



LITERACY POLICY

READING

INTRODUCTION

All teachers are aware of the judgments which our society and culture has always made, and will continue to make, about the value of reading. Teachers in special schools perhaps have a heightened awareness of this, coming into contact on a daily basis with pupils who may have admirable skills in many areas of their development but find it difficult, for one reason or another, to learn even the most basic literacy skills.

Therefore, this reading policy acknowledges that success at school is under no circumstances to be measured using literacy skills as a yardstick. In line with the aims of Greenside school, reading is taught as part of a broad and balanced curriculum and not in isolation. Reading is interpreted as any activity that leads to the acquisition of meaning from visual or tactile representations. e.g. objects, pictures, symbols or written words. They may be accessed visually, or through touch, for example looking at objects, pictures, symbols or words, feeling objects of reference. It should be seen as moving from the concrete to varying levels of abstraction to gain meaning from the world around them.

Respect and love of books is encouraged from an early age and pupils throughout the school are offered experience of as wide a range of books as possible. The context in which this experience can be offered can vary from storytelling experiences, drama, paired reading or looking at books in small groups.

Aims:

- to develop pupils functional reading skills, recognising and retrieving information from symbols, pictures, letters, words etc
- To extend pupils use of vocabulary
- to develop the pupils ability to recognise and differentiate between sounds in the learning environment.
- to develop the pupils ability to use decoding methods to decipher written information, for example using whole word, phonics, letter/word shapes, chunking etc
- to develop the pupils ability to select appropriate cuing strategies when reading, for example using pictures to reinforce text.
- to develop the pupils ability to use their reading skills to access information and solve problems in real life situations.

KEY APPROACHES TO TEACHING READING

At Greenside school a range of approaches and teaching methods are utilised in order to ensure that each child has access to activities and resources appropriate to their special educational needs in order for them to acquire and develop reading skills. These include:

- Sensory storytelling (including signing support and sensory resources)
- Symbol supported learning (Schedules, timetables, choice boards)
- Phonics and whole word teaching
- Drama
- Reading schemes (Lexia, Oxford reading tree, Dockyard, Wellington Square)
- Group and individual reading
- recognising symbols in the community

WRITING

INTRODUCTION

At Greenside school we believe that writing can be interpreted as any activity that communicates and records events, experiences, information, thoughts and feelings. Writing presents a considerable challenge for many pupils with learning difficulties. The most appropriate form of recording should be selected according to pupils needs, for example, using objects, pictures, photographs, symbols and text. All relevant communication aids should be used to support and foster writing for example the use of computers in addition to writing.

Aims:

- To develop pupils functional writing skills
- develop fine motor skills
- make marks
- become aware that symbols and pictures can be used to convey meaning
- play with letter shapes
- match symbols and pictures to letter forms
- form letter shapes in a variety of ways and representations.
- develop an effective writing grip
- form letter shapes with writing materials
- form combinations of letters (e.g. to write their name)
- produce words, sentences and compositions to convey meaning.
- To use writing for different purposes (lists, newspaper articles, E mailsetc)

KEY APPROACHES TO TEACHING WRITING

At Greenside school a range of approaches and teaching methods are utilised in order to ensure that each child has access to activities and resources appropriate to their special educational needs in order for them to acquire and develop writing skills. These include:

- sensory mark making activities
- sequencing symbols and pictures (e.g. 'I want.....' strips)
- computer programmes (e.g. communicate in print, using keyboard to type)
- Handwriting practice (tracing and copying words and sentences)
- Composing stories, writing lists, instructions, letters.

Assessment and Recording

All pupils will be assessed twice a year according to the National Curriculum and the "P" level descriptors

Progress and achievement of all pupils is recognised, and reported on in Annual Reviews and End of Year Reports

The development of an English Portfolio is ongoing to record progress across the Key Stages

ASDAN Accreditation is used for Key Stage 4 and Post 16 students

- Transition Challenge
- Towards Independence
- Certificate in Life Skills (Entry Level Certificate)

Monitoring and Evaluation

- Monitoring and evaluation will be carried out in order to enhance the teaching and learning of English within our school. It is the responsibility of all staff, both teaching and non-teaching to monitor and evaluate the curriculum provision made for English within the school, so that pupils make the greatest possible progress and enjoy the learning experience.
- Targets are set for English. Pupil's progress in English is tracked by both subject leaders and Heads of Departments.
- The subject leaders are available for advice.

Review of the policy

- The policy is reviewed annually by the subject leaders: Miriam and Luke