

LITERACY POLICY



Who is this policy for?	Early Years Team Leaders & School Teachers
Date of this review:	March 2022
Date of next review:	March 2024
Who is responsible for monitoring and evaluating this policy?	Headteacher and Nursery Manager

Reading

At Side By Side, reading may be interpreted as any activity that leads to the derivation of meanings from visual or tactile representations, *for example, objects, pictures, symbols or written words*. They may be accessed visually, orally or through touch.

Reading strategies and Personalised Reading Pathways

Pupils are taught a range of strategies to enjoy, to access and to understand, different types of symbolic representations, for example, objects of reference, pictures, symbols and text or any combination of these as appropriate to the **‘Personalised Reading Pathways’ (see below)** of the individual pupil.

At Side By Side we have pupils who have a wide range of needs, abilities and ages. For this reason, not one method of teaching of reading fits all. We bring a range of teaching methods into the curriculum. Often it is a combination which offers most success.

These approaches include:

Phonemic awareness and phonic knowledge

At Side By Side phonemic awareness and phonic knowledge begins with exploring and listening to sounds. It moves on to linking sounds and letters and, where appropriate, continues with systematic and regular phonics sessions where we have chosen Read Write Inc as our validated programme. This will be adapted where necessary and involve a multi-sensory and ‘age appropriate’ approach, in order to capture interest, sustain motivation and reinforce learning throughout the school life of the pupil. It is important to develop every pupil’s ability to listen and to attend.

We believe that teaching this aspect will help our pupils to:

- locate, track and sequence sounds
- sustain attention in a listening activity
- recognise that sounds and words can relate to people, situations, actions and object
- discriminate between different sounds, words and phrases
- blend sounds for reading and segment them for spelling
- develop a knowledge of grapheme and phoneme correspondences.

Depending on which reading pathway a child is on some may be using RWI phonics as the main route into reading where for others it may be part of a combination of approaches. We have a flexible approach to the introduction of these sounds depending on the learning needs of the pupils. Some pupils may only experience sounds as a means of locating, tracking and sustaining interest and attention.

Word recognition and symbolic knowledge

At Side By Side, for some pupils, using sight recognition as an approach to reading may form part or their entire personalised reading journey. It would always begin with the introduction of core vocabulary introduced by the teacher where we would use the symbols in this package to read and sign or say depending on individual needs.

We believe it is always important to develop our pupil's ability to attend to objects, patterns, pictures, symbols and words. Pupils are encouraged to link these to people, situations, objects and actions and to learn how they can provide cues to an activity and to make choices. We have a whole school approach to symbols and have made a decision to mainly base this on PCS symbols from the software system boardmaker.

Teaching this aspect will help our pupils to:

- discriminate between different representations
- distinguish between text and illustrations
- match and identify a range of familiar representations, *for example, signs, symbols and words of personal importance, high frequency words, content words or phrases from familiar books or reading schemes, social and environmental vocabulary, cross-curricular and subject specific vocabulary.*

Development of symbolic understanding

Familiar objects◊unfamiliar objects◊photographs of familiar faces◊photographs of familiar objects◊photographs◊coloured pictures◊coloured symbols◊black and white symbols◊words

Sight vocabulary using objects, pictures or symbols and all of our pupils will use this to some extent or another. In some situations development begins with the names of people in their family, community, objects, places and actions that a pupil needs to acquire in order to make sense of the world and influence events, for others it will stay as this and for some it will form part of a more holistic approach. For some children it will involve common misconception words alongside.

Reading for information and Reading for Pleasure

It can be important for some of our pupils, as they continue through school, to make a clear differentiation between reading for pleasure and reading for information. The former can include listening to stories, watching films and being involved in dramatic performances and the arts.

The latter is developing our pupil's ability to recognise and to obtain information from objects, photographs, pictures, symbols and text.

TYPES OF READER

In Side By Side we have many different types of reader. Identifying this helps to plan the personalised learning Journeys in reading development.

