

Literacy and Communication Strategy

Across the academy our children generally arrive with lower than average literacy skills. This may be due to underlying SEN, SEMH barriers or gaps in learning due to time being lost to exclusion. As well as addressing gaps and supporting through our SEN support strategies it is important that, as an academy, we have a cohesive approach to our delivery of literacy.

Our strategy is underpinned by research from the Education Endowment Trust and research-based approaches to whole-school communication. Without effective use and understanding of language and oracy we cannot develop literacy effectively.

Phonics Teaching

All children are screened on entry to assess their phonic skills. Children who do not have secure knowledge of both set 1 and 2 phonics will have daily direct teaching using the Read, Write Inc. scheme with a member of staff who has an appropriate level of phonics training. From Y7 the Fresh Start materials will be used to support where phonic knowledge is not yet secure.

Where dyslexia has been identified on entry this approach may not be effective and alternative SEN approaches/intervention need to be considered, either instead of, or alongside RWI. Children who have not met the required standard in the Y1 phonics check will redo the assessment the following year.

Oracy

Oracy is the key to development of language and literacy. Oracy can be defined as the overlap between Learning to Talk and Learning *Through* Talk. Talk is fundamental to teaching and learning and therefore the teacher's role in facilitating oracy is fundamental.

The 4 strands below are helpful when analysing and teaching communication skills and it is expected that opportunities for children to develop in at least one of these areas is built into every lesson.



The **physical**, including voice and body language



The **linguistic**, including vocabulary, language variety, structure, and rhetorical techniques



The **cognitive**, including content, clarifying and summarising, self-regulation, reasoning, and awareness of one's audience



The **social and emotional**, including working with others, listening and responding, and speaking with confidence

DEAR time

Across the school, teachers are being asked to find some time to Drop Everything And Read- it might be the first 5 minutes after lunch, or at a designated point in the day for 10 minutes where reading happens. It could be quiet reading on their own, it could be class reading from the white board. It could be stories, audiobooks, or it could be short fun rhyme or song lyrics (in fact, they could sing them- introduce new music at the same time!) They should also see adults reading too. It doesn't have to be silent- it should be fun! Vook is an online library resource than can be used for younger children to read simple books with the support of animation/videos. Reading does not have to be done on a chair, children can be sat on the floor, on a beanbag or on their tummies – however they feel most comfortable. Each child will have a bookmark they can use to identify words they don't understand or wish to 'magpie' for their own writing. These are then collated and shared on a board in the classroom where they can be annotated.

DEAR time is in addition to any reading sessions, guided reading and curriculum centred reading which form part of the standard planned curriculum.

Direct Teaching of Reading

Successful and effective reading relies on children being able to use the following skills:

	EYFS - Y2	Y3 - Y6
Vocabulary	What does the word mean in this sentence? What does this word or phrase tell you about?	What do the words and suggest about the character, setting and mood? Find one word in the text which means Which word tells you that?
Infer	Why was? feeling? What do you think the author intended when they said?	How can you tell that? What impression of? do you get from these paragraphs?
Predict	What do you think will happen next? What makes you think this? What is happening? What do you think happened before?	Do you think will happen? Yes, no or maybe? Explain your answer using evidence from the text. What does this paragraph suggest will happen next? What makes you think this?
Explain	Who is your favourite character? Why? Is there anything you would change about this story? Do you like this text? What do you like about it?	The mood of the character changes throughout the text. Find and copy the phrases which show this. How does the author engage the reader here? Why is the text arranged in this way?
Retrieve	How many? What happened to?	How would you describe this story/text? What genre is it? How do you know?
Sequence Summarise	What happened after? What was the first thing that happened in the story?	Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?

We know that children read best when they have an understanding or experience of the topic/scenario. All class reading (including Read in to Writing books) should be preceded by an activity that provides context and introduces key themes, words and ideas (pre-learning). Children will then be supported to analyse text and pictures (dependent on ability) using question stems based on the VIPERS above.

