

# Literacy Guidance 2023/24

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## 1. Introduction

- 1.1 At Woodlands we all recognise the central importance of Literacy, as a subject and as the most vital core skills for accessing learning. Literacy is promoted across all subjects and is at the heart of our curriculum. This policy supports our school aims as outlined in the SIP.
- 1.2 Within the framework of the National Curriculum 2014, pupils will be given the opportunity to develop their language skills at an individual level. This will include the ability to express themselves in the areas of oracy, reading and writing. Teaching at Key Stage 3 and 4 in Blue Pathway is intended to culminate in pupils accessing GCSEs in English Literature and English Language. Assessment is ongoing and takes place in many forms, dependent upon the key stage and pathway. Pupils in Green Pathway are focused on Entry Level Literacy in KS4 but where individuals are identified as having sufficient reading, writing and comprehension ability, they can undertake GCSE English Language – in line with our ambition to challenge all pupils to the best of their ability and the high expectations we have towards all our pupils.

## 2. Aims

- 2.1 Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of their whole life. We aim to develop pupils' abilities within an integrated programme of Oracy, Reading, and Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum which is also challenging and rigorously planned in accordance with their curriculum pathway, with opportunities to consolidate and reinforce taught literacy skills across all subjects.
- 2.2 To promote a positive attitude to reading, writing, speaking, and listening.
- 2.3 To develop children's ability to become confident users of language, both oral and written.
- 2.4 To value language from other countries and cultures.
- 2.5 Where appropriate, to develop non-verbal communication skills (Makaton, PECS) for their own use and to communicate with peers.
- 2.6 To ensure children have access to a broad, balanced, and creative literacy curriculum.
- 2.7 To provide clear and consistent teaching throughout the school.
- 2.8 To provide them with skills and tools that enable them to be better communicators.
- 2.9 To communicate the school policy on English to all staff, Governors, parents and other stakeholders.

### 3. Principles and values

3.1 Literacy is at the heart of our curriculum and its importance is fundamental to all lessons.

3.2 We are committed to:

- a) Providing access to a broad and balanced literacy curriculum regardless of pupils' special educational need.
- b) Developing proactive and critical thinking.
- c) Building skills and knowledge based on sequential learning,
- d) Excellence in both teaching and learning.
- e) Supporting personal development and independence.
- f) Developing young people's confidence in communication.
- g) Providing lessons that are appropriate, engaging, and meaningful.

### 4. Procedures and practice

#### 4.1 Definition

4.1.1 English as a subject is the development of skills that enable our pupils to become literate. This means to communicate well and express themselves and understand others in whatever form of communication they use, whether this be written, verbal, digital or symbols and pictures.

#### 4.2 Pathways

4.2.1 Learning at Woodlands is split into three pathways. Yellow Pathway pupils will be exposed to a variety of texts and will experience some formal reading practice to the level appropriate for them. They will listen to stories and other information and use objects, pictures, sound, and video to help them engage with the story or facts.

4.2.2 Yellow Pathway will be encouraged to develop practical communication skills appropriate to them as individuals and to gain some understanding of themselves, their community, and potential employment/next steps after KS4.

4.2.3 Green Pathway pupils will follow a challenging and thought-provoking literacy curriculum which allows them to experience and engage with texts and ideas that are relevant to their lives and the world around them. They will be encouraged to build their confidence in reading independently and to see the library as a place to access learning and knowledge.

4.2.4 In KS4 Green Pathway pupils will take Entry Level Literacy and develop communication skills useful to a potential career. Some Green Pathway pupils make participate in GCSE English Language examination if appropriate.

4.2.5 Blue Pathway pupils will develop their reading, writing and oracy skills throughout KS1 to 3 with the aim of becoming capable, independent readers with strong writing stamina in KS4, who are confident in tackling a variety of texts (and examination questions) at GCSE level.

### 4.3 The Literacy Learning Ladders

4.3.1 The Learning Ladders are used by teaching staff as guides to planning, offering suggestions on appropriate texts at different key stages and in each pathway, along with the skills to be developed, to ensure pupils build their subject and general knowledge in a way that is suitable for their pathway. Our pupils often have gaps in their learning, leading to problems understanding cultural context and references, suggested stories, events and knowledge in the Learning Ladders is aimed at addressing this. The Ladders also contain explanations and rationale on why certain texts and skills are to be studied.

### 4.4 Planning

4.4.1 Overall long-term and medium-term subject planning is the responsibility of the Literacy Lead. Teachers are then responsible for structuring and timing planned topics in accordance with their groups' necessary differentiation. LTPs (Long Term Plans), MTPs (Medium Term Plans) and teacher individual lesson planning are guided by the appropriate Pathway Learning Ladder and the expected skills and knowledge development for their class/pathway.

## 5. Roles and responsibilities

5.1 The Literacy Lead oversees all curricular developments for Key Stages 1, 2, 3 and 4. They take direct responsibility for delivering the KS3 and 4 curriculum to Blue Pathway, including accreditation and assessments within it. Teachers who teach literacy are responsible for developing lessons based around the provided planning framework, overseen by the Literacy Lead.

### 5.2 The role and responsibility of the Subject Leader:

- 5.2.1 Provide a model of good curriculum practice.
- 5.2.2 Develop a clear view of the nature of their subject and its contribution to the wider curriculum of the school.
- 5.2.3 Foster a love of reading across the school and for all staff and pupils to see the library as the 'heart of the school'.
- 5.2.4 Provide advice, documentation, and training to help teachers and support staff to teach subjects effectively.
- 5.2.5 Play a major part in organising the teaching, and the resourcing, of the subject so that statutory requirements are met.
- 5.2.6 Monitor and evaluate teaching, learning and assessment practices and the overall effectiveness of the subject area.
- 5.2.7 Monitor and evaluate standards of pupils' achievement and ensure that appropriate achievement targets are set for individual pupils.
- 5.2.8 Develop subject improvement plans, in consultation with other staff.
- 5.2.9 Report on progress and attainment to SLT.
- 5.2.10 Carry out moderation to ensure assessment is accurate.

