



Spring Common Academy

Literacy Guidance

2021-22

Rationale

Literacy underpins the curriculum at Spring Common Academy. We believe that all pupils should have chance to develop the communication skills they will need for life.

We focus on developing our pupils' ability to communicate in whatever way they are able using objects, augmentative and alternative communication (AAC), oral and/or written means and to read using pictures, symbols and words.

It is important that we have high aspirations for our pupils and that our curriculum provides sufficient challenge. All pupils will have access to high quality phonics teaching based on a systematic synthetic phonics (SSP) programme at a suitable pace for their needs.

Pupils in KS4 and Post 16 will develop their digital literacy skills to prepare them for the next phase of their lives.

Language Development

At Spring Common Academy we believe that pupils should have access to a language-rich environment in which adults talk with children throughout the day.

Adults will use a variety of strategies to develop early language skills including intensive interaction, burst-pause activities, turn-taking, modelling language, rephrasing and extending what children say, extending children's vocabulary and introducing new words, helping children to articulate their ideas, asking open and closed questions.

Pupils will be taught to listen, to practise their listening skills and to know what good listening looks like. Early phonics teaching will focus on sound discrimination. Attention and focus will be developed using Attention Autism.

Pupils will have access to a range of strategies to develop their communication and language, including augmentative and alternative communication systems. In many cases these will have been recommended by a Speech and Language Therapist. This might include Objects of Reference, Makaton signing, PECS and electronic devices/communication apps.

In KS5 and Post 16 pupils develop their functional communication to support them in achieving greater independence and accessing appropriate post-school provision.

Reading

Pre-reading

For some pupils with profound and multiple learning difficulties all early

literacy skills will be developed through a cross-curricular, multi-sensory curriculum based on communication, sensory awareness, physical development and early cognitive development, in which repetition and overlearning is central. Intensive interaction, burst-pause and turn taking activities are all integral elements of this approach.

Early Reading & Phonics

At Spring Common Academy we follow a systematic, synthetic phonics programme

- Twinkl phonics. Appendix 1 & 2 show the sequence of teaching.

Phonics is taught discreetly in Key Stage 1 and 2. Some pupils receive phonics interventions in KS3. Direct teaching in frequent, short bursts is the most effective means for teaching phonics with opportunities for overlearning and repetition.

Phase 1 supports the development of speaking and listening skills in preparation for specific phonics learning.

Pupils who are able to access reading books have regular opportunities to read in school and are heard by an adult at least once a week with a written record completed. Reading books are sent home and parents are encouraged to share with their children.

Reading for enjoyment

Our curriculum is based around high quality texts to engage our pupils in reading. We believe that if children enjoy sharing books and listening to adults read they are more likely to become motivated readers themselves.

The texts we use at Spring Common Academy enable pupils to develop knowledge of a wide range of books, authors, illustrators and genres. We explore books as a whole class focus through a range of creative approaches including reading aloud, rereading, answering questions, responding to illustrations, drama and role play, drawing and annotating, book reviews, shared writing and writing in role. The books we use provide children with the experience of rhyme and pattern, vocabulary, structures and ideas they can draw on in their own writing.

Each classroom has a reading area and there is an upper and lower school library.

Storytelling

The choice of books plays an important part in the development of an effective curriculum and we have a selection of bag books and sensory stories for the pupils who benefit from a multi-sensory approach. These books can be enjoyed through interactive storytelling.

During this approach teachers may use:

- Objects, pictures and symbols from the story

- Gestures and phrases repeated during the session so pupils can join in or finish a repeated phrase
- Visually interesting activities
- Turn taking
- Modelling appropriate responses, commenting and engagement from additional adults.
- Reacting to any input from pupils
- Cross curricular follow-up

activities. Reading for meaning

Some pupils at Spring Common Academy develop good decoding skills but struggle with comprehension. We use the following strategies to support them in the reading-thinking process:

Before reading

- Activating background knowledge
- Investigating text structure
- Predicting text content
- Reviewing and clarifying

vocabulary During reading

- Establishing the purpose for each part of the text
- Confirming/rejecting predictions
- Identifying and clarifying key

ideas After reading

- Identifying the main idea and details
- Making comparisons
- Drawing conclusions
- Summarising
- Analysing

Writing

Early or emergent writing encompasses the act of producing physical marks, the meaning children attribute to these marks and developing an understanding of how written language works.

