

## What does reading look like?

### Things to remember

Before a child is ready to engage in activities they need to be regulated

A child needs to be able to tolerate sharing space with another person before they can tolerate sharing a book

Reading is not just about books. Reading skills can be accessed in a variety of different ways

Children in the Foundations pathway follow the Engagement Model and do not have subject specific lessons. However, teachers still follow a thematic approach to engage pupils and this can include using pre-reading strategies to stimulate their engagement.

### Books/Reading Comprehension

Concepts of print  
Visual timetable (sequencing)  
Having books available in the classroom (Picture books, Sound books, Sensory books, Magazines, Board Books)  
Adult led story time  
1:1 reading  
Repetitive stories  
School library visits  
Using puppets and props

### Visual Skills

Visual Tracking  
Intensive interaction  
Responding to stimulus  
Pointing/naming  
Communication boards  
Attention Autism

### Auditory Skills

Sound awareness  
Sound identification  
Nursery rhymes  
Action Songs  
Singing  
Listening to repetitive stories

## Pre-Foundations and Foundations

### Activity Examples

Recognising everyday vocab and visuals;  
hall/sensory room/toilet  
Respond to own name  
Watching facial movements in a mirror  
Listening to sounds-inside and outside  
Turning pages in a book  
Making sounds with our voices or props  
Animal sounds  
Moving to a beat  
Dancing to music  
Sensory activities linked to books/themes  
Matching activities  
Sequencing activities  
Tuff trays relating to books  
Work station activities  
Play based activities

### Phonics/Phonological Awareness

Environmental sounds  
Instrumental sounds  
Body Percussion  
Auditory skills  
Visual skills

### Vocabulary

SALT targets  
Intensive interaction  
Communication boards  
Attention autism  
Singing  
Visuals  
Objects of reference  
Musical transitions  
Makaton  
GLP strategies