

	<ul style="list-style-type: none"> • Look 2 Talk 			<ul style="list-style-type: none"> (students identified) • Scholastic Book Fair • Sensory stories • Rewards • Communication through music and song 			<ul style="list-style-type: none"> • Music and song • Drop everything and read sessions • Y2 SATs mock • Y2 SATs • Y6 SATs mock • Y6 SATs 		<ul style="list-style-type: none"> • Renaissance MyON • Renaissance reading assessments • Writing aids • Letters and Sounds resources • Laptop/iPad/ internet access
KS2	<ul style="list-style-type: none"> • Continue with inclusive communication approaches and strategies to support individual needs • Adapted phonics phase 1 and 2 • Story time sessions • Sensory stories • Music and songs • Look 2 Talk 	<ul style="list-style-type: none"> • Fine and gross motor skills • Mark making • Shape, pattern and formation 	<ul style="list-style-type: none"> • Phonics interventions, repetition, and consolidation • Letters and Sounds • Collins Big Cat (students identified) • Sensory stories 	<ul style="list-style-type: none"> • Pre-cursive handwriting scheme (students identified) 	<ul style="list-style-type: none"> • Phonics interventions, repetition, and consolidation • Letters and Sounds • Collins Big Cat • Phonics screening Check mock Y2 • Phonics Screening Check Y2 	<ul style="list-style-type: none"> • Handwriting scheme 			
KS3 KS4	<ul style="list-style-type: none"> • Continue with inclusive communication approaches and strategies to support individual needs • Adapted phonics phase 1 and 2 • Story time sessions • Sensory stories • Music and songs • Look 2 Talk • Building skills that work towards a social care and voluntary pathway, allowing for independent choice and preference • John Muir Award 	<ul style="list-style-type: none"> • Build on coordination skills • Building skills that work towards a social care and voluntary pathway, allowing for independent choice and preference • John Muir Award 	<ul style="list-style-type: none"> • Individual phonics intervention/personal development time 	<ul style="list-style-type: none"> • Continue with inclusive communication approaches and strategies to support individual needs • Reading for pleasure • Accelerated Reader • Book corners • Book bags • Students take a book home each week • Reading record • Scholastic Book Fair • Guided reading • Rewards • Functional skills/ keyboard and ICT focus • ASDAN (Y7-11) • John Muir Award 	<ul style="list-style-type: none"> • Handwriting interventions, repetition, and consolidation • Functional skills/ keyboard and ICT focus • ASDAN (Y7-11) • John Muir Award 	<ul style="list-style-type: none"> • Individual phonics intervention/personal development time 	<ul style="list-style-type: none"> • Reading for pleasure • Accelerated Reader • Book corners • Book bags • Students take a book home each week • Reading record • Drop everything and read sessions • Scholastic Book Fair • Guided reading • ASDAN (Y7-11) • Entry Level (Y10-11) • GCSE (Y10-11) 	<ul style="list-style-type: none"> • Handwriting interventions, repetition, and consolidation • Functional skills/ keyboard and ICT focus • ASDAN (Y7-11) • Entry Level (Y10-11) • GCSE (Y10-11) 	<ul style="list-style-type: none"> • Literacy learning walls, including key vocabulary • Reading corners • Reading records • Book bags • Accelerated Reader Books • Collins Big Cat books • Renaissance MyON • Renaissance reading assessments • Writing aids • Letters and Sounds resources • Laptop/iPad/ internet access

Rationale

- The priority of the literacy strategy is to identify areas of strength and development for all students, ensuring that everyone has the opportunity to access the most appropriate learning pathway and resources. Once within their differentiated department, students will receive ongoing monitoring and guidance, ensuring that they have the best opportunities to achieve, developing communication skills for life, or qualifications such as ASDAN, Entry Level, and GCSE, in order to access a career pathway.
- Developing communication skills enables students to find ways of expressing themselves, developing confidence, learning to react and respond to others.
- The active encouragement of reading is a core part of every child's educational entitlement. Extensive reading and exposure to a wide range of texts makes a huge contribution to students' educational achievement. Reading for pleasure develops both educational and personal development, and can have a significant impact upon their future and life chances.

How do we measure success?

- Students are baselined upon starting at Severndale – this will then give us an initial indication as to what differentiated learning and support is required. This will form part of our process in assigning the appropriate department, handwriting aids, and phonics/reading/communication routes.
- For students accessing the Accelerated Reader program, termly reading assessments will highlight areas of strength and development, as well as indicating appropriately levelled reading texts.
- Speech and Language Therapy assessments for identified students
- Students see themselves as readers and will read for fun and functional skills

The Impact will be:

- Students will access the most appropriate learning pathways
- Students will engage in reading/communication across all subjects
- Students will engage in writing/mark making across all subjects
- Students will develop reading/communication skills as an essential part of life
- Reading for pleasure will be promoted through the use of external resources
- Library areas, book corners, and a differentiated variety of reading materials will promote positivity and enthusiasm around reading
- Our reading, writing and phonics schemes will support engagement across the curriculum, developing primary skills for learning

How will we promote reading?

- Develop an ethos and an environment that excites, enthuses, inspires and values
- Reading materials that are appropriate for every reading age
- Reading/communication materials that are differentiated for every diversity group

- High quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter
- Engaging Phonics books
- Staff training and regular meetings to self-evaluate and improve practice
- Understanding the importance of illustration in books
- Using drama and role play to help children to understand and access texts
- Invite students to bring in reading texts that are enjoyed at home
- Plan for students to have regular quiet reading time, using a text of their choice
- Working with authors and author/illustrators to understand the process of creating books
- Using cross-curricular links
- Reading diaries link with parents/carers
- Reading rewards and celebrations
- Identify students' interests and apply this to reading

What reading texts will we use?

- Accelerated Reader books
- Reading for pleasure books across a range of genres
- Collins Big Cat Phonics books
- Range of fiction board books
- Range of non-fiction board books
- Sensory story sacks
- Sensory/tactile material books
- Magazines
- Newspapers
- Comics
- Internet-based texts

What writing aids will we use?

- Writing slopes
- Ultralite finger yokes
- Stabilo ergonomic mechanical pencils
- Stabilo ergonomic pens
- Ring pens
- Writing grips

- Writing birds
- Range of specialist individual aids