Engagement and Enjoyment

At the earliest stages of development, staff at Spring Common model and explore mark making in a variety of tactile media, using playful actions and gestures, making activities fun and enticing.

Activities for making patterns, strokes, letters or words are extended and include the use of IT. Themes are meaningful and motivating linked to topics and personal experiences.

Staff use scaffolding strategies to support writing, but there are also opportunities for free writing. Pupils engage in creative writing to share their ideas. In KS4 and Post 16 writing opportunities are linked to a functional and practical curriculum.

Grammar and Punctuation

Teachers draw on authentic examples from quality reading materials and explore the effect and impact of the use of grammar and punctuation with students.

Spelling

Spelling is taught alongside reading. Pupils will learn how to represent phonemes with the appropriate grapheme and explore spelling rules. Pupils will practice common exception words.

Handwriting

For pupils with fine and gross motor difficulties, equipment and activities to promote strength and stability are incorporated within the classroom, with advice from OT and physiotherapy if required.

Staff use multi-sensory approaches to introduce letter strokes and develop the accurate formation of letters and numbers.

For some pupils the use of IT will be the most effective means of recording.

Intent

Phonics is to be formally taught from key stage 1 to Key stage 3 within the Spring Common Academy setting. (early Years will dip into the level 1 phonics stage where themes fit with the topics they are covering). Pupils that are able to will be assessed and set within the Twinkl Phonics scheme.

The aim is to cover as much of the phonics progression from phase 1 to phase 6 with pupils that are able to access phonics within the curriculum. The main cohort to access this phonics scheme will be Key stage 1 and 2 with phase 6 covered in Y7 for the more able formal learners and a catch up intervention programme for those that are still making progress in Key stage 3 because it is at these curriculum stages that the majority of pupils are ready to access a more formal curriculum and retain the skills necessary to progress in phonics.

Access to a formal scheme will allow children to make steady progress and build on their skills as they move through Key stages 1 & 2. A formal scheme will enable teachers to assess the level of the pupils in their class and give them the knowledge and resources to help them move forward in their understanding.

The intent of following a formal structured scheme is to ensure progression through the different stages of phonics and to offer a clear well-resourced scheme for teachers to use. Children being offered the same learning as they move through key stages 1, 2 and some in KS 3.

Implementation

The school has a clear phonics scheme of work and progression map that has a linear structured timetable that will be backed up by the Twinkl Phonics scheme and its resources.

In years 1 & 2 pupils ready to access a more formal curriculum will have opportunities to develop their knowledge, skills and understanding to use and discriminate their auditory, environmental instrumental sounds using the 7 aspects of phonics at level

1. Twinkl phonics offer a half termly programme that has a different theme and covers different aspects within that theme. Each theme has 5 large group or small group activities that are multi-sensory and inclusive. At the end of Level 1 there is an assessment package that can identify which pupils are ready to move onto level 2.
2. If pupils are ready for level 2 of Twinkl phonics they will learn the first 20 phonemes from phase 2.

In years 3 and 4 pupils will cover level 2 and level 3 of the Twinkl phonics scheme. This includes all 44 phonemes including the vowel digraphs. The children will be assessed when they enter year 3 and will be placed in an appropriate group, for 3 planned phonics lessons a week. Each lesson to be from 20- 30 minutes long. Pupils not ready to access level 2 of the scheme will continue to work at Level 1.

Each lesson will be planned, delivered and assessed by the teacher carrying out the phonics sessions. Teachers will be trained and have a high knowledge and skill in teaching synthetic phonics using the Twinkl Phonics scheme.

