



**Year 7 Literacy Catch-Up Funding Strategy  
2016-2017**

## Year 7 Catch-Up Funding (Literacy) Academic Year 2016-2017

- No. pupils eligible for Year 7 Catch-up Grant 9
- Total amount of Year 7 Catch-up Grant Funding £4,500

The allocation of £4,500 for this academic year is split equally between Literacy & Numeracy and this year's allocation for Literacy will be £2,250.

### Our Plan for Inclusive Literacy in SLD 2016-2017

North Ridge Community School delivers a literacy curriculum that meets the communication needs for our pupils and provides the necessary skills to access and progress their learning in a range of environments whether it be at work, home or leisure. North Ridge will concentrate on exploring the ways in which literacy teaching can include alternatives to conventional reading and writing, some of which are related to books and magazines but others of which are usually found in media associated with IT and Media Studies.

To improve consistency we have decided to invest in the Lexia programme. It is a Reading Software Programme that helps with both reading and writing. As it is web based, it can be accessed both at school and at home. This will ensure that specific reading/phonics/letter recognition is available throughout the school and not just with the Accelerated Reading Programme.

It has an internal assessment system and provides assessment for teachers/staff to be able to know instantly which areas need addressing and which areas pupils are competent in.

### Monitoring & Reviewing Literacy activities: Autumn Term 2016

At North Ridge we use many types of literacy activities, during the Autumn term the English Co-ordinator will be assessing the use and impact of the range of literacy strategies we use including:

- **Phonics:** letter of the week; identifying parts of letters; writing surname; handwriting
- **Literacy:** library – choosing a reading book; lots of pens, pencils; stories, genre; reading numbers; guided reading and writing
- **Social Sight Recognition:** literacy out in the environment; preparation for everyday living
- **Reading with symbols:** symbol matching; books with symbols; sequencing with symbols in wider curriculum areas; some have symbol books but don't use them spontaneously
- **Literacy Resources:** Widget cut-and-stick; puppets; Bag Books; story sacks; objects (to support Big Book); photographs; dressing-up to take on a character; labelling a picture with symbols to tell a story; making marks to note-take
- **SaLT Activities: Communication:** speech and language sessions with therapist Sam Bray; PECS cards to ask for things; oral skills – blowing, mirrors, facial movements

### The Traditional Literacy Strategy

The use of explicit literacy skills is an important component in school. An example of this is a typical lesson with a big book story and phonics work with the whole class on the carpet or in a circle on chairs. The pupils can then work on reading and writing words and sentences or sensory work related to the story and the lesson finished with a plenary session where pupils reported on what they had been doing. In Primary, big books often enable staff to include everyone, especially if they utilised physical resources for pupils with profound learning difficulties.

### Symbols and Sign: Autumn Term 2016

As a scaffold for our learners we need to see the use of symbols and Makaton as an integral part of learning in school. Our SaLT will support staff as will the use of an LSA to assist with curriculum support. We can see plenty of examples of PECS (Picture Exchange Communication System) where

symbols were being used to support communication but we need more examples of teaching symbols systematically as part of a reading programme. This will be a key development which our SaLT will support, using existing medium and short term curriculum planning and attending the internal Primary, Secondary and Sixth Form departmental meetings.

Despite symbols lacking in universality and many being as difficult to read as words, there is insufficient evidence to suggest that schools for pupils with SLD should abandon them. There is some pressure on pupils to use symbols less as they progress through the year groups at North Ridge School however there is ample evidence to suggest that symbols are important in supporting communication.

## **Broadening and deepening Literacy Spring and Summer 2017**

### **Pictures- improving literacy with language: Spring 2017**

If learning to read conventional words is too difficult, learning to read pictures may be possible. Developing literacy through the use of pictures and photographs has not been researched systematically with learners with severe learning difficulties, although there are some interesting studies that may help us. For example Jalongo et al.'s, (2002) study suggests that wordless books are a powerful influence on emergent readers and Evans and Saint-Aubin (2005) show how pictures totally capture the attention of very young children being read to by their parents. One skill that is specifically taught to emergent readers is the ability to extract meaning from illustrations to help them make sense of the text. This skill is clearly important for those who are not going to be able to read and write conventionally.

It may be possible to extend these to a systematic approach to learning to 'read' pictures and photographs, moving from simple pictures of objects through to complex scenes and abstract ideas such as emotions. Teachers at North Ridge make good use of pictures and photographs but we need to have a more systematic documented approach to teaching the skills required for deriving meaning from them. For example, learning to isolate the most important feature of a picture, understanding that the parts of objects and people that cannot be seen in the picture still exist and being able to produce a picture oneself (either drawing or dragging and dropping on the computer). And alongside the build-up of skills, there are so many interesting things that can be done with pictures and lots of books, magazines, computer games and websites to enjoy.

### **Moving Images**

What place do moving images, as on a video, have in learning literacy or literacies? If still photographs and drawn pictures have potential, what about when they move? Troseth et al. (2006) tell us that typically developing 2-year-olds find it hard to get information from video. This suggests that our pupils with learning disabilities will need help to access more age appropriate TV/film to ensure they can be included.

Learning to 'read' moving images is an important skill in the 21<sup>st</sup> Century. So much information is given to us through the television and film that it needs to be central to modern literacy learning. In January, with the advantage of a fully integrated iPad system we now have and a Green Screen video kit we would like teachers and support staff make use of making and watching videos of, for example, the regular trips out of school and films of books and plays. We want to develop a systematic approach to teaching pupils how to get information from moving images, at least not in their Literacy or English planning.

### **ICT**

We now have an iPad system to develop the links between ICT and literacy in every classroom with support from our ICT co-ordinators. Inspectors want to see us be creative with the curriculum to meet pupils' needs. Special schools have lagged behind with IT, and Ofsted have previously said 'too little use is made of computers as an everyday tool for writing, information handling, research and

the practice of skills.’ Generally, there seems to be a steer from inspectors to make more of technology, in literacy lessons.

### **Film Making and Digital Photos**

Making films enables learning of many skills that could be seen as part of non-conventional writing. If you can’t write your ideas down, you might be able to film them. Pupils can ‘write’ the storyboard, act on film, use iPads / camera, perform different roles in film-making, edit the film, put in the sound track. The film might only last only a couple of minutes but it contains many learning opportunities. What are the skills to be mastered to enable film making to become something from which the child with SLD can derive lifelong pleasure? Some of those skills are shared with film making, such as selecting the right icon, dragging and dropping and double clicking, alongside recognising familiar people and places in pictures, sequencing pictures and moving images, selecting out irrelevancies and choosing suitable clips or photos.

### **Drama, interactive games and storytelling; Summer term 2017**

This last section is about less permanent literacy. It is about things that are said and done in drama, interactive games and storytelling. These can be made more permanent by filming them but essentially they are not traditionally considered to be literacy, although they might be found in English lessons. Usually they have been classified under ‘speaking and listening’ but we would like to bring them into an inclusive view of literacy. Some of the skills are similar, such as selecting relevant things to say, choosing effective words, sequencing the events and using a beginning, middle and end. All these are important skills in a range of contexts.