

Hunmanby Primary School Literacy Provision Map

Literacy

Wave One-Quality First Teaching	Wave Two – Interventions for Catch Up	Wave Three – Additional and Different for some Pupils
<ul style="list-style-type: none"> • Planning emphasises what children will learn • Assessment based on what the child already knows, understands and can do (AFL) • Personalised and differentiated teaching, including high order questioning e.g. Blooms Taxonomy • Varied teaching styles to match the individual needs of the child i.e. visual/auditory/kinesthetic/open and closed tasks • Use of a range of access strategies to help the child overcome barriers to learning e.g. models and images (ICT) • Tasks are clearly explained or modeled-success criteria and learning outcomes are clear • Organisation of classroom environment is conducive for learning • Differentiated learning walls to support learning and teaching • High quality phonic work throughout the Key Stages • Pupils given time before responses are required • Introduced or difficult vocabulary is clarified, written up, displayed and referred to • Pupils are provided with relevant and accessible resources e.g. word lists, number lines, dictionaries, spell checkers etc • Alternatives to writing are used including mind mapping • Consideration of the use of peers to maximize opportunities for learning e.g. Talk Partners • Sign-a-long –Inclusion of all staff and children not just individuals-linking in with Jolly Phonics, Modern Foreign Languages etc. • Regular opportunities for drama based activities e.g. theatre visits, workshops, Multicultural Weeks • Hotseating, conscience alley, use of puppets • Visiting authors • Visits to library • Use of ICT as an access strategy, IWBs have an appropriately coloured background • A range of strategies used to help those displaying dyslexic traits ref: Dyslexia Handbook NYCC, • Inclusion Development Programme phase 1 – all staff aware of T&L strategies to support dyslexia • Use of procedural facilitators e.g. writing frames accompanied by high order questioning and teacher dialogue to extend learning • Regular homework relating to work in class/individual targets • Developmental marking 	<ul style="list-style-type: none"> • Targeted use of Literacy wave 2 interventions i.e. <ul style="list-style-type: none"> ✓ Beat Dyslexia ✓ PAT, Launch the Lifeboat ✓ Wellington Square ✓ Sir Kit ✓ Early Literacy Strategy ✓ Additional Literacy Strategy ✓ Further Literacy Strategy ✓ Reading Recovery ✓ New Phonic Blending ✓ Wordshark ✓ Guided reading/writing/phonics/talk increasingly personalized ✓ Individual readers ✓ Stile ✓ Theodorescu ✓ Revision of Letters and Sounds ✓ Revision of Jolly Phonics ✓ Ace dictionary work ✓ Opportunities for pre-teaching in preparation for whole class sessions including difficult and new vocabulary ✓ Support for Basic Spelling ✓ Support for Basic Grammar ✓ Reading for Meaning ✓ Pencil grips ✓ Coloured overlays ✓ Speed Up! Handwriting intervention 	<ul style="list-style-type: none"> • Increasingly individualized programmes based on independent evidence of what works (Intervention Maps) • Writing slope • Enlargement of print • Activities to promote fine motor skills e.g. Play Dough • Individual session with visiting specialist • Learning support advice • Specific, extended individual teaching of Sign-a-long • Specific, extended individual teaching of Ace • SALT • Occupational Therapy fine/gross motor skills • Graham EMS-learning support • Kirbymoorside EMS-Speech, language and Communication support • Hearing Impairment advice