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Maple View School Literacy Policy

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Related Policies and Guidance Documents	Curriculum policy Marking and feedback policy Assessment policy Literacy and Numeracy Policy SENAD's Disability and Accessibility policy Positive Behaviour Support policy
Related Regulations	
Annexes and Supplementary Info	
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Maple View School – Literacy Policy

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1: Aims

This policy provides an accessible overview of the expectation of high-quality teaching of literacy at Maple View School. We aim to give our children the skills they need to improve their literacy skills over time (phonics, reading and writing).

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
- Independent Special School Standards 2019

In addition, Maple View School uses guidance from the following sources to inform the Literacy Policy:

- The Growth Framework (Growth Pathway)
- The Literacy Framework (Formal Pathway)
- Maple View School Curriculum Policy
- EHCP outcomes (communication and interaction and Cognition and learning)
- Children's individual Learning intentions

3: Curriculum Intent

At Maple View School, each child has an individualised learning pathway. Our children learn best when they are able to learn at a pace that suits them, and this will differ child to child. Children will build on prior learning, practise skills, and apply them (please see the Curriculum Policy for more detail).

Children at all levels will be taught phonics (until this is assessed as no longer needed/ phonics programme complete or not working for an individual child) as well as reading and writing skills at a level suitable to their learning stage.

Spoken Language and Communication

At Maple View, a total communication approach is fully integrated, encompassing all forms of communication, including verbal, symbol-based, speech-generating devices, and Makaton signing.

As part of our universal therapy provision, every child will be supported in developing their speech, language, attention, listening, and social interaction skills. This holistic approach aims to help them reach their full communication potential, foster positive relationships with family, friends, and staff, and actively engage in their wider communities.

Reading

At Maple View everyone we believe that reading for pleasure is beneficial because it can significantly improve cognitive function, boost vocabulary, enhance empathy, reduce stress, foster imagination, and contribute to overall well-being by providing a means to explore different perspectives and experiences, all while simply enjoying the act of reading itself; essentially, it's a way to actively engage your mind in a relaxing and enriching way. Reading should be an enjoyable activity where children learn and grow through the enjoyment of different texts.

Phonics

For those children with a reading age lower than 5 years old they will follow Twinkl phonics. Twinkl phonics has been chosen because it starts from environmental sounds and very few programmes offered this breadth of learning. Twinkl's tried and tested, DFE validated, systematic synthetic phonics programme empowers teachers and includes everything you need to support children. With clear and rigorous coverage of phonic sounds, tricky words and essential skills, teachers can guide children quickly and confidently towards reading and writing fluency.

Staff have been trained in delivering phonics and have refresher training in school. Alongside this, Twinkl offer several training options with Twinkl Phonics ranging from a free online learning platform that contains over 3 hours of explainer videos, to small group TeachMeet webinars and half or full day school INSET sessions should we require further refresher training.

All children at Maple View can access Twinkl Phonics and will be accessing phonics daily.

Rapid Reader

Children who are accessing our Formal Pathway will be using Rapid Reader. Rapid Reader is a reading intervention scheme for children with delayed reading. Children's reading ages are assessed three times a year using the Salford Reading Tests. Once a child is assessed as having a reading age above 5 years old, they will access the Rapid Reader scheme. The scheme starts with fiction and non-fiction short texts and progresses to plays and poems as the scheme and the child's ability develops. The books are high interest and motivating and aimed to be suitable for older readers with additional learning needs and each text is a whole reading experience. Every text has a 'before reading' page to introduce topic and character and a 'quiz' page to assess phonics, synonyms and word level understanding. Fiction texts share the same characters (more than one set of characters), and this helps with building familiarity. The stories and non-fiction have a limited number of different words within the text which allows for repetition and familiarity to grow which in turn increases confidence as the children develop their reading. Our children can progress through the books at their own pace, repeating when needed until secure and slowly improve their reading aloud (where possible) as well as their reading comprehension.

Topic Book of the Half-Term

To create a sense of community, every child in our school will experience the same book each half term. The book is picked to accentuate our school values (independence, bravery, and kindness) and link to a wider curriculum scheme of work. Children are taught to explore a text, regardless of their reading level. This is a unifying, themed study that brings our children together with a shared understanding of the text and the themes that the book contains at a level suited to the individual child.

Reading for pleasure

There is a central school library cupboard where children can select books and take them back to class. All books are coded for reading age. Classrooms have a designated reading corner; however, reading is not isolated to a single place. We have story telling in the sensory room as well as other areas in the school, including a reading nook in Forest School. Children throughout the year will have the opportunity to visit the local library and bring books back to school to share and talk about. Reading for pleasure is monitored in reading journals where the class team will record when a child reads stories, both fiction and non-fiction, poetry, jokes, rhymes, and songs to encourage familiarity and enjoyment of language.