5.2.11 Plan and oversee interventions.

### **5.3 The role and responsibility of teachers and support staff**

5.3.1 Inspire pupils, and communicate to them an enthusiasm for learning,

5.3.2 Understand and fulfil the curriculum requirements,

5.3.3 Support the aims and principles of the school's curriculum policy,

5.3.4 Plan and teach subjects to meet pupils' needs and ensure that all pupils make progress,

5.3.5 Assess standards of achievement and work with pupils to set targets for improvement,

5.3.6 Undertake ongoing self-review and professional development,

5.3.7 Report progress to parents and other colleagues, overseen by the literacy lead.

### **5.4 The responsibility of pupils:**

5.4.1 Engage positively in learning, both at home and at school,

5.4.2 Increasingly set personal targets for improvement and work hard to achieve them,

5.4.3 Form positive relationships while working with others,

5.4.4 Develop willingness and interest in learning to read and write.

### **5.5 The responsibility of parents, carers, and families in supporting pupils:**

5.5.1 Work in partnership with the school,

5.5.2 Make it clear to children that education is important, show interest in their learning and encourage children to read,

5.5.3 Show interest in what their child is reading, both in lessons and personal reading time,

5.5.4 Provide a peaceful, suitable place for children to work out of school where possible,

5.5.5 Encourage children and praise them when they have completed homework,

5.5.6 Encourage and support older children to complete coursework and revision tasks.

## 6. Resources

- 6.1 We have a wide range of resources available for pupils these include:
- 6.2 A school library where pupils can regularly go and choose books to read in school.
- 6.3 A wide range of reading books that children choose related to their reading age.
- 6.4 A broad selection of book sets appropriate for GCSE study and other literacy qualifications.
- 6.5 Phonics phase reading books.
- 6.6 A large range of books both fiction and non-fiction, prose, and graphic novels to encourage all pupils in reading for pleasure.
- 6.7 A Sound Corner in the library where pupils can develop their discernment of sounds.
- 6.8 Laptops that are available for pupils to use in lessons.
- 6.9 Resources linked to each book/topic pupils are learning.
- 6.10 A wide choice of dictionaries and thesauruses.
- 6.11 A wide range of multimedia to support teaching.
- 6.12 Pupils have access to literacy trips linked to the curriculum.

## 7. Assessment

- 7.1 Assessment takes place in many forms and is fundamental in the pupils' learning journey. It helps celebrate their achievements as well as knowing how to improve. This supports the assessment policy framework. Assessment is a continuous process, which is integral to teaching and learning allowing children to achieve their true potential.

### 7.2 Forms of Assessment

- 7.2.1 Formative assessment including daily observations.
- 7.2.2 Marking of work.
- 7.2.3 Discussions with children regarding strategies.
- 7.2.4 Weekly spelling tests.
- 7.2.5 Mock exams every half term for KS4 Blue Pathway.
- 7.2.6 Half-termly reading assessment using Star Reader (All pathways where appropriate).
- 7.2.7 Termly phonics screening for Green Pathway (and any other appropriate pupils who may have gaps in their phonic knowledge).
- 7.2.8 Oracy development scoring.
- 7.2.9 Termly summative assessment recorded in ARBOR.

7.2.10 Statutory end of key stage tests.

## 8. Reading

### 8.1 Ethos

- 8.1.1 To foster an approach across the academy that reading is important for everyone, regardless of ability, and all pupils should have the opportunity, encouragement and learning to help them build their understanding and potential in reading.
- 8.1.2 To place great importance in young people reading for pleasure.
- 8.1.3 Pupils should have access to a broad range of interesting reading materials that are meaningful and relevant to them, and the modern world into which they will step after leaving school.
- 8.1.4 All educators in the academy (SLTs, Teachers, TAs and any other support staff) have a fundamental role to play in ensuring our pupils learn to read to the best of their individual ability.
- 8.1.5 Reading across the school will be organised and monitored by the Literacy Lead and structured around guidance and advice from the DfE Reading Framework (Teaching the Foundations of Literacy) July 2021.

### 8.2 We are committed to improving pupils' reading skills by:

- 8.2.1 Fostering a strong interest in reading for pleasure in all pupils.
- 8.2.2 Developing strong understanding of phonics.
- 8.2.3 Giving pupils access to a variety of books in class reading areas and the library.
- 8.2.4 Giving pupils time to read with a staff member on a regular basis.
- 8.2.5 Providing reading experiences with Pupil Reading Champions who promote enjoyment in reading.
- 8.2.6 Fostering the enjoyment of encountering stories and books in younger Green and Yellow Pathway pupils through hard page/indestructible books and books with sensory props for related to stories.
- 8.2.7 Promoting and developing reading skills and vocabulary development in all lessons/subjects.
- 8.2.8 Assessing all pupils reading and phonic development half-termly for progress or weaknesses to be continually and accurately targeted, using teacher-assessments, phonics screening and the Star Reader programme, identifying where and when interventions are required. This allows pupils to be more familiar with the tests and improves engagement.
- 8.2.9 Every term, all pupils to undergo a 1-to-1 individual reading session out of class with a teacher or appropriately experienced TA who listens to them read and checks decoding, fluency and comprehension.
- 8.2.10 Communicating with parents on the importance of reading materials in the home, and for reading role-models as children grow up.



- 8.2.11 Continuously organising and updating books on display in reading corners and in the library to inspire pupil interest in the *books themselves*, not promotional materials, associated props or other objects.

