

Literacy Policy



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Statement of Intent

This policy reflects the school values and philosophy in relation to the teaching and use of Literacy. In the context of Acorns School, literacy encompasses; communication, receptive and expressive language, understanding of the world around the pupil, reading, mark-making, writing. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Acorns School recognises its responsibility to pupils and their families to provide a well-considered and consistent approach when teaching. We realise the key role that the process of development in literacy plays in every child's life.

All teachers have a responsibility to develop pupils' competency in; reading, writing, speaking and listening and to ensure that pupils become competent communicators (this includes Makaton, PECS and the use of AAC's) and can access the curriculum effectively and achieve their potential. Subject leaders bear in mind the development of all aspects of literacy when developing subject plans and corresponding policies.

The development of literacy skills across the curriculum will be implemented according to the following guidelines:

- Teachers will plan engaging lessons/sessions/activities and use the assessment cycle to inform their next steps. Teaching assistants also play an important part of this cycle.
- Assessment and tracking reports will be drawn from pupils' Individual Education Plan (IEP) and Evidence for Learning (EFL).
- Medium term planning will demonstrate that literacy skills are reinforced within subjects.

- Staff will follow whole school policies on collecting and analysing evidence.
- Specialist group work and Interventions will be specific to the pupil, this will result in improved rate of progress and targeted learning.
- Pupils literary experience will reflect our multicultural heritage.

Our aim is for all pupils to be able to express their wants and needs, and some pupils to express their thoughts and feelings. This could be; verbal, signing, PECS, and consistent expressions or body language to which attuned adults can understand. This Policy has close connections to the Total Communication Policy and cannot stand alone.

Our aim within the sphere of reading would be for all pupils to recognise the features of their world, most pupils to be able to understand frequently experienced visual cues and for most able pupils to be able to read words/sentences and develop comprehension. All pupils will enjoy experiencing stories and visual/aural stimulation. This contributes to lifelong learning and promotes positive outcomes.

Our aim within the sphere of writing is for pupils to attribute some meaning to mark-making, to gain pleasure from this process, for their work to be celebrated and displayed, and for some pupils to write information that promotes independence. In addition, some pupils will write or otherwise create stories that they can then read or otherwise interpret. Writing or otherwise recording will be celebrated and shared with all stakeholders.

1. Statutory requirements

- 1.1. The statutory requirements for primary literacy and English, both teaching and learning, are outlined in the DfE's 'National curriculum in England: English programmes of study' (2014), and in the Language and Literacy sections of the 'Statutory Framework for the Early Years Foundation Stage' (2014).

2. Key roles and responsibilities

2.2 The Headteacher:

- Is responsible for the day-to-day implementation and management of the Literacy Policy of the school.
- Has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

2.3 The Governing body:

- Is responsible for overseeing and reviewing whole-school literacy curriculum delivery and should regularly receive updates on the progress of literacy provision within the school, ensuring high standards are upheld.
- Has overall responsibility for the implementation of the Literacy Policy and procedures of the school.
- Members of the governing body have links to classes and subject areas. They will regularly receive updates regarding the development of literacy throughout school.

2.4 Teaching:

- The Literacy Coordinator will oversee the implementation of literacy teaching and learning, as well as the delivery of cross-curricular literacy skills.
- All teachers will be responsible for ensuring high-quality engaging teaching, allowing development and progression of pupils' literacy skills.
- Acorns Primary recognises the important role that computing and technology have to play in the development of literacy skills and teachers will implement interactive approaches to learning.
- Teaching support assistants and HLTA's also deliver highly engaging, literacy intervention sessions as part of their role. They feedback progress via EFL and within class meetings.

3 Reading Guidelines:

3.1 Overview:

Teachers will use a variety of strategies to ensure pupils are receptive and engaged with the fundamental skills and competencies of reading. Also, there will be a growing emphasis on shared reading sessions, through the key stages, where children have the opportunity to develop reading strategies and discuss texts in detail during guided

reading sessions. Additionally, independent reading provides time for both assessment and one-to-one teaching.