Each phoneme sound is to be taught for the 3 lessons in each week, breaking down what needs to be covered and giving ample time for over learning and revisiting of the sounds taught. A special emphasis to be given to blending as they complete the first 6 phonemes s a t p i n. At the beginning of years 4, 5 and 6, the Autumn term will be used to revisit phonemes taught the year before as retention of skills are sometimes lost within the six week break.

In years 5 and 6 if pupils have followed and retained the phonemes taught in years 3 and 4 they will progress onto levels 4 and 5. Again they will be assessed at the beginning of the year and placed within an appropriate group for 3 weekly phonics sessions 20- 30 minutes long.

Pupils ready to access phase 2 at the beginning of year 5 and pupils that struggled with phases 2 and 3 could use the Twinkl codebreakers which is a tailored catch up phonics programme for key stage 2. The characters and basic resources are similar but the emphasis is on a more mature cohort and age appropriate style for our pupils.

Pupils who have been unable to access the level 2 of the phonics scheme will continue with level 1 of the scheme through a specific individual and sensory diet tailored to their specific needs. Other pupils not able to access phonics will be taught through structured TEACCH and whole word learning if this best suits their learning style.

Pupils moving through to KS 3 who have made steady progress through the 5 levels will have level 6 embedded in their Literacy lessons to help support their independent reading and writing progress.

Impact

Each half term throughout key stage 1, 2 & 3 pupils will be assessed and their progress tracked. Pupils falling behind or struggling can be identified quickly and appropriate steps taken to give them more help at this level or move them onto a more appropriate pathway that best suits their needs.

The success of the programme will also be evident in the pupil's developing reading, spelling and writing skills which will enable them to access the curriculum at a higher level and to make progress towards entry level assessments, necessary life skills and ultimately college.

Teachers will be able to follow a programme that is well resourced and planned and will be consistent throughout the key stage. This will help with their professional development in a systematic, synthetic approach to phonics.

Phase	Phonic knowledge and skills	Year Group in which stage would typically be taught	Links to structured phonics scheme taught in school	Tricky words
1	<p>Aspect 1 – General sound discrimination – environmental</p> <p>The aim of this aspect is to raise children’s awareness of the sounds around them and to develop their listening skills. Activities suggested may include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.</p> <p>Aspect 2 – General sound discrimination – instrumental sounds</p> <p>This aspect aims to develop children’s awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.</p> <p>Aspect 3 – General sound discrimination – body percussion</p>	EYFS/Y1	<p>Twinkl Phonics Level 1 Storytime phonics as a supplementary scheme to introduce letter sounds through stories.</p>	None

	<p>The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.</p> <p>Aspect 4 – Rhythm and rhyme</p>			
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This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 – Alliteration

The focus is on initial sounds of words, with activities including I- Spy type games and matching objects which begin with the same sound.

Aspect 6 – Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities may include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice
– /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 – Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as

	a sock and ask the children which sounds they can hear in the word sock.			
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2	Autumn term s a t p i n Spring Term m d g o c k ck Summer Term e u r h b f l	Y1/2	Twinkl phonics level 2	is, I the, to no, go
2/3	Autumn Term Revise earlier sounds and check for retained understanding Spring Term ff ll ss j v w x y Summer Term z zz qu ch sh th th ng words ending s /s/- hats, sits words ending s /z/ his bags	Y3	Twinkl phonics level 2 Twinkl phonics level 3	He, she, we, me, be, was, my, you, they, here, all, are.
3	Autumn Term Check Y3 sounds have been taught and retained Spring Term ai, ee, igh, oa, oo oo Summer Term ar, or, ur, ow, oi, ear	Y4	Twinkl phonics level 3	Spell -the, to, no, go, I