### 8.3 Words are Sounds

- 8.3.1 Staff should ensure that spelling and key words are spoken aloud by both themselves and pupils. Pupils will be encouraged to develop phonic awareness, leading on to blending and syllabic awareness to increase reading fluency. At Woodlands we use the Five Pillars of Reading to develop our pupils' reading skills. It is essential that a pupil first demonstrates understanding of all phonemes and can blend groups of sounds before moving on to develop fluency in reading whole words. Once this is proven to have been achieved, the pupil will then be supported in developing a wider vocabulary and independent reading ability using syllabification, and building their familiarity of root/stem words, prefixes, affixes and suffixes (morphemic knowledge) to equip them with the mental tools to understand unfamiliar words and broaden their vocabulary.

### 8.4 The Five Pillars of Reading

- 8.4.1 Phonemic awareness,

- 8.4.2 Phonics instruction,

- 8.4.3 Fluency,

- 8.4.4 Vocabulary,

- 8.4.5 Comprehension.

### 8.5 The value of Reading

- 8.5.1 At Woodlands, the perception and teaching of reading will be regarded as the core skill required to access learning, understand the world, and develop knowledge. The library will be seen as 'the heart of the school'. Books and all sources of written information are to be valued and cherished.

- 8.5.2 There is an established system in place for signing books in and out of the library and for where books belong once returned,

- 8.5.3 Pupils are encouraged to challenge themselves when reading, by both teaching staff and Woodlands Reading Champions.

### 8.6 Implementation

- 8.6.1 The methods used are applicable to individual pupils and groups. Pupils accessing phonics follow the Phenomenal Phonics Programme (see appendix 1), with curricular adaptations made for pupils where required, in line with pupils' individual needs.

- 8.6.2 Selected staff work as Phonics Champions, using bespoke systematic phonics instruction, following the Phenomenal Phonics Programme. These Phonics Champions will also help other staff to plan and support the building of phonic understanding among relevant pupils.

- 8.6.3 Phonics, blending and developing understanding of sound chunks and syllables will be used both in lessons and as an intervention programme for selected learners.

- 8.6.4 Key staff are responsible for delivering reading intervention sessions, the structure of which will be shaped around the individual pupil's needs.
- 8.6.5 All pupils have structured reading and literacy activities in morning tutor time, and to always have a book signed out from the library which they are reading for pleasure (this may or may not be age/level appropriate) but all pupils must have a banded book based on their Star Reader assessment, or phonic assessment, even if this is in addition to their chosen book. (see Appendix 2)
- 8.6.6 All pupils have timetabled library-based lessons and will be inspired by staff, Pupil Reading Champions, and Pupil Librarians to respect the library and see reading as the core life skill which allows access to knowledge and therefore is a vital link to learning.
- 8.6.7 Staff utilise Lexonik Vocabulary to support targeted pupils, identified through data analysis and teacher feedback, to support these pupils in understanding and teaching appropriate vocabulary, spellings, syllabification, and morphemic awareness.
- 8.6.8 There are established systems for identifying and supporting pupils with dyslexia. Who can then be offered support to assist them in reading and writing. Staff use a simple Dyslexia Signs Observation Form and work with the Literacy Lead and intervention staff to provide a pupil with strategies and equipment (presentation of key words, pictures associated with words, different coloured pens/writing sheets, coloured overlay strips for reading) appropriate to them.
- 8.6.9 Reading skills should be developed in activities across the curriculum and are the responsibility of all teaching staff. Teaching staff use Lexonik Vocabulary to assist them in the teaching of key words in their subject.
- 8.6.10 Key words and unfamiliar word/terms should be both seen and heard during lessons.
- 8.6.11 Key words should be presented with sound chunks visible to encourage pupils to see words as collections of sounds (Examples: encourage, collection, presented).
- 8.6.12 Literacy lessons will introduce pupils to relevant, challenging texts, both fiction and non-fiction, and pupils of all abilities should experience and encounter a wide variety of texts and stories both on paper and on screen. The variety of authors and characters is culturally broad and involves BAME authors and protagonists from minority/marginalized groups.
- 8.6.13 Literacy teachers should consider the Five Plagues of Reading (Doug Lemov: Reflections on teaching, literacy, coaching, and practice), and treat each aspect as a reading challenge that all pupils should encounter at the appropriate time in their learning.

## 8.7 The library is the 'heart of the school'

- 8.7.1 Reading is viewed as the vital skill needed to access the curriculum and learn about the world.

## 9. Monitoring and evaluating the quality of reading support

- 9.1 Woodlands Academy monitor and evaluate the quality of reading support by:
  - a) Offering detailed guidance to all staff.
  - b) Regularly discussing the progress of pupils with teachers and support staff.
  - c) Carrying out learning walks during morning reading time at least once every half term.

- d) Monitoring pupils' progress on Star Reader tests every half term, so that pupils are comfortable with taking the tests independently.
- e) Continually checking that all classes are using their library time on a regular basis and that all pupils are engaging with texts in whatever way is appropriate for them.
- f) Regular scrutiny of pupils' individual reading records (used in morning reading) and work/staff notes produced during reading interventions.
- g) Regular use of Pupil Reading Champions to inspire and support peers.
- h) Moderation, both internal between the Literacy Lead and Literacy Intervention/Support staff, and with other Trust academies.

9.2 We ensure that all teachers and support staff:

- a) See the development of reading as the core skill for learning.
- b) Understand how to supervise and structure morning reading time to ensure reading activity is supported and recorded correctly.
- c) Develop and continually improve their own understanding of pure sound phonics and syllables.

## 10. Teaching of writing of progress framework

10.1 Writing is communication – speech – the recording of sounds we use to communicate.

10.2 Writing should be legible – understandable to all readers.

10.3 Pupils should develop good writing stamina – the capacity to write large amounts of information, legibly, in the time given, communicating all the points they wish to include.