- Children to foster an interest in and a liking for literature in most of its aspects by providing rich, challenging reading environments containing a wide variety of relevant reading materials giving due consideration to multicultural and equal opportunities materials.
- All pupils will have access to books from the school library. Pupils should also be encouraged to join their local public libraries and become enthused by reading.
- All pupils to share the use of books with different people; school friends, teachers, parents, governors, school visitors.
- Ensure that every child's reading potential is realised. This may be through the use of photographs, picture books, everyday social signs and symbols, reading books and AAC's.
- The development of reading as a whole school approach making use of designated schemes and initiatives, such as; We Are Reading
- As a school we shall value and promote the role of parental involvement in the development of children's reading.
- During community visits pupils to be made aware and appreciation of print, signs and symbols in the world around us.
- Staff will follow the school assessment policy to recording and recognise at what stage of reading development the child has attained and to identify areas for development.
- Parents will be encouraged to read regularly to their children.
- Parents will be invited to attend parents group meetings to help promote learning and understanding the needs of their child.

3.2 **Method of Delivery:**

The procedures for planning, teaching and learning strategies, monitoring and evaluation are outlined therein.

To achieve all the above aims set out in 'Overview', the following points will be considered by teachers according to the ability of the pupils and the relevance to the class:

- Where appropriate, books in classrooms for shared and silent reading

- A well-stocked school library - to be used on a class and individual basis
- Encourage reading for pleasure and to follow specific reading scheme at individual pace
- Appropriately labelled display work inside and outside the classroom
- Use of technology and AAC equipment
- Regular storytelling, shared reading and role play/drama activities, such as; Role-Play and Drama assemblies
- Opportunities to see staff using print and reading
- Follow the Letters and Sounds Phonics programme at the pace of the class/individual or in the case of some learners adopting a whole word approach.
- Encouraging reading books at home
- Identify text in public spaces during class community visits and trips
- Retrieval of information; use of index and contents pages, Internet, newspapers, catalogues, and magazines
- Reading aloud and story sharing; in assembly, in class, in small groups, to younger pupils
- Encouraging use of appropriate expression and intonation when reading
- Develop comprehension skills
- Arrange opportunities for outside agencies to visit class/school: storytellers, puppet theatres

Assessment shall be ongoing using EFL, to link all work to individual IEPs and to nationally recognised frameworks.

3.3 Reading for Pleasure Statement

At Acorns School, we believe that children deserve a rich curriculum which encourages reading and sharing a range of books and texts. We believe that active encouragement of reading for pleasure is a core entitlement of every child, whatever their background, ability or attainment. Research tells us that exposure to a wide range of texts makes a huge contribution to pupils' educational attainment and understanding of the world.

At Acorns we aim to promote the concepts of reading for 'fun', 'enjoyment' and 'pleasure' and provide opportunity for reading and sharing a range of fiction and non-fiction texts from our library and class book corners. We have signed the Lancashire 'We Are Reading' pledge. We believe that staff at Acorns should be 'reading role models' and we aim to encourage staff to share their favourite texts with the children.

Throughout the year, we aim to provide specific 'reading for pleasure' events and activities such as celebrating national event such as; World Book Day, Storytelling Week, share a story month, National Poetry Day, World Nursery Rhyme Week, as well as 'in house' reading events.

We will provide opportunities for visits by storytellers, theatre groups and other adults (e.g. Governors, parents, students) to share books and stories. We will encourage older pupils to read/share stories with younger pupils, also to create and maintain links with local schools to allow their students to share stories with groups/classes.

We also provide daily/regular opportunities of Reading for Pleasure activities such as; daily reading sessions when pupils can choose books to read/share, timetabled library sessions for each class, weekly library club, and access to electronic books and stories (computer/iPad/IWB) including provision of comics/magazines. Throughout the year there are wall displays around school celebrating reading for pleasure activities and events.

4.0 Writing Guidelines

4.1 Overview

This 'Writing Guidelines' reflects the school values and philosophy in relation to the teaching and learning of English and specifically writing and recording. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Children need a means of communicating and recording thoughts, ideas and information in a clear, economical and fluent way. Handwriting or equivalent technical methods will provide such a means, both in school, leisure time and in preparation for adult life. Some pupils will use alternative means of recording i.e. symbols, photos and drawing.

