

Manor School



The
Rise
Partnership
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Love • Learn • Laugh

Manor School Literacy Policy

2024/25

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Literacy Policy

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1. Aims

This policy aims to give an easily accessible overview of the expectations for high-quality teaching of Literacy at Manor School. Detailed guidance of how to adapt and apply this for the teaching and learning of pupils within our setting is provided within the Literacy Guidance and Phonics Guidance documents for staff.

2. Legislation and Guidance

This policy reflects the requirements and expectations set out in:

- Special Educational Needs and Disability (SEND) Code of Practice 2014
- Equality Act 2010
- Reading Framework 2023

In addition, Manor School uses guidance from the following sources to inform the Literacy Curriculum:

- The Engagement Model
- Pre-Key Stage Standards
- The National Curriculum programmes of study for English
- EHCP Outcomes 1) Communication and Interaction and 2) Cognition and Learning

3. Curriculum Intent

We take a comprehensive approach to teaching Literacy. Our curriculum is designed so that strands build upon each other, incorporating opportunities for pupils to practise recalling and applying previously acquired knowledge. Literacy targets are designed to teach pupils important functional and academic skills that correspond to their EHCP outcomes and National Curriculum outcomes, helping prepare them for adulthood.

Spoken Language

We want **every** pupil to be able to communicate as effectively as possible, either by using their verbal communication skills or various methods of Alternative and Augmentative Communication (AAC).

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We want **all** pupils to develop their attention and listening skills, as these, in turn, help them to develop their social skills, follow instructions, improve overall communication, build a better understanding and ultimately leads to better relationships with family and friends.

Reading

We want **every** pupil to experience a range of texts and to be familiar with a range of songs and rhymes. We want them to develop early literacy skills that might include wanting to look at books, following narratives, recognising print, learning vocabulary and/or identifying letters and sounds.

We expect **many** of our pupils to be able to read and to develop their all-important comprehension skills. We want them to read fluently and widely and to be able to express preferences and opinions about the texts that they read. We expect many of our pupils to develop a love of reading through having access to a wide range of text types, genres and authors, and to develop their cultural capital through having access to a wide range of diverse texts.

Writing

We recognise the importance of nurturing a culture where children take pride in their mark-making/writing/typing. Therefore, we want **every** pupil to have regular opportunities to engage in these activities during learning and play within the classroom, as well as opportunities to show off work/finished products of which they are proud. We want all pupils to receive positive feedback.

We expect **some** of our pupils to be able to write/type clearly and accurately and adapt their language and style for a range of contexts. We expect them to pay attention to grammar, punctuation, structure, spelling, handwriting and presentation.

The United Nations Convention on the Rights of the Child (UNCRC)

Manor School is a Rights Respecting School. The United Nations Convention on the Rights of the Child (UNCRC) outlines the rights of all children, including the importance of ensuring children with disabilities have equal opportunities to thrive and grow independently. At Manor School we endeavour to ensure that every child is valued, respected, and supported in their journey toward literacy and self-expression. We are committed to upholding children's rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC), ensuring that every child receives the support and encouragement they need to develop their literacy skills.

In particular, we focus on Article 28, which establishes every child's right to an education, and Article 29, which emphasizes the importance of education in developing each child's personality, talents, and mental and physical abilities to their fullest potential. Through individualized literacy sessions tailored to each child's needs, we provide an inclusive environment that fosters a love for reading, writing, communication, and self-expression.

By incorporating augmentative and alternative communication methods, visual supports, and multi-sensory learning strategies, we aim to empower each child to find their unique voice. In line with Article 12, which upholds the right of children to express their views freely, we ensure that all our students have accessible ways to share their thoughts, ideas, and feelings, promoting self-confidence and independence.

At our school, supporting literacy is more than teaching reading and writing; it's about nurturing each child's right to participate in the world around them fully, laying the foundation for a bright and empowered future.