## 11. Intent

11.1 For pupils to achieve high standards in writing.

11.2 To help pupils be consistent in the quality of written pieces.

11.3 For our pupils to have a rounded knowledge of different writing styles and apply this within their own writing.

11.4 For pupils to hold high standards and expectations of their own writing and understand how to improve their own work.

## 12. Attitude to writing

12.1 Writing, be it handwritten or typed, is important in everyday life. It is integral to all aspects of life, and we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing that will stay with them. Writing enables pupils to communicate with people around the world. Building on experiences, it encourages thinking and communication skills to grow.

## 12.2 Aims

12.2.1 We aim to provide all pupils with a writing development system that is embedded across the school curriculum, and which will produce individuals who are: literate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a stimulating environment and adequate resources so that pupils can develop their writing skills to their full potential.

## 12.3 Implementation

12.3.1 Pupils are encouraged to have a positive attitude towards writing.

12.3.2 Develop pupils' ability to write with confidence, clarity, and imagination.

12.3.3 Help pupils understand and apply their knowledge of phonics and spelling. (Use sound chunks and syllabic awareness to help them understand meaning and spelling of key words).

12.3.4 Inspire pupils to write in a range of genres (including fiction, non-fiction, dramatic script, and poetry), and effectively for a range of audiences and purposes.

12.3.5 Teach pupils to plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria.

12.3.6 Foster the development of a technical vocabulary through which to understand and discuss their writing.

12.3.7 Embolden pupils with the confidence to develop their imagination, creativity, expressive language and critical awareness through their writing.

12.3.8 The use of mini whiteboards is kept to a minimum, utilizing them only to aid with spelling. Pupils are not encouraged to copy sentences written for them on whiteboards and should not use whiteboards for their own writing. "...sitting on the floor and writing on a mini whiteboard does not help children learn to hold a pencil and form letters correctly. To write, they should sit comfortably on a chair at a table." (DfE, Reading Framework, Teaching the Foundations of Literacy July 2021).

12.3.9 In **Yellow Pathway**, pupils use resources to overwrite letter shapes and develop their mark-making skills and understanding.

12.3.10 In **Blue Pathway**, pupils are encouraged to complete a full paragraph writing and spelling task every morning, in tutor time, this is to improve writing stamina and to place words being practised in the proper context of sentences and meaning. It is also a group reading task introducing pupils to a wide range of famous texts.

12.3.11 In **Green Pathway**, KS4 pupils are encouraged to complete a full paragraph writing and spelling task every morning, in tutor time, this is to improve writing stamina and is an adapted version of that used in Blue Pathway, with more appropriate spellings. All Green Pathway pupils will encounter words for writing practise that are consistent with their phonic knowledge and semantic understanding - (meaningful sounds) and are also encouraged to widen their vocabulary.

12.3.12 Across all subject areas, the teaching strategies employed to support spelling, punctuation, grammar, and other aspects of writing are monitored to ensure consistency.

12.3.13 Effective provision for pupils struggling to keep up are put in place early and there are high expectations of what all pupils should achieve.

12.3.14 Children are involved in the assessment of their progress and receive regular supportive feedback on their work.

12.3.15 Children who are struggling in writing are given support which is carefully attuned to overcoming barriers to their writing development.

## 12.4 Spelling, Punctuation and Grammar

12.4.1 Pupils are helped to spell accurately according to their ability and level.

12.4.2 All pupils are urged to realise the importance and value of spelling accurately.

12.4.3 All pupils for whom it is appropriate have access to a balanced spelling programme, focussing on phonological, morphological and semantic knowledge as well as high-frequency and contextual words.

12.4.4 Teaching staff encourage pupils to develop the necessary understanding to use punctuation appropriate to their level and ability.

12.4.5 Pupils are taught to use grammar correctly, appropriate to their level and ability in either written or verbal terms.

## 13. Woodlands Academy's Writing Framework

13.1 The writing framework provides a step-by-step description of progress for writing skills and allows teachers to accurately see how pupils are developing. (see appendix 3)

## 14. Oracy Programme

14.1 Speaking and Listening Skills, now more commonly referred to as 'oracy', have long been an essential component of the National Curriculum for English.

14.2 Children and young people's communication needs are at the centre of everything we do in schools.

14.3 Speaking and listening involves more than analysing pupils' ability to talk and hear other people. It is about adapting language to suit the situation and linking their listening and speaking skills to be able to respond to any argument or discussion, using the appropriate discourse for the subject or situation.

14.4 Our continual focus on encouraging pupils to say words out loud to build their understanding of phonic association and syllabic awareness means it is essential for pupils to have confidence in verbal pronunciation.

14.5 Pupils should be encouraged and supported in turning their words into accurate sounds, across all subjects and support activities.

14.6 Pupils should take part in a range of group and paired verbal communication activities as suggested in the Woodlands Oracy Programme.

14.7 Staff should continually monitor the confidence, progress, and complexity of pupils' verbal development. (see appendix 4)

## 15. Total Communication

15.1 At Woodlands we cater to a range of pupils who are either non-verbal or find challenges in expressing themselves orally (minimally verbal). Some pupils with ASD or ADHD also exhibit mannerisms such as vocal or verbal stimming (humming, shouting, screaming, repeating noises or speech heard previously [echolalia]). These issues can be for a variety of reasons, specific to the individual, such as pupils who are electively mute, or others whose speech and language difficulties hinder their ability to communicate verbally, or pupils who struggle to respond to sounds and recognise them as communication.

### 15.2 Makaton

15.2.1 Makaton is a unique language programme that uses symbols, signs, and speech to enable people to communicate. It supports the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.

15.2.2 With Makaton, signs are used, with speech, in spoken word order. This helps provide extra clues about what someone is saying. Using signs can help people who have no speech or whose speech is unclear. Using symbols can help people who have limited speech and those who cannot, or prefer not, to sign.

