



Oaklands School

"The best for all, the best from all"

Functional Literacy



Teaching and Learning Guide



Writing Intent

Our objectives to raise standards in writing across the curriculum:

Ensure that writing opportunities within the broader curriculum are fully developed.

Ensure the skills required for extended writing are developed across the broader curriculum.

All opportunities for meaningful writing are taken advantage of.

All opportunities to develop vocabulary are utilised. (Genre, subject, topic specific).

All opportunities to develop knowledge of structuring a range of genres are utilised (letter, report etc).

Staff are able to confidently progress and develop children's writing.



What is writing?

Writing is not simply about the physical process of handwriting, but also about the different styles of writing.

Students at Oaklands transition from a range of primary schools so have been taught differing writing schemes. Our aim is that students leave Oaklands with functional literacy, including being able to write in a legible manner.

Functional literacy is embedded in every lesson throughout the curriculum.

It is important that students are able to write accurately to create life chances.

Students views:



'People need to understand what you have written.'

'It makes a first impression.'

'It will help with getting a job.'

'To tell someone how you are feeling.'

'Because writing is a form of thinking.'

'So if you are writing instructions, the reader can read them and knows what to do.'

'So you can write letters and emails.'

'So you can write a birthday card to your friends.'

'So an examiner knows what you have written.'



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Teaching non-negotiables

All staff will encourage students to:

Answer in full sentences when speaking

Use full stops and capital letters in writing

Good practice: key word spelling in all areas of the curriculum.



"You can make anything by writing."

C.S. Lewis



Handwriting Patter

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side





Handwriting Grips Explained

Palmar Grip

The pencil is held in the whole fist. Usually develops between the ages of one and two.



The elbow, wrist and fingers stay in a fixed position. Movement comes from the shoulder.

Digital Pronate Grip

All fingers are holding the pencil and the palm is facing downwards. Usually develops between the ages of two and four.



The elbow and the wrist stay in a fixed position. Movement comes from the shoulder.

Splayed Four-Finger Grip

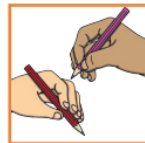
Looks similar to how adults would hold a dart, with four fingers opposite the thumb. Usually develops between the ages of two and four.



The hand is in the air, not resting on the table. Movement comes from the elbow and later the wrist. Fingertips and shoulders remain in a fixed position.

Static Tripod and Quadropod Grip

Pencil is held with the first three or four fingers. Usually develops between the ages of three and five.



Movement comes from the wrist. Fingertips, elbow and shoulder remain in a fixed position.

All students have an Education Health and Care Plan which may include outcomes linked to their physical and sensory needs. Students are supplied with specific handwriting resources depending on need in order to enhance and support skills within handwriting.



Reading Intent

Our objectives to raise standards in reading across the curriculum:

To ensure that reading opportunities within the broader curriculum are fully developed.

To offer the opportunity for all students to be able to read, understand and respond to different genres.

To engage students with varied reading activities and real-life opportunities to excite students.

Staff are able to confidently progress and develop children's reading.



What is reading?

Reading is the process of understanding the meaning of letters, words and symbols.

Students at Oaklands use Read Write Inc to learn the sounds and letters that represent them. Students learn to segment and blend within this scheme.

Reading includes developing fluency, inference, word recognition, phonemic awareness and vocabulary.

Students' views:

"It is important to support me for when I get a job when I am older. You need to be able to read and spell correctly to fill out the application."

"Reading is an important asset you need to use in life."

"It is important that I enjoy reading so I can read more books and then I will learn more things."





Read Write Inc

At Oaklands School we use Read Write Inc Phonics to give all students the best possible learning opportunity to learn, develop and apply phonics knowledge.

Read Write Inc is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.

Read Write Inc is delivered up to an hour a week for all students and is adapted to students' individual abilities.





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Reading at home

All students are encouraged to read at home on a regular basis. Staff understand the importance of working with parents to develop student's reading skills and confidence.

To encourage students to read a wide variety of books, we have created a reward system.



"The more that you read, the more things you will know. The more that you learn, the more places you will go."

Dr. Seuss





When we communicate.....

We will try our best to write in sentences, using a capital letter to start and punctuation to finish.

We will try our best to speak in full sentences.

We will try our best to use Read Write Inc to read words we do not know.

We will try our best to use Read Write Inc to spell words we do not know.





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Useful Websites

www.twinkl.co.uk

www.bbc.co.uk/bitesize

www.tes.co.uk

www.ruthmiskin.com

www.oxfordowl.co.uk