



Literacy and Mathematics Policy

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INTRODUCTION

LITERACY AND MATHEMATICS

At Brackenfield we recognise the importance of reading as a functional skill for accessing information and understanding the world around us; beginning at objects of reference to pictures and symbols, through to phonemes, words and texts developing the foundations for a transferrable life skill. This life skill supports meaningful mark making, leading to purposeful writing developing communication strategies to access the world around us.

We recognise the importance of mathematics as a functional skill for lifelong learning; beginning with exploration and navigation of environments and time, leading to meaningful problem-solving strategies to access the world around us.

We want our pupils to use problem solving skills to support navigation and functionally access the world around them and develop transferrable skills for lifelong learning.

We want our pupils:

- To communicate needs and opinions
- To functionally access the world around them
- To develop transferrable literacy and mathematics skills
- To recognise and access purposeful and aspirational opportunities

Teaching staff will:

- Provide consistent structure, routine and expectations
- Provide opportunities to develop and transfer life skills in multiple contexts
- Recognise and promote success and achievements
- Assess, track and report pupil progress supporting purposeful teaching and learning

PUPIL PROGRESS AND ASSESSMENT

BASELINE AND TRACKING PUPIL PROGRESS

Pupils are all baselined to give a developmental stage against the national curriculum to support how their formal learning opportunities need to be sequenced for their personal development in these subjects.

Baseline Assessments

All pupils have 'at the moment' statements written against the subject intent. All pupils are also baselined on the B-Levels for communication, reading, writing and mathematics. These baseline judgements are used to inform embedded literacy and mathematics through personalised learning intentions. B-levels judgements are used to categorise pupils into groups as below:

B-Level Assessment of Literacy Skills	B-Level Assessment of Maths Skills
<ul style="list-style-type: none">Below B8 – Pre ReaderB8 – B15 – Emergent ReaderB15 and above - Functional Reader	<ul style="list-style-type: none">Below B8 – Pre MathsB8 – B15 – Emergent MathsB15 and above - Functional Maths

From here, pupils are identified as emerging or functional readers or mathematicians are then selected for standardised testing.

We use the Salford Sentence Reading Comprehension Test for Reading and the Sandwell Early Numeracy Test for Maths.

Data is triangulated; age, B-level, standardised test result (including language comprehension age for maths) which informs the curriculum offer and classroom approaches.

Evidence of learning is tracked through functional application of the literacy and mathematics skill in order to see holistic, generalised and maintained progress. This is done through BOOP, where different skills are tagged in posts.

Areas of functional application are:

Applied Literacy	Applied Mathematics
Decoding	Place value
Purpose of different texts	Counting/ subitising
Writing for purpose/ to communicate	Money

Reading for information	Telling the time
Reading for pleasure	Time management
Finding information	Patterns
Answering questions	Sequencing
Presenting information	Problem solving
Asking questions	Measurement (heights, weights, distance, size)
	Interpreting data
	Presenting data

For more information on the use of assessment to inform teaching and track progress, see the Teaching, Learning and Outcomes Policy.