Accelerated Reader

All children will have access to the Accelerated Reader programme, which celebrates their independent reading and reading for pleasure. Rewards will be given for children who reach milestones in quizzes or number of words and their success will be celebrated and communicated with parents/carers as well as being displayed in school.

Online Learning

Online programmes 'Teach Your Monsters to Read' and 'Reading Eggs' can be used to encourage reluctant readers. Time on these programmes should be limited to a maximum of 20 minutes per day.

Word of the week

New words are very important! Differentiated words of the week will be displayed in the hall each morning. Reward points will be issued by the class teacher every time the word is used correctly in either spoken or written form.

Spellings

Each child will have access to Spelling Shed where they can practise spelling words, which the teacher can set for them at their individual level. This will be used in class, alongside the matching resources, or can be set as optional homework for children who are able to access home learning. The programme differentiates between those children who need simple words and need to see the word before asking them to spell it, and those children who should be able to spell a more complex word by hearing alone. Bonus Dojo points can be added for completion of spellings at home.

Writing

Read in to Writing will be trialled in the Summer term 2020 as a structured scheme to support writing across all year groups. All children in all year groups should have one session of **Read in to Writing** each day.

Independent writing should be encouraged at all levels. It can be tempting to offer additional support to children who find writing difficult, but this needs to be given with caution to avoid over-reliance. There needs to be a balance between the content of writing and the formation and construction of letters and words. Children with dyslexic tendencies may require additional support such as software (Clicker) or use of a laptop to communicate their stories and ideas. This should not solely replace the need to writing as these skills still need to be developed.

Talk for Writing can be appropriate for many of our children who have a barrier or lack motivation for writing. This does require caution as whilst some higher ability children may benefit from this approach, it can reduce their access and motivation for independent writing.

Handwriting

Children working at EYFS/KS1 should have daily opportunities to practice letter formation, through direct teaching of handwriting, in a designated exercise book using a pencil. Where this is not appropriate the teacher should consider alternatives such as sand trays or chalk pens and recording video/photo evidence.

At KS2 there can be a wide range of writing abilities and the approach for KS1 may be appropriate for many. Where there are fewer barriers/higher ability, children should be encouraged to write using a handwriting pen with cursive script.

All worksheets, displays and resources for children will be done using either **Twinkl Precursive** (for KS1/children who are precursive) or **Twinkl Cursive Looped** (for KS2/children who are starting to write cursive).

Whole School Approach to Literacy and Communication

Assessment on Entry:	BPVS (identifies delay in development of vocabulary)	Informs intervention or need for further SALT support.		
	Dyslexia Screener (screens for possible dyslexic tendencies and provides a summary of literacy development)	Provides strategies for memory/phonics/overall literacy and can inform access arrangements.		
	RAVENS Progressive Matrices (provides a non-verbal reasoning score to help identify underlying learning difficulties)	Can identify if an individual has cognitive difficulties and therefore assess if they have the capacity to learn.		
	YARC (provides an overall summary of single word reading, comprehension and fluency)	Can be used to identify hyperlexia and patterns in reading accuracy. Can be used to inform access arrangements.		
Oracy	Reading	Writing	Handwriting	Spelling
CORE				
Opportunities in every lesson: <ul style="list-style-type: none"> • Physical • Cognitive • Linguistic • Social and Emotional Words of the Week	Phonics: Read Write Inc. / Fresh Start (Y7) Accelerated Reader DEAR VIPERS (daily teaching of reading) Words of the Week	Read in to Writing Words of the Week	Daily practice using handwriting books. (Precursive at KS1, Cursive at KS2)	Spelling Shed Words of the Week
OPTIONAL				
	Teach Your Monsters to Read Vooks Reading Eggs Home Reading (expected, but reward based)	Talk for Writing		Spelling Shed Homework