- To provide guidelines for staff as to a uniform and accepted style of handwriting.
- To provide children with a style of handwriting or alternative method of recording which will act as:
 - a tool for clear communication
 - a personal, efficient form of recording

- To provide children where appropriate with a style of handwriting which is:
speedy
economical of movement
legible
fluent and relaxed
- To provide prewriting opportunities to develop speech and confidence through:
role play
weekly news
modelled play
gross/fine motors activities
- To provide a structured framework to build sentences and develop writing through activities such as:
Talk for Writing
Personal vocabulary work
 - Provide reasons for writing e.g. writing down the daily lunch menu, preparing shopping lists, taking orders for class mini enterprise, writing invitations and recording experiences.

4.2 **Method of Delivery**

The procedures for planning, teaching and learning strategies, monitoring and evaluation are outlined therein.

At Acorns KS 1 and 2 follow the English Curriculum programmes of study and the National Literacy Strategy. Each national curriculum programme of study is differentiated to allow all our pupils to access the content in a meaningful and realistic way. Early Years follow the guidance for the Foundation Stage and the early learning goals for language and communication.

At all times individual needs, abilities and differences must be taken into account. It is accepted that some children will not be able to acquire handwriting skills and their specific needs will be addressed with alternative methods.

- Pre – writing Skills form the basis of formal writing, At Acorns these are well rehearsed to ensure pupils ‘readiness to write’.

- Children will experience lots of activities to develop gross and fine motor skills. Opportunities will be provided to access a wide variety of textures and mediums: sand, paint, water, chalk, pencils etc
- A variety of strategies will be used according to pupils needs, such as; Write Dance, Dough Disco, Funky Fingers

Letter Formation

- Letter formation to be taught in tandem with phonics activities. The Letters and Sounds scheme incorporates handwriting activities.
- Letter formation to be categorised into four as used by Penpals and Twinkl: Curly Caterpillar, Zigzag Monster, Ladder and One-Armed Robot letters. This helps develop similarities and differences in the letter formations.
- Writing focus is on letter formation, letter size and leaving appropriate spaces between letters and words.

4.3 **Extended Writing**

We understand the importance of Extended Writing and endeavour to challenge or pupils to achieve their full potential. When considering how our pupils achieve extended writing, we must consider all stages necessary to achieve the ability to write to level or creating continuous prose. Therefore, Extended Writing, for our pupils, follows the stages listed below (including stages of emergent writing). Due to the nature of our pupils all staff are aware that most do not follow a linear learning pattern and may show 'spikey' progress across all areas;

- Gross/Fine Motor skills
- Pre-writing skills
- Letter Like/Letter Formation
- Using beginning and end letters of words
- Using phonetic spelling
- Fluent writing

Where appropriate pupils will use alternative means of documenting their work such as recording devices and communication boards.

Teachers will plan lessons according to the ability of their students and deliver using appropriate methods such as sensory stories and the Talk for Writing framework.

4.3 **Implements.**

Children will have access to a wide variety of tools and mediums from very early stages; sand, water, paints, chalks, crayons, felt tipped pens and various pencils and pens. This list is by no means exhaustive and any suitable medium can be used. Computer based recording will be available where appropriate and children will be assessed individually. For the majority of writing/recording pencils should be used for writing although opportunity to write with a variety of mark makers is also available. Individual pencil grips may be used if appropriate.

4.4 Seating / Positioning.

Children's individual needs in terms of seating / tables, lighting and space and other aids (slopes etc.) should be assessed in consultation with Occupational Therapists and the qualified teacher of the hearing and sight impaired.

4.5 Left-Handed Children.

Children who use their left hand may benefit from some of the following considerations:

- Using softer pencils
- Using a sloping surface.
- Positioned near a window – light is important.
- Holding pencil further away from point.
- Allowing for sufficient elbow space, consider positioning of left and right-handed pupils, when at a table

5 Spoken Language and Verbal/Non-Verbal Communication

As set within our school 'Total Communication Policy', development and use of communication and language are at the core of all learning. Learning to listen and speak and to communicate through non-verbal means is vital. The ability to communicate effectively is a key focus in our curriculum. All Teachers have an ELKAN qualification to assist them in planning communication activities.

