



Bright Futures School Literacy Policy January 2019

All at Bright Futures School recognise the central importance of English, as a subject in its own right, and as the most cohesive area of learning. Gaining and using skills in language not only affects a child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills in all curriculum areas.

All children at Bright Futures School have an EHC plan, with a diagnosis of Autistic Spectrum Disorder. Some children have other special needs in addition to ASD, eg Dyslexia, Speech and Language difficulties, Dyspraxia. Meeting the children's ASD needs has been a priority from the start and our literacy policy develops and is amended according to the changing needs of the children.

All children have daily Key Skills sessions which focus on both literacy and numeracy work. In addition, the pupils in KS 2+3 work on specific, individual targets each week. These targets cover the areas that the pupils have particular difficulty with. Staff monitor the progress and amend the targets as often as required.

Aims

- To promote a positive attitude to reading, writing, speaking and listening.
- To support the development of each child's confidence, self-expression and communication skills
- To provide meaningful inter-active opportunities for children to practise using language in relevant, 'real-life' situations
- To promote and enable literacy development through individual learning programmes

Objectives

- To provide a broad range of literacy experiences
- To match learning materials to the child's level of ability, interests and experiences
- Staff to liaise regarding an individual's literacy learning needs
- Development of Literacy skills to be promoted across all curriculum experiences

- To assess reading using New Neale Analysis or Suffolk Reading Test (for higher reading levels), and to assess spelling using Vernon spelling wherever this is possible every six months.
- To assess National Curriculum levels in Speaking and Listening, Reading and Writing by using B-Squared as a baseline for measuring progress, and as a tool for forward planning.
- To assess phonic ability using the 'Letters and Sounds' teaching programme and teach relevant strands to enable all children to access reading at an stage appropriate level.

Speaking and Listening

All children are given opportunities to develop their speaking and listening skills across all learning experiences. We encourage all children to be respectful listeners and to express themselves confidently according to age and ability.

Reading

All staff are made aware of each child's reading ability as soon as assessment is completed. Staff strive to offer reading materials appropriate to the child's ability.

Some children, with reading difficulties receive direct instruction, including multi-sensory programmes such as Nessy. All children are encouraged to practise their reading skills across their curriculum, and to read for enjoyment. Reading is strongly encouraged and all children have a reading log where details of books read are recorded on a regular basis. Staff assist through paired or guided reading when necessary. Children visit the local library on a regular basis and are encouraged to choose reading and reference books to read in school as well as at home if desired. Books and reading records are sent home with the younger pupils to facilitate home reading with a stage appropriate text.

All children are given specific time on a daily basis to read, either on their own or with a member of staff. Pupils will choose their own reading material, in line with their reading age and their understanding of what they are reading will be checked by staff, testing their comprehension skills.

All children have literacy lessons either 1-1 or very small groups.

Writing

Children are encouraged to express themselves in writing using a variety of styles according to purpose, audience and ability level. Children are encouraged to use a cursive script in handwriting and also use word processing. Where children particularly

struggle with writing, laptops may be used but handwriting will still be developed as appropriate.

Assessment

Children are assessed using B-Squared for National Curriculum levels, Letters and Sounds to attain phonics stage, New Neale Analysis or Suffolk Reading Test to measure reading accuracy and comprehension and Vernon spelling test. Targets are set individually in light of these assessments. Progress in on-line learning programmes such as Nessy are closely monitored and weekly targets are set.

Once in KS3 and moving on to KS4, children access literacy skills through their ASDAN modules and all other subject areas. Once children have mastered National Curriculum Level 5, work will begin on preparation for Functional Skills Levels in order to prepare them to achieve accreditation through college programmes or apprenticeship post Bright Futures School.

January 2019

Review : This policy will be reviewed January 2020.