

## Literacy Curriculum

### *Curriculum Intent (why do we do it)*

At Priory School, our aim is to provide a rich and appropriate range of literacy opportunities and experiences for all students so they can achieve their full potential according to their individual abilities. We aim to support students to understand, explore, and interact with the world around them through literacy. Our Literacy Curriculum covers the three areas of the National Curriculum English Programme of Study:

- Reading
- Writing
- Speaking and Listening

### **Reading**

#### **Word Reading**

In line with the National Curriculum and their definition of “word reading”, we aim for all students to have appropriate and differentiated opportunities to learn to read (words, signs and symbols). We aim to support students to understand, explore, and interact with the world around them through Literacy. We aim to provide all our students with a means to express and understand themselves.

We understand reading (including pre reading) is central to our ability to understand, interpret and communicate with one another.

#### **Phonics**

Our aim is for Phonics teachings to be differentiated according to student's needs and taught at their pace of learning.

We recognise that students need to be motivated to learn phonics. Therefore, teaching involves the use of auditory, visual and kinaesthetic activities. This encourages students to activate as many senses as possible.

Students who can read but cannot identify sounds will not be taught phonics, they focus on other aspects in Literacy such as comprehension skills, meaning of words, word and symbol recognition.

Students are taught to recognise the symbols alongside word recognition.

We recognise the more opportunities students are provided with to scaffold their knowledge and to practise their learning in authentic reading and writing contexts, the more successful they will be in applying and transferring this knowledge.

#### **Book Choice**

We aim to foster a love of reading by providing a variety of interesting and exciting genres, and opportunities to explore a range of books with adults and their peers.

The focus in these sessions is exploring a text, learning key vocabulary and its meaning, learning about the characters, making predictions, relating experiences to real life and developing comprehension skills. In addition to a termly book-

choice, students will have the opportunity study poetry, world literature and drama.

### **Poetry**

We recognise that reading poetry with our students is an important tool in supporting and developing their literacy and communication skills. Rhythm, rhyme and repetition supports listening and speaking skills, early phonics awareness and develops memory. Poetry can broaden students' vocabulary and enable them to engage with a range of themes in a shorter form that they may find more accessible. It can also enable our students to express themselves and their feelings.

### **World Literature**

We recognise that including World Literature in our literacy curriculum in the form of stories, traditional folk tales and legends, poetry and biographies, gives our students an opportunity to engage with other cultures and their history, beliefs and customs. The world literature strand both reflects the diverse nature of our own school community and gives our students an opportunity to learn about lives that are very different to their own.

### **Drama**

We believe the opportunity to gain experience, skills and understanding associated with the artistic practice of drama should be available to all our students, regardless of their ability. Drama supports both self-expression and confidence building which are important tools in literacy development. Drama also boosts communication and group negotiation and communication skills developed through drama feed back into other subjects.

### **Comprehension**

Our aim is to teach and continue to develop our student's comprehension skills and understanding of words (written and spoken) and symbols in a variety of ways differentiated to their key word level of understanding. We provide opportunities for students to utilise comprehension strategies across their day in familiar and unfamiliar situations. We understand that it is important for students to be able to use comprehension skills to understand, interpret and get meaning from spoken and written language (words/symbols/speech).

### **Love of Reading**

Our aim for love of reading is to encourage students to have a love for books and empower them to find pleasure in reading. The sessions may involve individual, group and whole class reading. Staff members will demonstrate the skills of an effective reader, which includes proper expression and fluency. The sessions have a personalised approach to literacy appreciation, therefore, a class with a mixture of readers and non-readers may have one to one reading and story sharing happening during the session.

## Writing

### Composition

We recognise that writing is the essence of communication and giving our students the chance to engage in a written format, from simple mark making through to creative story writing, gives them a means to express what they are thinking and feeling. Our students are deep thinkers with much to say and being included in the writing community can open up a wealth of opportunities.

