



Extra Literacy Policy

On Friday mornings, the school has a 'Literacy Morning' of Extra-English activities. This is outlined as follows;

Literacy Morning format

Period 1: Tea & Papers- round up of weeks' news

Period 2: Whole class 'Word-wheel' 'group spelling Challenge

Period's 3 & 4: Individual Rota of personalized lessons

(Word-shark/Reading/Worksheet work & Testing)

At the Annex School Literacy is taken extremely seriously, therefore in addition to normal English lessons set by the English Teacher a further morning of Literacy activities is delivered by the SENCO on a separate morning. The rationale for this is multifaceted. LAC's are noted for achieving very poorly with regards to English results nationally, as basic literacy forms the main nuts and bolts of learning it is very important that we enable students to become much more confident in this area. Indeed, we believe we are achieving some very promising results with regards to greatly improved Reading and spelling and believe we are enabling LAC's to enjoy and gain confidence in these very difficult areas of learning.

Period 1

At Tea & Papers we discuss all aspects of the news and try and round up thoughts about the main stories of the week in preparation to fill in the student voice weekly 'Reflections Sheet'. Tea and Papers has proved a very effective means to encouraging students to read out loud to the class and gain confidence in non-fictional reading. There is a great sense of comradeship whereby all students help each other through the articles and discuss the meanings of words and wider issues in a sensible manner. All words that students have had difficulty reading throughout the week are recorded and lifted into students Literacy Folders and worked through in later sessions.

Period 2

A 'word-wheel puzzle' is taken out from the daily paper and a whole class spelling activity competition takes place for bonus points. This is intended as a fun warm up activity and tests pupils expanded vocabulary.

Periods 3 & 4

These periods involve a Rota of personalized activities. Fundamentally the Literacy component is taught in line the 'Alpha to Omega' phonetic programme of study. This system is sympathetic to the needs of children who suffer with dyslexic difficulties which are very common in SEN schools. The system is taught within clear stages of

phonetics learning. Students are tested for specific learning entry points and are expected to work carefully with support. All Students are logged on to the 'Word-Shark' computer programme and errors are extrapolated by the L.S.A and passed on to the SENCO who constructs extra worksheets based on specific weaknesses.

In these periods all students are expected to read individual books, Harry Potter is very popular ('we organise trips to Harry Potter World of Adventure'). Some more advanced students may be reading more complex online Web-Fiction and this is monitored closely and evidenced. Some students may require extra time spent on Handwriting sessions using 'Nelson' books (some students have symptoms of Dyspraxia/motor coordination difficulties). All students have personal pens; fountain pens or ergonomic writing pens to aid their writing (some students may also be using coloured filters/writing pads to aid identified specific eye stresses). Working along the Literacy Morning all students are expected to attend Therapy sessions with our in-house Psycho-dynamic Therapist. The SENCO will also utilise pockets of time to regularly test Reading ages, Spelling ages, Learning Styles and other relevant testing proformas and also check in with students IEP information.

With regards to the Alpha to Omega programme; In Stage 1 the learner tackles simple word blends, in Stage 2 more difficult words are addressed and in Stage 3 multi-syllable words are investigated (see outlined 'Rolling Programme').

Occasionally students will visit the library to select reading material (all reading material is calculated for Reading Ages and is mostly 'fictional 'in nature). Reading follows a 'Reciprocal' approach involving 'questioning', 'Decoding', 'Summarising' and prediction' work. The main learning skills involved in Literacy lessons involve 'Improving own learning', 'Problem Solving', 'Communication', 'English', Reflective Thinking', 'Self-Management', 'Motivation' and 'Enjoyment & Achievement'. Once at the end of each term all the students enter a collective 'Scrabble Championship' for the School Scrabble Trophy and compete for the title of 'Jig-Saw Puzzle Champion'.

Both the SENCO and English Teacher liaise with each regularly on teacher cross-over time on Monday afternoons.

Literacy rolling programme

Literacy Programme	
Stage 1 SA: 8yrs	Alphabet Days of the week Months of the Year Numbers 1-20 Colours CVC Plurals Double Blends/Triple Blends End blends Prefixes Suffixes Past tense Word sums Diagraph blends Flossy words Apostrophe Positive/negative Silent letters Magic e / r rule Combinations Letter sounds Soft g Triple end blends
Stage 2 RA: 12 years	Long Vowels Homophones suffixes
Stage 3 RA/SA: 15 years	Syllables-open/closed Complex end blends Complex suffixes Sounding blends i before e prefixes Punctuation Verbs Nouns

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