15.2.3 We have a whole-school approach to the teaching of Makaton to encourage the inclusion and confidence of our learners who struggle to express themselves verbally. Pupils and staff in all pathways are encouraged to learn the signs and use them when encountering non-verbal pupils around the school.

15.2.4 In weekly assemblies, new Makaton signs are introduced in practised by staff and pupils. (see Appendix 5)

### 15.3 Colours and Images

15.3.1 In Yellow Pathway, pupils learn to recognise the order of tasks, their equipment, and what lessons they are taking using colours, pictures and symbols.

### 15.4 PECS (Picture Exchange System) and ALD Aided Language Display

15.4.1 PECS is a full communication system, in other words it's the "child's voice."

15.4.2 This is for children who understand that images carry meaning.

15.4.3 PECS works well for children who struggle with eye contact and for initiating conversation. (See Appendix 6)

### 15.5 Object Reference

15.5.1 Adult led exercise linking literal objects to destinations and activities, starting with a small number of objects, and then broadening out.

15.5.2 Example: A bowl for snack time, or a nappy for toilet.

15.5.3 The use of these techniques is not a linear process, moving from one method to the next. Our pupils can use a combination of these methods in a way best suited to the individual.

## 15.6 SALT (Speech and Language Therapy)

- 15.6.1 Trained and experienced Speech & Language Therapist work alongside our staff to embed communication strategies into daily routines and activities. This includes supporting different approaches that are already used in school for example: Picture Exchange Communication System, aided language boards, intensive interaction.
- 15.6.2 They support our Total Communication approach across the school. Children and young people are helped in developing their ability to communicate using a range of means – verbal, signs, pictures, symbols.
- 15.6.3 SALT supports children and young people with a range of needs including establishing a means of communication, encouraging, and enabling additional ways to communicate alongside spoken language.
- 15.6.4 SALT support and advice aids in extending vocabulary, sentence building, speech sound production, supporting intelligibility of speech.
- 15.6.5 SALT also offers support to parents and carers along the journey, including them in the package of care offered. This includes setting up communication strategies at home or in different environments, helping to empower families to know how to support their child and when they need to ask for further support.
- 15.6.6 Providing packages/episodes of care for children and young people in a timely way. This means a package of support is offered around an identified communication need, strategies and activities are modelled and demonstrated and left for staff and family to continue. Care is closed with these in place. Family can contact to request further support as required.

## 15.7 Examples of activities

- 15.7.1 Pupils with speech or language difficulties are supported in school through a variety of methods and can also work directly with a specialist Speech and Language Therapist. These sessions focus on the following activities.
- 15.7.2 Listening and recognising sounds.
- 15.7.3 Saying words, parts of words and phonemes aloud.
- 15.7.4 Building confidence in oral pronunciation and volume.
- 15.7.5 Connecting words and sounds to pictures.
- 15.7.6 Repetition of sounds.
- 15.7.7 Saying words in sentences.
- 15.7.8 Having communication strategies, such as the confidence to ask questions themselves about whether what they have said has been understood.
- 15.7.9 Use of the library Sound Corner to develop children's recognition & perception of sounds.

## Appendix 1 – Phenomenal Phonics Programme Overview

This document sets out a clear and well-structured policy and progression sequence for the Phenomenal Phonics Programme. This programme is tried and tested with strong impact at Ambleside Academy and has been used within Woodlands Academy from the academic year 2022-2023.

The Phenomenal Phonics Programme follows a synthetic, systematic approach to the teaching of early reading: explicitly teaching the correspondence between letters and sounds to blend for reading (decoding) and to segment for spelling (encoding).

Phenomenal Phonics follows the progression of phases set out below, with our well evidenced, bespoke approach driven by high quality assessment termly, which informs next steps of learning to ensure that all pupils demonstrate good progress in the number of sounds that they know as well as the words which they can read and spell.

### Phase Letter Sets:

Phase 1	<ul style="list-style-type: none"> <li>Listening to and for sounds.</li> <li>Rhythm and rhyme</li> <li>Alliteration</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>Sounds taught: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, j, ll, ss</li> <li>Tricky words: the, to, go, no,</li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>Sounds taught: j, v, w, x, y, z, zz, qu</li> <li>ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> <li>Tricky words: no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all, are</li> </ul>
Phase 4	<ul style="list-style-type: none"> <li>Recap all previous sounds.</li> <li>Teach reading and spelling tricky words: said, so, he, we, me, be, have, like, some, come, was, you, were, little, one, they, all, are, do, when, out, what, my, her</li> <li>Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</li> </ul>
Phase 5	<ul style="list-style-type: none"> <li>Learn new phoneme zh</li> <li>Teach new graphemes for reading ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e</li> <li>Teach reading words oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</li> <li>Teach spelling words said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.</li> <li>Teach alternative spellings for ch, j, m, n, r, s, z, u, i, ear, ar, air, or, ur, oo, ai, ee, igh, oa, yloo, oo, sh</li> </ul>
Phase 6	<ul style="list-style-type: none"> <li>Understand and apply suffixes – ed, ing, ful, est, er, ment, ness, en, s, es</li> <li>Understand the rules for adding ing, ed, er, est, ful, ly, y</li> <li>Investigate how adding suffixes and prefixes changes words</li> <li>Introduce the past tense</li> </ul>

### Phonemic Awareness

#### **Auditory Discrimination**

As part of this scheme, we explicitly teach auditory discrimination. It is important that children are able to hear and discriminate between different speech sounds noticing similarities and differences. Our children must be able to orally break down sounds segmenting and blending in speech before they are able to read and write.

#### **Auditory Memory**

We ensure that children remember the sequence of sounds in a word and words in a sentence as this is vital for language development and will directly impact a child's ability to read and spell. This is taught through many active games and repetition within our academies.

