**Literacy and Numeracy across Elements Academy**

**Literacy**

* Phonics:

All pupils are assessed using Ruth Miskin programme: Read, Write Inc on admission. Once pupils have been assessed they are allocated to the appropriate group or on a 1:1 basis access the Fast-Track Tutoring programme. Fast Track Tutoring is one part of the full programme and is designed to accelerate children’s reading progress through the Read Write Inc. Phonics programme. It breaks down the phonics and reading strands of Read Write Inc. phonics into smaller steps to accelerate children’s reading progress. It provides intensive, targeted support to address specific gaps in a child’s reading.

* Reading:

As a SEND school, our approach to reading responds to the individual needs of each pupil, whilst offering a consistent approach to instilling a love of reading across the curriculum.

Our vision is that pupils will experience reading across all subjects at their level and will have more access to reading activities across the school, encouraging a positive culture towards reading. Our approach is a ‘whole school’ approach as opposed to just one subject so that we have a larger impact and remove any negative stigmas associated with reading that they may have developed due to their fear of reading or failure to have kept up with their peers.

Here at Elements, we strive for our pupils to be:

* competent decoders - The child has the ability to use their secure phonic knowledge to segment and blend sounds in order to decode words in a text
* confident comprehenders- The child is confident in their ability to read and understand what they are reading. When questioned, they can explain what they have read.
* creative inferers- The child is able to think creatively as they read and find the hidden meanings, alternative interpretations and subtle nuances within written texts.
* critical receivers- The child is able to question and investigate what they read. Their mind is curious and probing, especially when faced with subjective or opinion-based texts.

 Reading is embedded throughout the curriculum ensuring that appropriate texts are selected for individual needs and incidental opportunities for reading are planned for our most reluctant readers. Each class has a dedicated story time everyday where a story will be shared by either the pupils or member of staff. This book will be related to the current topic to capture the interest of the children. A love for reading is promoted daily through our DEAR (Drop Everything And Read) sessions which encourages pupils and staff to read together, library visits, book of the term and whole school celebrations such as World Book Day.

* Oracy:

Oracy is a crucial skill for our pupils- both in school and apart of the wider community. Oracy is not taught as a discrete subject but it is part of our school culture, weaving through our whole school curriculum. Through teacher modelling and built in opportunities to practise, children become able to express themselves effectively and confidently and listen to others with understanding. Opportunities for oracy are embedded into everyday life within the classroom from nurture breakfast to circle time.

* Writing:

Writing is a vital transferable skill for our pupils both now and in the future. We understand that pupils arrive to us with different levels of ability in relation to writing. Our aim is to encourage pupils to write and become more confident within their written skills such as transcription, handwriting and spelling. Children have access to daily handwriting activities to improve letter formation and spelling. Writing is taught explicitly in English lessons, using writing for a different range of purpose whilst practising key skills. Opportunities for writing are used across the curriculum to practice and embed their skills.

**Numeracy**

Our vision is that pupils will experience opportunities to develop numeracy skills across all subject areas to support fundamental skills that develop their life skills. This will include four key focus areas; measuring, estimating, time and money.

As a school working with pupils with SEND, we acknowledge that not all pupils will learn and develop in the same way. For example, they may learn core numeracy skills through play, active tasks, thinking tasks or interactive games. Our approach therefore may be multi-sensory and cross disciplined dependent on the subject and pupil need. We want to embed an interest and enthusiasm for literacy in imaginative and innovative ways.

Our aim is that our pupils feel confident and competent in their mathematical skills to apply to daily life now and in the future. All pupils at Elements participate in daily maths lessons, these structured sessions can vary dependant on the needs of the pupil whether this is classroom based or through hands on practical activities to engage all pupils. Our daily sessions give students the given opportunities to develop their skills. Engaging starter and activities help students to recall the key concepts of prior learning, as well as giving children a chance to practice key mathematical skills/vocabulary that children need in everyday life. Children are encouraged to recognise the purpose and use of each mathematical skill within real life and how they can use these skills outside of the classroom. Pupils are also given the chance to challenge and stretch themselves.

Mathematics is embedded as part of everyday practise throughout our schools. Children are encouraged to use maths in all ‘real life’ opportunities such as using measurements in food technology and time in PE.

Our vision for whole school numeracy is to incorporate key skills into our lesson planning, complementing our original schemes of work with termly key focusses. These can be incorporated into class in a variety of ways. For example, if the focus is on time, pupils may complete a starter activity on reading the time or setting a time schedule or in English the focus may be on time vocabulary. The purpose for this is to get the pupils thinking about number processes and concepts, problem solving, working collaboratively, using data to make informed decisions and thinking or applying Maths to other subject areas.