

Literacy

Intent, Implementation and Impact

Intent	<p>At Pear Tree, the Literacy curriculum is taught at an individual level for all learners, with a clear focus on the importance of early communication skills. Opportunities to develop these early communication skills for our pre-formal learners will be engaging and promote intensive interaction, relationships, anticipation, persistence, investigation and discovery. For our semi-formal learners, the curriculum will develop the early stages of reading and writing and will foster learning that is repetitive in order to gain concrete skills. Learners will have the opportunity to gain early memory and thinking skills in order to sequence and retell texts. Learners will be supported to enhance early writing skills, including gross and fine motor. Phonics will be developed and skills will be taught to support learner’s early reading abilities. The curriculum will promote formal learners to become independent readers and writers and to develop individual opinions based on a wide genre of texts. Pupils will be able to read high frequency words fluently and access a higher level reading scheme, as well as developing reading for pleasure. Pupils will also access writing activities that develop their creative writing skills. At Pear Tree, Literacy is integrated in all areas of the curriculum to ensure pupils develop the necessary skills to prepare them for the next stage in their learning journey and are able to apply skills and knowledge in different contexts.</p>			
	<p>The Literacy curriculum is designed to ensure that every learner will gain the skills and knowledge needed to enable them to successfully prepare for and transition into each phase of their education and ultimately into adulthood. Inspiration days are implemented at the start of each new half term as a means of creating interest, building upon pupil’s cultural capital and allowing pupils to expand upon their experiences linked to a given text, chosen with an overarching creative curriculum theme in mind. Literacy is taught daily across all key stages, with pupil’s eventually applying functional reading and writing skills as part of our post sixteen curriculum.</p>			
Implementation	Planning and Teaching	Assessment	Cultural Capital	Personal Development
	<p>Teachers plan and deliver exciting, engaging and well differentiated lessons for all pupils. Lessons are planned in sequence to build on prior knowledge and skills. Teachers will scaffold lessons to support the acquisition of reading, writing, speaking and listening skills.</p> <p>Highly skilled TAs support pupil learning and are deployed to model and support pupils to develop independence in application of knowledge and skills. All planning takes into account our pre-formal, semi-formal and formal learners and personalised targets are set for each lesson.</p>	<p>Robust target setting, assessment and analysis is embedded throughout the curriculum and across the key stages to ensure the Literacy curriculum is effective in meeting learning need and ensuring pupils are making at least expected progress.</p> <p>Our semi-formal and formal learner’s skills across the four key areas of literacy (reading, writing, speaking & listening) are assessed using PIVATS and <i>Read, Write Inc.</i> phonics progression, whilst our pre-formal learners develop early communication skills through navigating the ‘Routes for Learning’ map. An engagement scale is also</p>	<p>A wide genre of texts are chosen to engage, excite and provide pupils with a breadth of knowledge. A love of reading is fostered throughout the school as a whole, and reading is encouraged as a means of developing pupils understanding and experiences.</p> <p>Inspiration days support the introduction of chosen texts by providing pupils with opportunities to increase their cultural capital and take part in new and exciting experiences.</p>	<p>Our Literacy curriculum develops pupils’ communication skills and supports them in becoming confident and independent communicators. Likewise, our curriculum supports the independent application of essential reading and writing skill to support pupils in their daily lives.</p> <p>The curriculum fosters a love of learning and allows pupils to explore and understanding the world around them through reading a range of texts.</p>

	<p>Teaching and learning is monitored through a combination of lesson observations, planning scrutiny and subject moderation to ensure that all pupils make expected progress.</p> <p>Attention Autism can be used to support learners understanding for all pathways.</p>	<p>implemented to monitor the progress of selected pupils.</p> <p>Progress towards the outcomes of the EHCP are carefully monitored using Evidence for Learning.</p>		
Impact	<p>At Pear Tree our students will have gained the skills and knowledge needed to prepare them for the next phase of their education and ensure they are prepared for their adult life. They are able to apply the skills and knowledge they have learnt in real life contexts that are relevant and important to them in their learning journey. Pupils are able to communicate with others and are able to express themselves in different ways. Essential reading and writing skills are applied by our formal learners to support them in living an independent life. This is evidenced through observation, assessments and recorded through Evidence for Learning.</p>			
	<p>Evidence in skills</p> <p>Pupils have acquired key skills in reading, writing, speaking and listening in order for them to progress along their learning pathway. They have developed age appropriate skills which can be built upon through each phase of their education and can apply them in wider contexts.</p>	<p>Evidence in knowledge</p> <p>Children have gained knowledge and are able to use it appropriately and within context. Learners can use their knowledge in a variety of situations and draw on it to solve problems and overcome challenges.</p>	<p>Breadth and Depth</p> <p>Teachers plan opportunities for pupils to deepen their understanding in all areas of Literacy through a carefully planned and cross curricular curriculum. Pupils have the confidence and are inspired to further their knowledge by displaying positive learning attitudes.</p>	<p>Pupil Voice and attitude</p> <p>Through discussion, annual reviews, evidence for learning and observation children are enthusiastic about their learning experiences and show a genuine curiosity and interest in reading and personal expression. Pupils thoroughly enjoy taking part in our Inspiration and literacy themed days throughout the year (e.g. World Book Day).</p>