#### **Auditory Analysis and Synthesis**

Alongside teaching the children to read using the graphemes we build in activities and learning opportunities where the children are taught to orally break up sounds as well as put them together. As a trust we teach the children analysis as this is the ability to break a sentence into words, a word



into syllables, or a word into sounds – necessary for learning to spell. Also, synthesis as this is the ability to put sounds or words together (e.g. c-a-t –).

Phonemic Awareness and the child's ability to hear speech sounds and discriminate one sound from another, breaking sounds down and squashing them back together before looking at the grapheme is really important to provide the foundations for early reading and in develop key speaking and listening skills.

### Termly Assessments

As part of the programme staff start by screening children each term on a past phonics paper to find out how many words that each child can read and this identifies sounds that the children do not know. Staff then use the assessment information from the screening and the letters and sound phases together to guide what sounds/ families they cover next to ensure progress.

### The Structure of a phonics session

Revisit- This is the most important part of the session to make sure that the children are making links to previous learning. This is consolidation of previous sounds learnt and ensure that the children can build the capacity to retain and recall sounds that they have been previously taught. They can use fastest finger sheets. They must also read lots of words including the sounds to ensure that the children are applying reading of words.

Teach- This is the part of the session whereby a new sound is taught. Teachers should skywrite the grapheme in lots of different ways to make sure that the children remember what the sound looks like.

Practise- The children help you read/write lots of words together, segmenting, blending, using robot, actions are extremely important to aid our pupils in remembering.

Apply- Reading and writing at word and sentence level related to the new sounds.

Key teaching points that are paramount for our children within the Phenomenal Phonics Programme include:


- a) Use of robot talk and actions, use of sound buttons, incorporating diagraphs, trigraphs and tricky consonant clusters are used for the majority of learners.
- b) We know that our children find d and b, ff and th and g and y tricky. These are common difficulties within phonics that our children have. Also exposing children to polysyllabic and compound words.

### Phenomenal Phonics Family

Within this programme we have devised our very own Phenomenal Phonics Family.

Each puppet has a special name which relates to the family of which they are experts of. The aim of this is to help the children remember the sounds related and brings a purpose for learning although experts the animals can be very forgetful.


Welcome to Woodland's Phonics Family



These friends are fabulous at phonics. They are super sound experts but sometimes they can be a bit forgetful. They have special collars around their neck so that you can read their names. They love sounds so much that their names have the sounds that they are experts of in them. Our new phonics family will help you to become excellent readers.


### The Puppet Strategy

**Flooch**



oo ew u-e ue  
ou

**Shrow**



ow ou

### Sound and phrase actions

Repetition, rhymes, actions and pictures are used in the Phenomenal Phonics Programme - having proven to be highly effective in aiding pupils' memory of different sounds/spelling patterns. Each sound and phrase (mnemonic) are supported with an action. It is of great importance that these actions are used alongside the sounds and phrases, along with the puppets.

This supports the children when spelling and reading as they are able to make links between the sounds, phrases and actions for the correct spelling choices.

Sound Family	Grapheme	Mnemonic Phrase	Examples
AI Family	ai, ay, a-e, a	ai-snail in the rain. ay-may I play? a-e-make a cake. a-label on a table	Train, snail, rail Play, tray, spray Cake, bake, lake Label, table, able
EE Family	ee, ea, e- e, ie, y, ey	ee-what can you see? ea-cup of tea. e-e-Pete and Steve. ie-shield in a field. y-funny bunny. ey-funky monkey.	Sheep, sleep, sweets Neat, clean, treat Theme, Crete, Pete Shield, field, chief Tummy, gummy, sunny Donkey, money, homey, key
IGH Family	ie, i-e, igh, y	ie-pie in the sky i-e-nice smile. igh-fly high. y-eye spy with my little eye.	Pie, pie, lie Smile, mile, tribe Bright, night, light Spy, cry, my
OA Family	oa, ow, oe .o-e, o	oa-goat in a boat ow-blow the snow. oe-Joe broke his toe. O-the ghost with the post	Bloat, float, toast Crow, slow, mow Toe, potatoes, toenail Most, ghost, post
OO Family	oo, ew, ue, u-e	oo-poor at the zoo. ew-chew the stew. ue-the glue is blue. u-e-huge brute.	Bloom, soon, spoon Grew, flew, screw Blue, Sue, clue Flute, cute, flume

### Pure Sounds

To support children to blend phonemes into words, all staff must pronounce sounds purely and clearly.

Within our programme, included in their CPD, academy staff have access to their colleagues live modelling and demonstrating how to enunciate sounds clearly and accurately. They also use the following link for further exemplification.

Phonics: How to pronounce pure sounds | Oxford Owl – YouTube

## Consonant Clusters

The Raleigh Education Trust recognises that often children need additional support to blend words with consonant clusters (consonant blends) particularly when they are found at the start of words.

Staff at Woodlands say the sounds as purely and clearly as they can. Children must be taught to pronounce each phoneme before blending them. E.g. c-l-u-m-p, s-t-r-ee-t. Once pronouncing individually, we encourage the children to use a cluster blend e.g. cl-u-mp, str-ee-t - as we know from experience of this effective programme that this helps our children quickly recognise common letter sequences at the start of words, and so successfully and swiftly blend at sight, when learning to read.

## Pseudo words

Within our programme, we include pseudo words as part of the daily phonics sessions. This enables children to practice their blending skills and teachers to assess which phonemes require further teaching and revisiting.

## Use of pictures

The programme uses pictures, not only as an aide memoire and to support visual learning, but also to support children's acquisition of new vocabulary. Pictures and visuals support the children in recalling new words and their meaning, and their ability to quickly assimilate new words into their understanding as supported by the following quote from the reading framework:

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.