We believe even early mark making needs to be valued and seen as a potential for self-expression. It may just be a simple dot or a line across the paper, but it is the basis of developing the skills to be a writer.

Priory students are given opportunities to use writing for a range of purposes, including creating books, stories and poetry, and writing their personal details, letters, lists, recipes and instructions.

As our learners progress in their writing skills, they are supported to develop their understanding of spelling, punctuation and grammar.

### Handwriting

Our aim is to support students in forming legible letters and numerals, which will enable them to produce purposeful writing for their everyday life. There is a focus on developing fine and gross motor skills.

We recognise that some of our students find writing challenging, especially if they have additional difficulties with their fine motor skills. Therefore, we provide students with alternative means to produce written work such as typing.

## Speaking and Listening

The language that our students hear and communicate, underpins the development of their reading and writing skills, and the quality and variety of this language is vital to both these skills, and the development of their vocabulary and grammar.

All our students have communication difficulties to some degree, which can range from students who communicate verbally, most, or some of the time, to those whose primary communication is non-verbal. It is vital therefore that our students are given opportunities throughout each day to practise both their expressive and receptive language skills. While these opportunities are embedded in both structured and unstructured learning across all strands, the Literacy for Life strand will have a particular focus in this area, with activities designed to support listening and communication skills.

For pathways 3 and 5, communication is a separate strand. All priory students have access to our in-house SALT provision.

**Curriculum  
Implementation  
(how do we do it)**

Literacy is taught both discretely, and embedded into other areas of the curriculum and learning opportunities.

The literacy curriculum is a spiral curriculum. This is to ensure that all the above strands are covered over the year and students continue to build upon their skills and consolidate their knowledge as they move up in the school.

The reading strand of the literacy curriculum is divided into two stages. Pre-readers and banded readers. Pre readers build upon the skills and knowledge that they will need to be able to access the banded book programme.

Reading books are banded into colours, which link to the Priory School Reading Assessment. Students are then assessed, informing the appropriate level for their reading development.

Literacy is delivered differently across each pathway and teaching is differentiated to meet student's individual needs.

Pathways have a set number of sessions a week.

**Pathway 1 and 4:** 2 x 60 minutes Literacy lessons per week  
5 x 15 minutes Handwriting per week  
5 x 15 minutes Phonics per week  
5 x 15 minutes Love of Reading per week

**Pathway 2** 3 x 30-45 min Literacy lessons per week  
Daily handwriting in Workstation time  
5 x 10 minutes phonics per week  
5 x 15 minutes Love of Reading per Week

**Pathway 3 and 5** 3 x 30 minutes Literacy lessons per week

**Sixth Form** 3 x 30-60 minutes Literacy lessons per week  
5 x 15 minutes Love of Reading per week.

Pathway 1, 2 and 4 complete two literacy accreditations at KS4. The accreditations are Functional English in year 1 and Comprehension in year 2. There is a selection of differentiated units for teachers to match to students' abilities.

Sixth Form Students complete termly accreditation units (Asdan and AQA) around functional literacy skills.

**See curriculum plans below**

**Curriculum Components**  
(how do we break the learning down)

Curriculum components support teachers with teaching and learning and enable us to ensure progression.  
The curriculum is broken down as follows:

- **Handwriting Skills**
- **Composition Skills**
- **Reading Skills**
  - **Pre-reading Skills**
  - Pre-intentional readers
  - Intentional readers
  - Emerging Readers
- **Coloured Reading Bands**
  - Lilac
  - Pink
  - Red
  - Yellow
  - Light Blue
  - Green
  - Orange
  - Turquoise
  - Purple
  - Gold
- **Phonics**
  - Phase One
  - Phase Two
  - Phase Three
  - Phase Four
  - Phase Five
  - Phase Six

**Curriculum Impact**  
(How do we measure how successful the curriculum is and how students' progress within it?)

We assess in the following areas

- Reading Skills – including emerging/ pre-reading
- Phonics
  - Sound recognition
  - Tricky words
  - Blending
  - Segmenting
  - Letter recognition
  - High frequency words/symbols
  - Words/symbols for adult life
- Handwriting Skills
- Composition Skills