3/4	<p>Autumn Term</p> <p>Check all vowel digraphs retained + air, er, ure</p> <p>Spring Term</p> <p>CVCC words, CCVC words, adjacent consonants, polysyllabic words</p> <p>Summer Term</p> <p>Revise all tricky words for reading and spelling from level 3 & 4/ai/ ay play, /ow/ ou cloud, /oi/ oy</p>	Y5	<p>Twinkl phonics level 3</p> <p>Twinkl phonics level 4</p>	<p>said so have like</p> <p>Some come do were here little says there when what one out</p> <p>Spell- he, be, we, she, me, was, you, they, are, all, my, her, here</p>
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	toy,/ee/ea each /ur/ir bird, /igh/ie pie, /oo/yoo/ ue blue, rescue			
4/5	<p>Autumn Term</p> <p>Revise- /ai/ ay play, /ow/ ou cloud, /oi/ oy toy,/ee/ea each /ur/ir bird, /igh/ie pie, /oo/yoo/ ue blue, rescue/oa/ o go, /igh/ i tiger, /ai/a paper, /ee/ e me</p> <p>Spring Term</p> <p>ai/ a-e shake /igh/ i-e time /oa/ o- e home /oo/ /yoo/ u-e rude cute`ch` saying /c/ `ch` saying /sh/ `ew` saying /yoo/ and /oo/</p> <p>Long vowel sounds</p> <p>Summer Term</p> <p>`y` saying /ee/ `aw` and `au` saying /or/ `ow` and `oe` saying oa `wh` saying /w/ `g` saying /j/ and `c` saying /s/ `ph` saying /f/ `ea` saying /e/</p>	Y6	Twinkl Phonics level 5	<p>their, people, oh, love, your, Mr, Mrs, Ms, ask, could, would, should, our, house, mouse, water, want, who, whole, where, two, school call, called, asked, people, different, thought, through, looked, friend, work, once, laugh, because, eye, any, many, again, busy, beautiful, pretty, hour, move, improve, parents, shoe, days of the week, months of the year.</p>

5/6	<p>Extension group- If there are students that would benefit at learning the last of the level 5 sounds and level 6 sounds to aid their reading and writing ability they could work on an individualised programme or small group.</p> <p>Autumn Term</p> <p>'ie' saying /ee/ adding -ed adding -s and -es adding -er and -est 'tch'</p>	Y7		
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	<p>saying/ch/ adding -ing and -er 'are' and 'ear saying/air/ 've' saying /v/ 'ore' saying/or/ adding prefix un-</p> <p>Spring Term</p> <p>'y' saying /igh/ 'dge' saying /j/ 'ge' saying/j/</p> <p>-es to words ending in y 'gn' saying /n/ 'kn' saying /n/ -ed -ing words ending in y 'wr' saying /r/</p> <p>Summer Term</p> <p>-le -er -est to words ending in y -el</p> <p>-al, -il -ed -er to words ending in e 'eer' saying /ear/ ture -est to words ending in e</p>			
2-4	<p>Intervention- A small cohort of students that would still benefit from a synthetic phonics programme could revisit the sounds at a quicker pace on a 1:1 basis or in small groups.</p>	Y7	Read, write Inc catch up programme	
	<p>Lexia intervention programme to address any gaps for high functioning students that could attain EL3 at the end of Key stage 4</p>	Y8-10		

To teach phonics properly there should be at least three sessions a week in key stage 2 for 20- 30mins.

Years 3 & 4 to be split into

three groups Level 1-

sensory/pre formal

Level 2 – semi

formal Level 3-

Formal

Years 5 & 6

Level 2- pre formal or codebreakers level 2

Level3/4- semi formal or

codebreakers level 3 Level 4/5-

formal

Some of our students will not progress beyond level 1 and their curriculum will be tailored to their sensory needs as they get older.

Those that struggle to access level 2 and are unable to blend will need a more functional skills curriculum as they get older

Certain children on the autistic spectrum learn by whole word reading and need as much reading experience as possible to help build up their word bank, they should also do extensive work on comprehension skills.

