



Literacy

SGS Pegasus March 2023.

To be read in conjunction with the whole school communications policy 2023.

Language and communication skills are essential for *all* our pupils and we recognise that the skills developed in English promote learning across the curriculum. We aim for our pupils to be able to express themselves creatively and imaginatively, and to communicate effectively both verbally and non-verbally with others in a range of social situations, appropriate to their levels and needs.

From acquiring initial sounds and mark making to using vocabulary for effect and writing for different purposes, we, at SGS Pegasus, are travelling on an exciting Literacy journey.

Our principles

We believe:

Every member of staff has responsibility for developing literacy.

All students are capable of learning and deserve our best efforts to help them to develop to their maximum potential through Quality First Teaching methods. Students have different learning styles and abilities which require a varied approach to teaching.

Literacy has an important part to play in all areas as young people use it to think, explore, recognise and communicate their ideas.

For students to progress in any subject, they need to be provided with the language of that subject.

Good literacy skills are a prerequisite for access to improved opportunities in life. Literacy is an entitlement for all and close links between tutors, SENDCo, all teaching and support staff, subject leaders and our therapy team ensures that all pupils can access their entitlement.

Literacy is fundamental to students' development and underpins our curriculum by developing abilities to speak, listen, and read and write for a wide range of audiences and purposes. Helping students to express themselves clearly orally, and in writing, enhances and enriches teaching and learning in all subjects. Teachers and support staff, in all subject areas, have a crucial role to play in supporting students' literacy development. Literacy must be embraced by the whole school, with each member of staff contributing towards a common goal. Literacy holds importance in our curriculum and has a wider reaching impact on the lives of our learners.

Approaches to Speaking and Listening

We believe that the teaching of Speaking and Listening skills is an important part of our children's language development and that oral communication is also intrinsically linked to writing and reading. Interactive teaching strategies are used to engage all children in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life, by using speaking/communication for a range of purposes and audiences:

- To explore and evaluate
- Asking and answering questions
- Planning, discussing and evaluating their speaking and listening and that of their peers
- Solving problems collaboratively

Phonological awareness through multi-sensory teaching

Phonics is taught systematically, in a logical, organised order. Cumulative teaching means we include review concepts and help our learners see how what they already know can be used to learn something new.

At SGS Pegasus, we follow a Sounds Write Phonics and Reading, alongside Free readers, The Power of Reading and Switch On, a reading intervention programme taught over a 10 week period.

Pupils in Years 1 – 9 also have access to Talk for Writing, a programme that encourages talking, writing, reading and thinking skills. Through all of these skills children explore language and stories to develop their vocabulary and their writing skills.

Each lesson is structured to incorporate different elements, ensuring our learners flourish in their literacy development.

Staff teach explicitly by modelling the skill and explaining how and why it works; allowing learners time to practise the skills with support, while providing learners time to process and learn the information as they see it, hear it, and touch it (also known as multi-sensory teaching); ensuring learners have immediate feedback.

Reading

Where appropriate, pupils have a reading book and a reading diary recording when they are heard reading. In addition to the reading carried out Talk for Writing, Sounds Write and Switch On sessions, pupils are heard reading 2 – 3 times a week by a member of staff.

Aims Our aims are that all children

- Have an interest in books and read for enjoyment.
- Read a varied selection of texts whilst gaining an increased level of fluency and understanding.

- Develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge.
- Use reading as a means of gathering information to support their learning throughout the entire curriculum
- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies.
- Have an interest in words, their meanings and be developing a growing vocabulary in spoken and written forms
- Develop their oral abilities at their own level
- Express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions

Writing

We value every mark made by our students. We realise that each of our students are at unique starting point and on a spectrum of ability. Whether they are writing with a pen, typing on a keyboard or using a specialised communication programme, it is our responsibility to foster each student's style and preference and support them accordingly. Talk for Writing brings writing and reading skills. Writing is an integral part of the process of language acquisition and fluency in literacy.

Our aim is that every child will be able to:

- Form letters correctly, leading to a fluent and legible handwriting style
- Develop listening and comprehension skills through a variety of means including reciprocal and nonreciprocal situations
- Write in different contexts and for different purposes and audiences, including themselves
- Write with increasing awareness of the conventions of grammar, punctuation and spelling.

In the Early Years Foundation Stage (Reception)

children should be given opportunities to:

- Listen attentively and respond to what they hear
- Where appropriate, make comments and/gestures and actions when being read to, or during whole class and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences, with modelling and support from their teacher.

- Demonstrate understanding of what has been read to them by retelling stories and using a variety of recording methods
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Vocabulary

We strive to promote opportunities for all pupils to be able to speak openly and confidently, with a growing knowledge of vocabulary and communication techniques. We believe that developing our learners' vocabulary is crucial because they will find it much easier to read and write words that are already known. Early reading requires decoding or moving slowly from letter (and attached sound) to letter. If the parts add up to something that sounds familiar, the whole process is a lot more fun.

Assessment

Students are enabled to progress in literacy by making the most of formative feedback as they develop a clearer understanding of how this feedback relates to intended learning outcomes and their next steps.

Assessments used measure:

- phonological awareness and phonic skills
- word reading
- comprehension
- spelling
- writing

Reading skills assessment takes place twice a year and data analysed to ensure children have access to appropriate reading materials that enable them to improve their vocabulary and reading skills across the year groups.