As a leadership team, we monitor where all students are within the literacy assessments to ensure the offer remains challenging for all. We have Leadership curriculum review meetings and

	<p>targeted literacy observations across pathways. Our tracker is on Onwards and Upwards so teachers, pathway leads and SLT can monitor progress.</p> <p>Qualitative data in relation to individual student's progress is recorded yearly on reports that are shared with parents and used to input into annual review meetings and EHCP's.</p> <p>Some student have a termly target linked to literacy as part of their personalised learning.</p> <p>Progress in Literacy is reported to Governors yearly.</p> <p>In addition, some students in Key Stage 4 and 5 will undertake accreditation relating to literacy.</p>
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## Whole School Implementation Planner

### Pathway 1 and 4

<b>Literacy for Life</b> 2 lessons per week 60 minutes		
Autumn	Spring	Summer
<b>Book Choice (half a term)</b> Drama, World Literature or Poetry (half a term)	<b>Book Choice (half a term)</b> Drama, World Literature or Poetry (half a term)	<b>Book Choice (half a term)</b> Drama, World Literature or Poetry (half a term)
<b>Comprehension and Composition</b>	<b>Comprehension and Composition</b>	<b>Comprehension and Composition</b>
<b>Throughout the Year</b>		
Phonics (15 minutes per day) Handwriting/Fine Motor Skills (15 minutes per day) Banded book reading/Daily Love of Reading/Reading Eggs (15 mins daily)		

### Pathway Two

<b>Literacy for Life</b> 3 lessons per week (30 – 45 minutes)		
Autumn	Spring	Summer
<b>Book Choice (half a term)</b> Drama, World Literature or Poetry (half a term)	<b>Book Choice (half a term)</b> Drama, World Literature or Poetry (half a term)	<b>Book Choice (half a term)</b> Drama, World Literature or Poetry (half a term)
<b>Comprehension and Composition (1/2 term on each)</b>	<b>Comprehension and Composition (1/2 term on each)</b>	<b>Comprehension and Composition (1/2 term on each)</b>
<b>Literature through Experience</b>	<b>Literature through Experience</b>	<b>Literature through Experience</b>
<b>Throughout the Year</b>		
Phonics (10 minutes per day) Handwriting/Fine Motor Skills (daily workstation time) Banded book reading/Daily Love of Reading/Reading Eggs (15 mins daily) Attention Autism (Literacy through Experience) Story Massage (Literacy through Experience)		

**Tac Pac (Literacy through Experience)**  
**Dough Disco (Literacy through Experience)**

*Pathway Three and Five*

<b>Literacy for Life</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reading – Book Choice Drama, World Literature or Poetry</b>	<b>Reading – Book Choice Drama, World Literature or Poetry</b>	<b>Reading – Book Choice Drama, World Literature or Poetry</b>
<b>Phonics Phase 1</b>	<b>Phonics Phase 1</b>	<b>Phonics Phase 1</b>
<b>Story Massage</b>	<b>Story Massage</b>	<b>Story Massage</b>
<b>Throughout the Year</b>		
<b>Handwriting / Fine/gross motor skills ( Daily)</b> <b>Daily Love of Reading ( 15 minutes end of day session)</b> <b>TACPAC/Handy Pac (if relevant)</b> <b>Attention Autism ( 3 times a week)</b> <b>Communication Tools and Programmes daily</b>		

*Sixth Form*

<b>Literacy for Life</b>		
<b>3 lessons per week (30-60 minutes)</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Book Choice</b>	<b>Book Choice</b>	<b>Book Choice</b>
<b>Comprehension and Composition (Functional Themes)</b>	<b>Comprehension and Composition (Functional Themes)</b>	<b>Comprehension and Composition (Functional Themes)</b>
<b>Literacy Accreditation</b>	<b>Literacy Accreditation</b>	<b>Literacy Accreditation</b>