

Whole-school Literacy Overview

	<u>Pre-formal Department</u>		<u>Semi-formal Department</u>			<u>Formal Department</u>			<u>Assessment</u>	<u>Resources</u>
	<u>Communication</u>	<u>Writing</u>	<u>Phonics</u>	<u>Reading/ Communication</u>	<u>Writing</u>	<u>Phonics</u>	<u>Reading</u>	<u>Writing</u>		
<u>Nursery</u>	<ul style="list-style-type: none"> • Prerequisite skills • Identifying most appropriate communication approaches • Fine and gross motor skills • Story time sessions • Sensory stories • Intensive interaction • Communication through music and song • Library 	<ul style="list-style-type: none"> • Identifying most appropriate writing support • Fine and gross motor skills • Mark making 	<ul style="list-style-type: none"> • Prerequisite skills • Phase 1 • Letters and Sounds • Phonics games and play • Library 	<ul style="list-style-type: none"> • Prerequisite skills • Identifying most appropriate communication approaches • Reading for pleasure • Book corners • Scholastic Book Fair • Story time sessions • Rewards • Sensory stories • Intensive interaction • Communication through music and song • Library 	<ul style="list-style-type: none"> • Identifying most appropriate writing support • Fine and gross motor skills • Mark making 	<ul style="list-style-type: none"> • Prerequisite skills • Phase 1 • Letters and Sounds • Phonics games and play • Library 	<ul style="list-style-type: none"> • Prerequisite skills • Reading for pleasure • Book corners • Scholastic Book Fair • Story time sessions • Rewards • Music and song • Library 	<ul style="list-style-type: none"> • Identifying most appropriate writing support • Fine and gross motor skills • Mark making 	<ul style="list-style-type: none"> • Lesson monitoring • Shared best practice • Learning walks • Accelerated Reader quizzes • STAR Reading assessment • STAR Early Literacy reading assessment (reading assessments to monitor how knowledge is embedded in long term memory) • Reading records completed in school and at home • Staff identify texts and genres that students enjoy and find engaging • Phonics tests • Spelling tests • Sight word tests • Guided reading assessment • Assessment informs 	<ul style="list-style-type: none"> • Literacy learning walls • Reading records • Book bags • Writing aids • Sensory sacks • Tactile sensory books • Mixed material texture books • Board books • Letters and Sounds resources • Laptop/iPad/ internet access • Library
<u>Reception</u> <u>KS1</u>	<ul style="list-style-type: none"> • Whole body communication • Fine and gross motor skills • Early sound awareness • Objects and pictures of reference • Intensive interaction • Makaton • Adapted phonics phase 1 • Story time sessions • Sensory stories • Makaton, PECs, AAC, Grid 3, 	<ul style="list-style-type: none"> • Fine and gross motor skills • Mark making • Shape, pattern and formation 	<ul style="list-style-type: none"> • Daily synthetic Phonics sessions (students identified) • Letters and Sounds • Collins Big Cat (students identified) • Phonics screening Check mock Y1 (students identified) • Phonics Screening Check Y1 (students identified) • Library 	<ul style="list-style-type: none"> • Whole body communication • Intensive interaction • Makaton, PECs, AAC, Grid 3, • Reading for pleasure • Collins Big Cat (students identified) • Accelerated Reader (students identified) • MyON • Book corners • Book bags 	<ul style="list-style-type: none"> • Writing posture and position • Fine and gross motor skills • Mark making • Shape, pattern and formation 	<ul style="list-style-type: none"> • Daily synthetic Phonics sessions • Letters and Sounds • Collins Big Cat • Phonics screening Check mock Y1 • Phonics Screening Check Y1 • Library 	<ul style="list-style-type: none"> • Reading for pleasure • Collins Big Cat • Accelerated Reader • MyON • Book corners • Book bags • Students take a book home each week • Reading record • Scholastic Book Fair • Rewards 	<ul style="list-style-type: none"> • Writing posture and position • Fine and gross motor skills • Mark making • Shape, pattern and formation 	<ul style="list-style-type: none"> • Staff identify texts and genres that students enjoy and find engaging • Phonics tests • Spelling tests • Sight word tests • Guided reading assessment • Assessment informs 	<ul style="list-style-type: none"> • Sensory sacks • Tactile sensory books • Board books • Literacy learning walls, including key vocabulary • Reading records • Book bags • Reading corners • Accelerated Reader Books

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 materials will we use?

- Accelerated Reader books
- Reading for pleasure books across a range of genres
- Collins Big Cat Phonics books
- Fiction and non-fiction board books
- Sensory story sacks
- Sensory box stories (from Bag Books)
- Sensory/tactile material books
- Braille books
- Giant/oversized books
- Sound books
- Magazines
- Newspapers
- Graphic Novels
- Internet-based texts (MyON)

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