5.1 Role Play

Role Play will be a timetabled session and will be delivered according to pupils' stage of understanding, following the stages set out in the ELKLAN guide book. The sessions will offer opportunities to experience and use explorative speech to develop imagination and vocabulary, using a variety of objects and materials, from small world toys to dressing up costumes. Staff are advised to use appropriate levels of speech depending on the pupils Role Play needs, for low levels too much speech can be overwhelming,

high level achievers require more modelling in vocabulary and speech structure but also the time and freedom to express themselves without interruption.

5.2 Sensory Drama

Sensory Drama has been designed and created by Janet Philips, who delivers regular sessions throughout the year to specific groups of pupils, determined by Janet and SMT. The sessions cater for pupils with a wide range of abilities such as; ASD, PMLD, non-ambient SLD and pupils with VI. Pupils follow a puppet named Archie as he visits different places (listed below), pupils receive a highly engaging and sensory exploration of a wide variety of experiences. During the session pupils are given enough time to encounter and assimilate experiences, stimuli is adapted and presented to meet specific needs. Janet has assessment support throughout the session to record progress and assist with planning. Assessment has been carefully and specifically designed using aspects of Roots for Learning and IEP targets. This ensures achievable targets for each pupil and is discussed at the end of each session; information is regularly passed onto class teachers to inform further planning and assess IEP progress.

- Sensory Stories
 - Archie goes to India
 - Archie goes to the North Pole
 - Archie's Adventures in Space
 - Archie's Adventures under the Sea
 - Archie's Trip to China
 - Archie's Teddy Bear Picnic
 - Archie's Trip to the Fairground
 - Archie's Trip to the Airport
 - Archie's Trip to the Olympics
 - Archie's Camping Adventure
 - Archie and Polly Parrot's Journey
 - Archie's Farmyard Adventures

6 Assessment and Evaluation

Assessment and Evaluation will be using Evidence for Learning (EFL), all staff are responsible for taking photographs and videos of pupils' experiences. Evidence is 'captured' using the EFL iPad app or online program, and will consist of a combination of images and videos. Each 'capture' of evidence will also contain a quality comment to accompany the learning, the evidence is to be linked to pupils' IEP and/or the school

subject area framework. 'Tags' highlight the skills or progress demonstrated in a number of curricular areas.

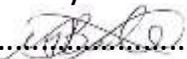
Literacy Coordinator will regularly track progress and report to SMT regarding RAG rated pupils and effectiveness of particular strategies/schemes.

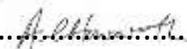
Monitoring and review

The literacy policy shall be reviewed annually to ensure all aspects of the policy meet the latest statutory regulations and reflect the needs of our pupils.

Policy written by: Paul Hughes and Gail Barlow

Signed By:

.....  Headteacher Date: September 2021

.....  Chair of Governors Date: September 2021

Next Review Date: September 2022

Literacy Curriculum Map 2019-2020

Class	Autumn Term		Spring Term	Summer Term
Woodlands ^	Once Upon a Time Winter Olympics		The Magic Carpet To Infinity and Beyond	The Perfect Picnic Olympic Games
Seedlings (EYFS)	Magical Ocean	Colour my world	Christmas	It's All about Me
	Hooray for fish Way down deep in the deep blue sea Portside Pirates Rainbow fish	Brown Bear, Brown Bear what do you see A busy Day for Birds	My first Nativity Role play chosen by staff to reflect the current enthusiasms of Seedlings pupils	Pete the cat and his magical sunglasses Funny bones Role play chosen by staff to reflect the current enthusiasms of Seedlings pupils
	Spooky Themed Messy play	Space, the final frontier	The wonder of Plants	Animal Safari
	Meg and Mog Winnie the Witch Room on the Broom	Solar System	Jack and the Beanstalk Jaspers Beanstalk	Rumble in the jungle Dear zoo
	Bears	Traditional Tales	Knights, Castles and Dragons	Eat yer greens
	We're going on a bear hunt	The Gingerbread Man Three Little pigs Goldilocks and the 3 Bears	No dragons for tea	The very hungry caterpillar
	Role Play: shops, café, hot chocolate stand, starbucks, ice-cream parlour, mcdonalds, home, kitchen, potion making/science lab/moon, rock lab, pet shop, vets, doctors, hairdresser, beauticians, pet wash, car wash, mud kitchen, pizza shop, bakers, travel agents, post office, babies, polar express, elves workshop			