## Common Exception Words

Each Year Group within the programme has a set of common exception words that the pupils need to read and spell by the end of each academic year. These are set out in the National Curriculum. Common exception words are woven into each phonics session and explicitly taught, so that the children have regular and repeated exposure to those words which they must read by sight in order to be fluent readers of text.

Common Exception Words Year 1					
Spelling Record					
Words	Achieved	Words	Achieved	Words	Achieved
the		no		our	
a		go		she	
do		so		house	
to		by		me	
today		my		full	
of		here		he	
said		there		be	
says		where		pull	
are		love		push	
were		come		they	
was		some		put	
is		once		your	
his		one		school	
has		ask		you	
I		friend			

## Reading comprehension and application of word level reading at sentence level for comprehension

### Phonic Friend Books

Across Woodlands, children are given a phonetically decodable book to read during the application part of a phonics session each day. The idea being that they will then consolidate the phonics words that they have read at word level within a text at sentence level. This book will then be taken home by a child at the end of the week so that the child has practised their reading all week and can go home and simply consolidate their reading at sentence level and demonstrate sound comprehension of the story with their parent at home. Each Phonic Friend Book will be stickered according to the Animal Family and will related only to the animal sound family focus that week. The children will then alongside this phonetically decodable book loan a non-decodable book also.

### Key Vocabulary required for staff to teach phonics effectively

Phoneme: The smallest unit of sound in a word. Phonemes may be written with more than one letter eg day. The word start has 4 phonemes - s - t - ar - t. The word church has 3 phonemes - ch - ur - ch. The word strap has 5 phonemes - s - t - r - a - p.

Grapheme: The letter or letters that are used to write a phoneme.

Digraph: A two letter grapheme where two letters represent one phoneme or sound eg ar, ea, er, oi, ch, th

Vowel Digraph: A two letter grapheme that represents a vowel phoneme or sound eg ay, ee, oi

Split Vowel Digraph: A two letter grapheme that represent a vowel phoneme or sound where the sounds are pushed apart by another letter. This digraph often used to be referred to as a magic e eg cake, bite, phone, these, cube. It is used for the long vowel sounds.

Trigraph: A three letter grapheme where three letters represent one phoneme or sound eg air, igh, ear

Blending: Building words for reading by pushing together all the phonemes or sounds in the word.

Segmenting: Splitting up words for spelling by breaking up words into all their sounds and then working out what letter or letters are needed to represent each sound.

Short vowel sound: The sound that the letters a, e, i, o, u make in a word eg cat, peg, hit, not, sun.

Long vowel sound: The sound that is like the names of the vowel letters. The long vowel sounds are often represented in more than one way by digraphs and trigraphs eg main, stay, cake, see, seat, mice, light, coat, bone, glue, spoon

The Phenomenal Phonics Programme is underpinned by the key principles set out in 'The Reading Framework'

Within this programme, teaching staff will:

- a) Be clear about objectives for any session and make sure that the children understand them (e.g. 'By the end of this week you will all be able to read these sounds; today we are learning the first one.')
- b) Expect all children to participate throughout phonics sessions, for example by using 'call and response'
- c) Make the most of the time for teaching and use activities that maximise the number of words children read and spell
- d) Make sure that children practise using the knowledge they have been taught in previous lessons until they can use it automatically, thus freeing up their capacity to learn new knowledge
- e) Support the children to connect the new knowledge with their previous learning
- f) Demonstrate new learning in bite-sized chunks
- g) Ensure children are given opportunities to apply what they have learnt
- h) Praise the children for working hard and paying attention, being specific about what they have done well

For further reading please look at the latest government guidance shared below:

Section 3: Word reading and spelling ([publishing.service.gov.uk](https://publishing.service.gov.uk))



### [Section 3: word reading and spelling](#)

PDF, 518KB, 31 pages

Policy paper

#### **The reading framework: teaching the foundations of literacy**

Guidance for schools to meet existing expectations for teaching early reading.

From: [Department for Education](#) and [The Rt Hon Nick Gibb MP](#)  
Published 10 July 2021

Visit [magoosh.com](https://www.magoosh.com) to understand and know of the 44 phonemes required to teach.

## Appendix 2 – Reading Band Levels

### READING BAND LEVELS



Phonics Phase Overlap	Colour	Level	Reading Age
Pre-phonics: sound and verbalisation activities			
Phase 1 (Picture & single letter/word books)	Pink	1	<5
Phase 1 (Short CV words and word recognition books)	Pink	2	<5
Phase 2	Red	3	5
Phase 2	Red	4	5
Phase 2	Red	5	5
Phase 2-3	Yellow	6	5 ½
Phase 2-3	Yellow	7	5 ½
Phase 2-3	Yellow	8	5 ½
Phase 3-5	Dark Blue	9	5 ½ - 6
	Dark Blue	10	5 ½ - 6
	Dark Blue	11	5 ½ - 6
	Dark Green	12	6 - 6 ½
	Dark Green	13	6 - 6 ½
	Dark Green	14	6 - 6 ½
	Orange	15	6 ½ - 7
	Orange	16	6 ½ - 7
	Turquoise	17	7 - 7 ½
	Turquoise	18	7 - 7 ½
	Purple	19	7 - 7 ½
	Purple	20	7 - 7 ½
	Gold	21	7 ½ - 8
	Gold	22	7 ½ - 8
	Silver	23	8 - 8 ½
	Silver	24	8 - 8 ½
	Light Green	25	8 ½ - 9
	Light Green	26	8 ½ - 9
	Ruby	27	9 - 9 ½
	Ruby	28	9 - 9 ½
	Sapphire	29	9 ½ - 10
	Sapphire	30	11+



## Appendix 3 – Writing Frameworks

### Stage 1

- Scribbling with either hand.
- Making marks/symbols using a given media – finger, paintbrush, or crayon.
- Having a grip control by making a mark.
- Choosing from 2 symbols to indicate the activity participating in e.g., soft play, water play, play doh.
- Making marks beside a picture to show that marks or symbols have meaning.
- Placing pictures, symbols, photographs in a sequence.