Writing

At Maple View we want to nurture a culture where children are proud of their mark making/ writing/ typing and therefore writing happens daily. We encourage the sharing of excellent work and children will often show their work in assemblies, on Wow Walls in class and show and tell opportunities with the Head Teacher and Deputy Headteacher. Our aim is to ensure that our children are proud of their writing.

Children at Maple View will be taught according to need. This means we will embed skills of early writing, pencil grip and formation of letters and numbers. Much of this is taught by overlearning and a consistent approach. Some will start sentence construction with colourful semantics and will move on to the use of basic punctuation and correct use of capital letters. Children will also learn to use punctuation correctly and literary devices as appropriate. Children will experience a range of writing styles, for example, fiction, non-fiction, reporting, descriptive writing and persuasive writing.

We have high expectations of our children's ability to produce legible handwriting and to have a growing clarity to their written communication and use of correct grammar and punctuation. This, given the wide range of needs and abilities of our children, is an individual goal per child. Progression is assessed formally every term.

Monitoring, Assessment and Moderation of literacy

Children at Maple View School will either follow the Growth Pathway or the Formal Pathway (please see the Curriculum Policy for further detail).

RAP (reviewing assessment and planning)

Literacy Progress (assessed against the Growth Pathway or the Formal Pathway) is reported termly in RAP (review of assessment and planning) meetings based on teacher assessments and evidence of learning. These are held each term (Autumn 2, Spring 2 and Summer 2). Each child has Learning Intentions set by the teacher and Deputy Headteacher

and these Learning Intentions may change through the year. Learning Intentions are assessed on MAPP using the 1 to 10 scale under the headings of:

Independence- How independently is learner performing the tasks and to what extent they need prompts?

Fluency-How far is the performance accurate enough to meet needs?

Maintenance- How consistent over time is the ability to perform the task?

Generalisation- Is the skill seen in different contexts, different stimuli and different staffing?

It will be discussed in the meeting the levels of progress made and if the Learning Intention is to continue, be amended within the same parameters, discontinued or if it is achieved.

Learning Intentions will always include Literacy in some way, explicitly linked to the Literacy or Growth Framework and/ or the child's EHCP.

We assess Reading Age using Salford Sentence Reading Test (SSRT) each term (Autumn 2, Spring 2 and Summer 2), teachers are to assess word level reading age and comprehension reading age. It is important to collect data of both as children at Maple View School can have a higher word level reading age than comprehension- meaning their understanding of a text can be lower and it is essential that we report reading ages across both skill sets.

Moderation

Literacy is moderated by the Deputy Headteacher through the individual curriculum planning on a half termly basis. Feedback is given to teacher and Headteacher.

Moderation occurs at least twice a year with a deep dive of either phonics, reading or writing (all three will be moderated over the school year). This allows the Deputy Headteacher to ensure that there is progression and coverage for each child that is in line with the individual curriculum planning, EHCP outcomes and Learning Intentions and that the teachers are linking to frameworks.

The Headteacher and Deputy Headteacher will carry out lesson observations and learning walks. Formal Lesson observations three times a year and informal learning walks throughout each term.

Teachers monitor the children's learning using the Marking Guide as well as logging evidence on the Evidence for Learning app (linking to frameworks). Teachers will monitor how support staff use the app and this will form part of the support staff supervision that the teacher will carry out each half term (see Curriculum Policy).

Roles and Responsibilities:

The Headteacher:

- Ensuring teaching and planning has been moderated by the Deputy Headteacher.
- Providing teachers with relevant, up to date training and resources to deliver literacy appropriately to the needs of our SEND children.
- To create a stimulating school environment that is conducive to enjoying reading and nurturing the love of books and ensuring a love of reading is at the core of the curriculum.
- Encourage the development of links to other organisations- for instance the local library, World Book Day, Reading Charities and others.
- To ensure the Curriculum Policy, Literacy Policy and Literacy and Growth Frameworks are reviewed yearly and updated as necessary.

- To ensure compliance to legislation and named documents in section 2.

The Deputy Headteacher/ Literacy Lead

- To ensure that reading is happening daily through observation of reading logs and Learning Walks.
- To ensure the quality of teaching and planning through moderation of individual curriculum planning, writing, reading and phonics.
- To ensure there is a reading programme suited to Maple View Learners.
- To monitor assessment.
- Collaboration with therapists, teachers and class leads to ensure effective communication programmes and targets are in place in line with need and EHCP outcomes.
- To plan the Topic book scheme of work for the half term encompassing progressive learning for the needs of all abilities.
- To review the phonics and reading schemes yearly for their appropriateness for our setting.

Teachers

- To deliver/ monitor the delivery of daily reading sessions.
- To deliver/ monitor the delivery of daily phonics sessions.
- To deliver/ monitor the delivery of daily reading for pleasure.
- To deliver/ monitor the delivery of daily Topic learning.
- To record evidence of learning.
- To assess reading age using agreed assessment and level of ability using relevant