4. Roles and Responsibilities

4.1: Headteacher

The Headteacher, with support from the Senior Leadership Team, is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write and how to adapt these for pupils with SEND
- Providing teachers with the appropriate training and resources to competently deliver the Literacy curriculum and enable pupils to work effectively towards their EHCP outcomes
- Creating a stimulating school environment where pupils are exposed to various types of reading material, such as through displays, books and other classroom resources
- Promoting a culture of reading for pleasure at the core of the curriculum
- Developing links with organisations such as school and public library services, reading charities and others
- Involving parents and families in supporting their children's reading

4.2: Literacy Lead

The Literacy Lead, with support from the Literacy Team, is responsible for providing leadership to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced Literacy curriculum where pupils are taught to read from the earliest stages
- A rigorous programme that includes well-conceived and structured resources for teaching phonics
- A programme of reading aloud to all pupils from Reception to Year 6
- Consistent assessment and accurate teacher judgements within English and literacy
- Effective use of resources
- Collaboration between therapists and teachers to best develop pupils' skills in Literacy
- Organisation of monitoring and moderation of Literacy including external moderation opportunities

The Literacy Lead will be provided with allocated time to help them achieve this. Further guidance on responsibilities can be found in the Middle Leaders Handbook.

4.3: Teachers

Teachers are responsible for:

- Following the Literacy and Phonic guidance as set out by the school
- Planning engaging and effective Literacy lessons to enable pupils to meet their EHCP outcomes with the goal of supporting every child to read
- Providing opportunities for pupils to apply their Literacy skills in a variety of ways to prepare them for adulthood
- Completing the relevant marking and assessment
- Adapting the chosen systematic synthetic phonics programme for all pupils
- Providing resources for home learning including reading books, resources and reading records
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

5. Curriculum and Literacy Guidance

The Manor School Curriculum is bespoke, designed to help pupils work towards the National Curriculum. Our Curriculum is designed to help our pupil RISE (become Resilient, Independent, Skilled and Expressive) and we want our Literacy curriculum to help prepare pupils for adulthood. Within the school we have three different provisions for learning Thyme, Lavender and Rosemary and teaching and learning will look different across these provisions.

5.1 Guidance

The Literacy Guidance document is the responsibility of the Literacy Lead. This document should be updated annually, or more regularly if significant changes are undertaken. The document outlines teaching and learning guidance for Literacy and how this varies across the three provisions. It records the agreed Systematic, Synthetic Phonics programme, reading scheme, handwriting programme and any additional agreed approaches related to Literacy. It also explains the relationship between Literacy, Speech and Language and Occupational Therapy. The guidance document acts as a handbook to staff for the expectations in Literacy at Manor School. An additional phonics guidance document also exists to detail how our chosen SSP programme is adapted for our SEND learners and what good teaching and learning practice looks like within phonics. Information on timetabling, planning, core texts, and formal assessments can also be found within the Literacy and phonics guidance documents.

6. Monitoring, Assessment and Moderation

Literacy will be monitored by the Literacy Lead in collaboration with the Senior Leadership Team following the process set out in the Quality of Education monitoring timetable. Monitoring will include reviewing PIPs, progress data, work books, reading records, learning environment and conducting lesson observations. Additionally, the Literacy Lead may carry out learning walks or classroom drop-ins. For further support, the Literacy Lead is available during their allocated time to provide training, co-teaching or support sessions as well as to signpost staff to examples of best practice from peers.

Throughout the year pupils will be assessed against their half-termly PIPs, The Small Steps internal assessment system, phonics assessment system and relevant EHCP outcomes. Some pupils may also be externally assessed via participating in the phonics screening check or Year 6 SATs.

Teacher assessment of pupil learning will be internally moderated using evidence gathered on the Evidence for Learning platform to measure against Small Steps and Pre-Key Stage standards. The Literacy Lead is responsible for facilitating these moderation sessions and taking moderated work samples to external moderation meetings.

7) Links with other policies and guidance

- Marking and Annotation Policy
- Early Years Foundation Stage Policy
- SEND Policy
- Pupil Premium Policy
- Behaviour Policy
- Literacy Guidance
- Phonics Guidance
- Book and Folder Guidance
- Timetable guidance
- SaLT Service Delivery Model
- OT Service Delivery Model

Individual to pupils:

- PIPS – Personal Intervention Plan
- Small Steps Assessment System
- EHCPs