Exploring books and stories-

Engaging in and enjoying the essence of the story Responding to props
Anticipation of familiar routines

Emergent reader

Knows what books are for Enjoys stories
Can talk about books
Aware of the function of print

Supported reader

Learns about letters, sounds, words and grammar

Shows interest in tackling some print

Fluent reader

Builds up knowledge of how texts works. Will start to read some text silently

Independent reader

Chooses text from a variety of sources Understands what is being read
Can discuss what is read with reference to the text

Reads between the lines for hidden meanings

The role of parents

Side By Side is a community school and we very much value the role of our parents in the education of our pupils and believe that their role in the teaching of reading is vital, irrespective of whether they will be independent readers or just enjoy books and stories. Some children where appropriate will have a reading record that parents can comment in. Parents are able to contact the school via phone or e mail to discuss their children's learning throughout the year alongside, Annual Review meetings and half termly 'touch base' calls.

Book Corners and Leisure Areas

Every class at Side By Side has a book corner or leisure area where books are readily available. The purpose of these areas is to encourage engagement with literature by inspiring curiosity. We strongly believe that these areas are 'age appropriate' to the pupils in the class. There may be a range of books that children are able to read independently and also that can be selected by them to be read to.

Writing

At Side By Side we interpret writing as any activity that communicates and records events, experiences, information, thoughts and feelings. This may be in stories, scripts, poetry, personal writing or functional writing, *for example lists, instructions*. ...the most appropriate form of recording are selected according to pupils' needs, *for example using objects, pictures, photographs, symbols and text*. Teachers at Side By Side use opportunities across the curriculum to provide a range of writing experiences tailored to the needs of the children, which supports the community they live in. This may often include cross curricular links to their Jewish learning as well as topics which play a large role in illustrating their English skills.

Improving access to the English curriculum

Staff at Side By Side make reading and writing more accessible by:

- Ensuring that communication opportunities are of a high quality and enjoyable, relevant and motivating
- Providing access to appropriate ICT to support and develop pupils' work
- Providing opportunities for pupils to communicate through the most appropriate means or by a combination of means, *for example, body movements; eye gaze; facial expression; gestures including clapping, waving, pointing and signing; finger spelling; photographs; pictures and symbols; objects and objects of reference; electronic communication aids and switches*.
- Supporting their own speech and prompting pupil responses in shared reading and writing activities and in discussion work through signs, symbols, visual prompts and through appropriate models to support pupils' responses.
- Encouraging interaction with the other pupils, in addition to interaction with staff.
- Using materials and resources which pupils can access through sight, touch, sound, taste or smell,

for example, tactile books, story sacks and boxes, tapes

- Sensitive and thoughtful adult support, *for example, correct positioning so that pupils can make purposeful movements or focus on an activity; coactive exploration; sensitive interpretation of the meaning and purpose of communication*
- Allowing time for pupils to settle and be familiar with their environment, and to respond and communicate, *for example, to reach for, grasp or release an object, and to attempt tasks independently*
- Adapting equipment, tasks or environments and providing alternative activities where necessary, *for example simplified text*
- An awareness of the pace at which pupils work and the physical effort required □ A balance of consistency and challenge, according to individual needs.

Pupils with a hearing impairment may need:

- A greater emphasis on visual and tactile approaches
- A carefully considered environment in which listening activities can take place, for *example, limited noise levels and background noise for those pupils wearing hearing aids.*

Pupils with visual impairment may need:

- An emphasis on tactile and auditory cues
- Activities and objects presented in particular ways, *for example, with a verbal cue within their visual range; with verbal descriptions of objects and pictures*
- To know who is working within their group
- To be carefully positioned in the group, so that they can make effective use of their vision
- Equipment to support access, *for example, appropriate lighting, enlarged or reduced print, tactile books, materials with clear contrasts, equipment to enlarge pictures and texts.*
- A carefully considered environment in which listening takes place, as the auditory input for pupils with visual will have a greater significance, and some pupils may benefit from the use of small enclosed spaces where sounds are enhanced and extraneous noise is reduced

Our class and subject teachers are:

- knowledgeable about pupils' abilities and their needs in English and other subjects
- use this knowledge effectively in curriculum planning, classroom teaching and pupil grouping make good use assistants, and speech and Language therapists when teaching and monitoring progress

Our additional therapist and support staff will:

- work with class and subject teachers effectively to make focused and systematic
- assessment of pupils communication.
- help match the language demands of the curriculum to pupils' skills and needs, to
- maximise pupils' development of communication and English
- provide effective specialist teaching for groups or individuals
- help strengthen links between home, school and community