	Small World: trains, cars, farm, peppa pig, paw patrol, dolls, dolls house, safari animals, dinosaurs, cowboys and native American, trolls, polar animals, space, diggers and trucks, sea creatures, tea sets, dragons, castles		
Cedar	Stories with familiar setting: Home Whatever Next The tiger who came to tea Peace at Last	Dear Zoo Monkey Puzzle Jaspers Beanstalk Mr Wolf's Pancake	Oliver's Vegetables The Very Busy Spider Creepy Crawley Calypso The Very Hungry Caterpillar
	Traditional tales throughout the Year: 3 Little Pigs, Jack & the Beanstalk, The Gingerbread Man, The Little Red Hen. Role Play chosen to reflect the current enthusiasms of Cedar class pupils in keeping with EY principles		
Elm	Stories with familiar setting: Cave Can't you sleep little Bear Cave Baby Stone Age Baby Role Play: Stone Age Cave	Stories with familiar setting: Garden Percy the Park Keeper - Collection Jasper's Beanstalk The Tiny Seed Role Play: Garden Centre/Hut	Stories with familiar setting: Seaside Non-Fiction: Myths & Legends Role Play: Seaside/Beach
	Role Play: Shop		
Willow	Stories with familiar setting: Forest/Woods The Bid Bad Owl Where's my Teddy? Winnie the Pooh - Short Stories We're Going on a Bear Hunt (Curriculum Links) Small World: Duplo, Construction, Animals	Stories with familiar theme: Senses Brown Bear, Brown Bear, what do you see? Polar Bear, Polar Bear, what do you hear? Small World: Cars and Trains	Stories from same Author: Sue Hendra Supertato Gordon's Great Escape Barry the Fish with Five Fingers Role Play: Under the Sea
Ash	Stories with familiar theme: Dinosaurs The Story of the little Green Dinosaur The Dinosaur that pooped the past Dinosaurs wear underpants Harry's dinosaur Poetry: Dinosaur Acrostic Poems	Stories from cultures: Handa's noisy night Handa's Hen Mama Panya's Pancake Explanations: Science Link - States of matter	Stories with similar setting: Safari We're going on a Lion Hunt We all went on a Safari Letters: Invitations to Strawberry Tea
Pine	Myths/Legends: The Tortoise and the Hare	Fiction:	Fiction: Famous Five (short stories)

	The Crow and the Fox The Legend of Robin Hood (adapted) Icarus (adapted)	Horrid Henry - Sports Day	Viking Adventures (ORT)
	Poetry: Mother Christmas, Revolting Rhymes, Jellyfish, Limericks Fiction: You Choose (to aid story composition)		
Oak ^^	The Gruffalo The Runaway Tractor Room on a Broom	Brown Bear, Brown Bear Dear Zoo Non-Fiction: Animal Facts	Light House Keepers Lunch

^ Woodlands Class is our PMLD class, for further details on their specific curriculum, please refer to the PMLD Curriculum Policy

^^ Oak class have a communication focus, for further details on their curriculum, please refer to the Communication Curriculum Policy

As a school we have agreed that if it best serves the pupils then termly coverage can be interchangeable, any texts added/changed will be passed to Literacy Coordinator to amend the Curriculum Map

The Literacy Curriculum will be amended and confirmed in September each year according to changes in class abilities

Small World/Role Play sessions will be timetabled and/or used when appropriate. Each term teachers will assess pupil's progressions using the Eklan stages of progression as assessment on EFL

Where appropriate, classes will timetable a News session to cover what children did over the weekend and offer speaking & Listening and Writing opportunities

Where appropriate, pupils will follow the ORT Reading Scheme and evidence will be captured on EFL

As highlighted in the Policy, the above curriculum will be delivered using appropriate strategies best suited for the pupils