Reading
Long Term Plan

As pupils progress into Strand 6, they access three reading lessons each week.

Within Strand 6, the focus shifts towards reading for life, helping students understand the purpose and value of reading in everyday situations. This includes reading text, symbols and signs encountered in the community and workplace. A range of technological resources are used to support access to reading and promote greater independence.

Students have meaningful opportunities to apply their reading skills in real-life contexts, including completing online training courses, reading emails, following workplace instructions, and exploring job adverts and requests. Reading is also embedded across Strand 6 pathways, including Creative Enterprise, Café and Horticulture.

Whilst reading skills are reinforced across the curriculum, this long-term plan details the learning covered within dedicated reading sessions for fluent readers. To support comprehension, we use VIPERS to structure our questioning:

- **V**ocabulary
- **I**nference
- **P**rediction
- **E**xplain
- **R**etrieval
- **S**equence/Summarise

Comprehension questions are carefully adapted to match students' communication needs and Blank's Levels of questioning. Developing these skills helps students become more confident and independent readers, supporting them to access online learning, workplace training and everyday written information.

Fostering a love of reading is at the heart of what we do in Strand 6. Students have opportunities to attend library visits, book fairs and performances from visiting authors and storytellers. Each term, the whole school participates in themed Reading Enrichment Days, providing engaging experiences that celebrate reading in a variety of forms.

**Phonics**

Where appropriate, students will continue to access phonics lessons using the Read Write Inc. programme. Pupils may also access Fresh Start resources and appropriately matched phonically decodable reading books.

During phonics sessions, students learn to apply their phonics knowledge to both reading and spelling, using a combination of written activities and supportive technology. The aim is to develop functional literacy skills that can be used confidently in everyday life, further education and employment pathways.

**Long-Term Plan**

The following long-term plan outlines the key texts, themes and comprehension skills that fluent readers will focus on throughout the academic year, ensuring progression whilst maintaining strong links to students' lives, interests and future aspirations.

| **Daily focus** | | |
|---|---|---|
| **Autumn** | | |
| Monday | Wednesday | Thursday |

| | | |
|---|---|---|
| **Work-Related Reading**: Training and comprehension activities linked to risk assessments, health and safety, and option-based training. | **Reading for Pleasure**: Independent book choice, with opportunities to access libraries during community sessions. | **Current Affairs**: Newspapers, articles and advertisements of interest, explored through group and 1:1 discussion. |
| **Spring** | | |
| **Reading for Pleasure**: Independent book choice and discussion of personal reading interests – links with local libraries. | **Current Affairs**: Newspapers, articles and advertisements of interest, explored through group and 1:1 discussion. | **Work-Related Reading**: Understanding emails, job advertisements, schedules and meeting information. |
| **Summer** | | |
| **Work-Related Reading**: Reading linked to Duke of Edinburgh Award (DofE) and events, including preparation tasks, kit lists and timetables. | **Work-Related Reading**: Instructional texts, including recipes, manuals and guidance linked to horticulture, hospitality and DofE activities.<br>. | **Reading for Pleasure**: Independent book choice and opportunities to share recommendations and personal interests. |