



LITERACY VISION

All children have the right to communicate their needs, wants, likes and dislikes. All children should be able to communicate using verbal and / or nonverbal methods of communication as well as be an active part of their community in order to live a fulfilling, content life.

Where were we?

- ✚ Comprehensive whole school planning where all areas of the National Curriculum are addressed and differentiated in order to cater for our cohort of pupils
- ✚ Reading interventions were well planned and carried through by class teachers and SSAs. These include Phonic Blending, Bearing Away, Seeing Stars
- ✚ PIPA assessments gave us a good picture of the pupils' early literacy development. Literacy coordinator used this to guide teachers in order to put interventions in place
- ✚ Bug Club was used across the school in order to develop reading comprehension at different levels in a non-threatening, child led way
- ✚ The teaching and learning of narrative was the centre of the literacy. This resulted in outstanding progress in all areas of the literacy curriculum

Where are we now?

- ✚ The students' cohort has changed. We currently have 96% of students on the Autism Spectrum, and two classes that cater for pupils in the profound end of the spectrum
- ✚ Good symbol use across school
- ✚ The Zones of Regulation – language related to the zones is being used efficiently by all staff members
- ✚ Pupils' barriers to literacy learning are more severe in comparison to previous pupils
- ✚ Teachers are going through the journey of changing their teaching styles, resources, planning, etc in order to cater for a cohort with various different needs and barriers
- ✚ Bug Club is no longer used efficiently in order to teach reading comprehension
- ✚ The reading scheme available at the moment is obsolete. This means that the pupils that have not been able to move on to the next level are having to reread books that they have read before
- ✚ Narrative is taking place in literacy lessons but a multisensory approach to literacy is needed in order to meet the needs of our current cohort
- ✚ The environment in all the classes is pupil led and inviting. The environment around the school needs to mirror the environment created in all classes

Where do we want to be?

1. Return narrative teaching and learning into the soul of literacy development in all classes across the school by planning and delivering a multisensory approach to literacy away from teacher led lessons into a child led sensory lessons where pupils develop skills both in the school and at home / community
2. A new reading scheme has been ordered. The topics covered in these books are motivational to all children across the school
3. The introduction of Rapid Readers as a reading scheme for higher achievers, i.e. Hazel class, AW and SG
4. Multisensory approach to writing
5. Developing executive functioning skills such as sequencing, utilizing memory recall, representational competence through a balanced and multisensory literacy curriculum
6. Use Bug Club efficiently and effectively across the school in order to teach, and engage in reading comprehension and reading for pleasure
7. Develop the environment in order to provide opportunities for literacy development across the school, including outside areas

How will we get there?

Target	Action	Lead	Timescale	Impact (by July 2019)
To develop multisensory teaching and learning in the literacy curriculum	NGJ will plan, teach and evaluate literacy sessions alongside teachers across the school Planning, sequencing, recalling skills will be developed by all students through a thorough long term plan for literacy Opportunities for the development of early literacy areas such as vocabulary and early communication skills will be part and parcel of the teaching and learning of literacy for those pupils with more severe needs and barriers	NGJ NGJ and Teachers	Spring 2019 Summer 2019	All teachers will be more confident when delivering multisensory approach to teaching and learning literacy
To introduce Pearson reading scheme, including Rapid Readers, across the school	NGJ will present the new reading scheme to teachers All teachers to replace the schemes successfully by reassessing levels TD will support to keep the reading areas across the school tidy and accessible	NGJ All teachers ST	Summer 2019	The new reading schemes will be enjoyed across the school The new reading schemes will promote reading for pleasure
To teach prewriting skills as part of writing development	Class teachers will develop own sequence of activities that promote fine motor and prewriting skills according to their individual students	NGJ NA Teachers OT	Summer 2019	Pupils to develop the crucial prewriting skills and have these secure in order to further develop writing and reading
To improve the school environment in order to promote literacy across the different areas in the	NGJ will audit the displays and resources in the outside areas of the school in order to make these areas interactive resources where pupils' voices can be prompted NGJ will order resources that will promote prewriting skills, the love of reading, mark making in the outside areas, i.e. garden and playground	NGJ MM SD ST	Spring 2019	The displays across the school will be interactive, promoting questioning and pupils voice; as well as being linked to current topic areas

school, including the outside areas				New resources and staff involvement, including lunch time supervisors, will develop role play, pretend play as basis for communication The new resources will promote mark making, reading across the outside areas of the school
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