### Stage 2

- Making consistent and meaningful marks and indicating that they say own name.
- Making marks/symbols from left to right.
- Tracing or overwriting, shapes, and straight-line patterns.
- Communicating some ideas for an adult to scribe.
- Creating and completing patterns with support and attempt to copy shapes and straight-line patterns.
- Using writing in play.
- Ascribing meaning to a picture they have drawn.

### Stage 3

- Producing rough scribble with a variety of discernible letters included.
- Using a preferred hand.
- Able to copy some letter shapes with accuracy.
- Representing own name using some appropriate letters or symbols.
- Copying own name with reasonable accuracy.
- Holding a writing implement with increasing control.
- Copy underneath from left to right.

### Stage 4

- Using the grammatical term ‘capital letter’ when discussing own writing.
- Using the grammatical term ‘full stop’ when discussing own writing.
- Forming some lower-case letters accurately, starting and finishing in the correct place. (In addition to those in own name).

### Stage 5

- Showing awareness of different reasons for writing (e.g., lists; posters; letters; stories; poems).
- Adding detail to sentences to form short narratives about real life and fictional experiences.
- Writing a few simple sentences to form short narratives about real life and fictional experiences.
- Making simple changes, where suggested by an adult.
- Starting to identify the differences between words and sentences in own writing using the appropriate grammatical terminology.
- Using the grammatical terms ‘question’ and ‘question mark’ when discussing own writing.

- Forming some capital letters and the digits 0 to 9 accurately, starting and finishing in the correct place (In addition to those in own name).

### **Stage 6**


- Saying out loud what writing will be about.
- Starting to extend sentences by joining two ideas together.
- Writing for different purposes although may not always maintain form – real and fictional events and characters.
- Writing sentences which are sequenced to form short narratives.
- Re-reading own writing, after editing with adult support, to check that what is written makes sense.
- Using the grammatical term ‘exclamation mark’ when discussing own writing.
- Forming most of the lower-case letters accurately, starting and finishing in the correct place.
- I can maintain some consistency in the size and spacing of digits and letters throughout own writing to ensure it is legible.

### **Stage 7**

- Extending sentences by joining more than two ideas together.
- Writing for different purposes, when prompted, although not always maintaining form.
- Re-reading own writing to check that what is written makes sense.



## Appendix 4 – Oracy Progress Monitoring Forms

ORACY – VERBAL COMMUNICATION AND EXPRESSION	
	
<b>Verbal Communication and Expression Progress Assessment</b>	
Pupil name:	Class:      Date:
Task:	
<b>Place a tick in the box for any criteria achieved</b>	<b>Tick or cross</b>
<b>Assessment criteria</b>	
Recognises speech as communication	
Responds physically or with facial expression to sound of another's voice	
Responds to spoken communication with verbal sounds of their own	
Responds to sound of own name	
Uses verbal sounds to gain attention of others	
Uses specific sound (not necessarily recognisable word) to gain attention of, or address, specific person	
Clearly recognises own name said by others	
Attempts to use correct name/s of others (even if imperfectly pronounced)	
Answers 'yes' 'no' questions with correct nod or shake of the head	
Answers with attempt at speech (even if unrecognisable words)	
Answers with some correct (or almost correct) words	
Pronounces some or most names of familiar people (staff or pupils) correctly	
Attempts to communicate using more than one word	
Communicates using simple, short sentences	
Is audible when speaking to teacher/TAs	
Is audible when speaking to other pupils	
Varies volume used dependent on number of listeners or distance from them as they speak	
Usually makes eye contact with intended recipient of communication	
Attempts to answer a question if asked directly	
Will contribute words towards a group talk without being directly spoken to (or asked a question)	

ORACY – VERBAL COMMUNICATION AND EXPRESSION	
Will sometimes contribute relevant words, ideas, information during group talk	
Sometimes achieves the purpose of their intended communication	
Uses body language or distance that suggests they are not comfortable as a part of the group	
Often achieves the purpose of their intended communication	
Displays body language, position, gesture that suggests they are comfortable as a part of the group	
Expresses straightforward ideas/information/ feelings in short statements/replies (possibly with some frustration)	
Sometimes listens to discussions/questions/feedback	
Expresses straightforward ideas/information/ feelings in short statements/replies comfortably (with no apparent frustration)	
Always achieves the purpose of their intended communication	
Almost always makes eye contact with intended recipient	
Body language, gesture, expression and/or tone suggests they are somewhat confident at speaking to individuals or groups	
Usually manages to express ideas/points without some frustration	
Expresses challenging ideas/information/ feelings using a range of vocabulary	
Listens with intent - keeping up with pace of conversation, and can usually provide an appropriate response	
Responds perceptively and if appropriate elaborates with further ideas and information	
Uses language clearly and appropriately to meet the needs of the audience	
Shows willingness to discuss verbally how best to improve on own ideas	
Understands longer and more complex instructions	
Can show understanding of figurative language, sarcasm, jokes and metaphor	
Uses figurative language, sarcasm, jokes and metaphor as a part of their own spoken communication with adults or peers	
<b>Number of ticks:</b>	

## Appendix 5 – Makaton posters



### Makaton Sign of the Week






































Please



Thank you

## Appendix 6 – PECS and ALD

 I	 want	 like	 look	 feel	 listen	 ghost train
 you	 stop	 go	 smell	 taste	 light	 spider
 it	 more	 help	 loud	 quiet	 dark	 candy floss
 no/not	 choose	 play	 water	 duck	 fun	 scary
 who?	 what?	 where?	 fairground	 my turn	 your turn	 finished

