significantly impact their literacy development. Therefore, it is crucial that our reading policy addresses these specific needs by providing a structured and supportive environment that fosters engagement and comprehension.</p> <p>This policy aligns with the Department for Education (DfE) guidance and the Reading Framework, ensuring that our approach to reading is both evidence-based and tailored to meet the unique needs of our students.</p>
Objectives:
<p>At Fromefield Manor school, we aim to:</p> <ol style="list-style-type: none"> Enhance Reading Skills: To improve students' reading fluency, comprehension, and vocabulary through differentiated, pupil-centred activities. Promote Engagement: To encourage a positive attitude towards reading by providing diverse and engaging materials that cater to individual interests and needs. Support Individual Learning Styles: To implement differentiated activities and learning opportunities that accommodates the individual learning styles and preferences of our pupils. Foster Independence: To equip our pupils with the skills necessary for independent reading and lifelong learning.
Assessment and feedback
<p>At Fromefield Manor we will regularly assess and provide feedback to pupils through:</p> <ul style="list-style-type: none"> Initial Assessment: Teaching staff will conduct baseline assessments to determine each pupil's current reading level and allocate the most appropriate reading program at the most appropriate reading level. Ongoing Monitoring: Teaching staff will regularly assess progress through formative assessments, observations, and student feedback to adjust reading level and implement interventions as needed.
Implementation and Differentiation
<p>At Fromefield Manor we will provide:</p>

- 1. Structured Literacy Programs:** Implement evidence-based structured literacy programs that focus on phonemic awareness, phonics, vocabulary development, fluency, and comprehension strategies.

Reception to reading age 10/11 years		Reception to reading age 12 years	From reading age 12 + years
Pre-phonics (Curiosity approach)			
	Jolly phonics (DFE approved SSP scheme)		
	Oxford Owl reading scheme		
	Reading Eggs intervention scheme		
			Read Wise intervention scheme

- 2. Visual Supports:** Use visual aids such as graphic organisers, story maps, and picture supports to enhance understanding of texts.
- 3. Multisensory Approaches:** Incorporate multisensory techniques (e.g., auditory, visual, tactile) in reading activities including story times and book clubs to engage different senses and provide holistic learning opportunities.
- 4. Diverse Texts:** Provide a variety of texts including fiction, non-fiction, graphic novels, audiobooks, symbolised texts and digital resources that reflect pupils' interests and cultural backgrounds.
- 5. Accessible Formats:** Ensure materials are available in accessible formats such as large print or audio versions to ensure reading materials are inclusive and accessible for all pupils.
- 6. Reading Spaces:** Create designated reading areas within every classroom school where reading materials will be displayed and regularly reviewed and updated to reflect current topic work and pupil interests.
- 7. Flexible Seating Arrangements:** Offer flexible seating options to accommodate sensory preferences and promote comfort during reading activities.
- 8. Regular Communication:** Maintain open lines of communication with families regarding their child's progress in reading and ways they can assist at home.
- 9. Staff Training:** Provide ongoing in-house and external professional development opportunities for staff on effective strategies for supporting pupils in developing their reading skills.
- 10. Collaboration with Specialists:** Encourage collaboration between teachers, speech and language therapist, occupational therapist and other specialists to identify additional support needed and to implement appropriate interventions for pupils where needed.

Date Reviewed	Reviewer	Summary of revisions