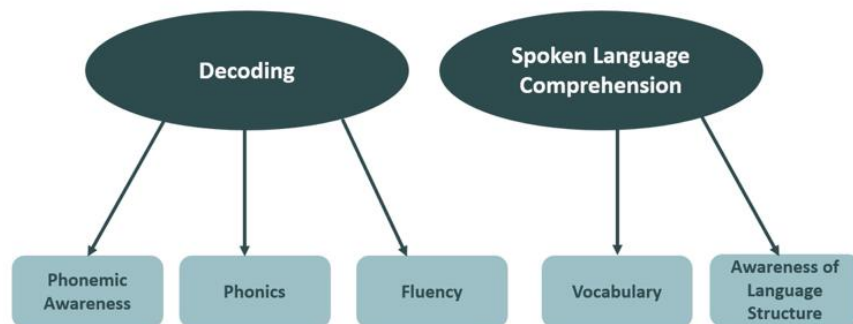
LITERACY

READING AND WRITING

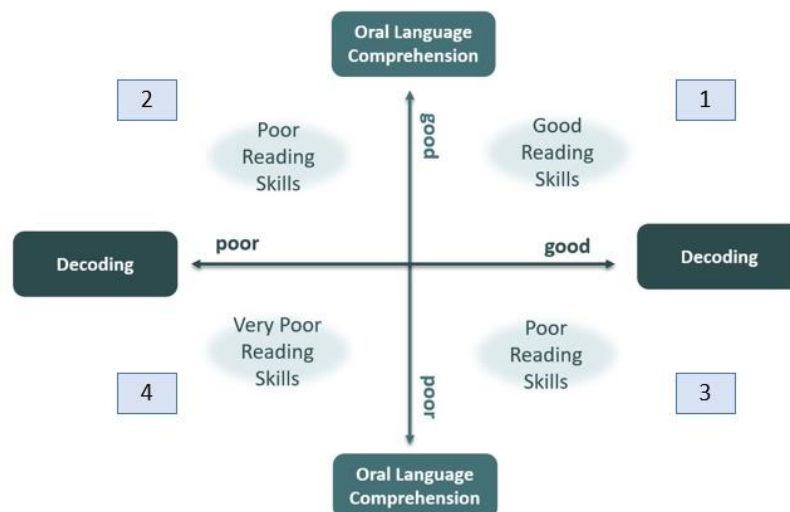
Literacy skills are essential tools to understand and navigate the world we live in. At Brackenfield we aim to foster a functional and accessible language rich environment where children can develop skills to make sense of the world around them and to communicate by using print, signs or symbols to represent language. We aim to foster a love and enjoyment of listening to and reading stories and encourage our children to engage with a wide selection of books and texts.

When planning literacy instruction, and carrying out assessments as detailed above, reference is also made to The Simple View of Reading (Gough and Tunmer 1986) to ensure that skills are developed in both word recognition and language comprehension, in order to develop fluency, accuracy and understanding.

Gough and Tunmer 1986



Assessments of children's current strengths and weaknesses are made, and the graph below is used to plan the appropriate reading instruction.



Those pupils who are assessed as being in quadrant 1 - who have good oral language skills and good decoding skills – we categorise as **functional readers** (These pupils will be at B-Level 18 or above) and they will access learning opportunities to continue to develop their reading comprehension and understanding of more challenging vocabulary to enable them to continue to develop their functional reading skills and enriching life opportunities through reading for pleasure. Those in quadrant 3 – who have good decoding skills but poor oral language comprehension - are also categorised as **functional readers** (B-Level 15 – 18). However, it is recognised that their reading instruction will need to be focused on the development of their comprehension skills to ensure functional understanding is gained. Those pupils in quadrant 2– who have good oral language comprehension but poor decoding skills – we categorise as **emergent readers** (B Level 8-15). They will access phonics teaching to support the development of both decoding and comprehension skills in order to develop fluency, accuracy and understanding. These pupils in quadrant 4 – who have poor oral language comprehension and poor decoding skills – we categorise as **pre-readers** (below B-Level 8). Learning opportunities for them focus on development of understanding of language and where appropriate of print alongside development of listening and sound discrimination skills.

Pre-Reading/Writing Intent

Pupils are learning to notice and use language at a pace appropriate to their level of cognition. They are learning to notice and recognise print, symbols, pictures, and words in the environment. They are learning to explore stories, rhymes, and texts. They are learning that print has meaning and how to handle books and other texts.

Emerging Reading/Writing Intent

Pupils are learning to understand the alphabetic code, so that they can recognise a growing number of phonemes and the graphemes that represent them. They are learning to blend sounds to read a growing number of words and apply this to reading texts in different contexts, with increasing accuracy, fluency and understanding. They are learning to segment sounds to write a growing number of words, phrases, and sentences in order to help them begin to communicate thoughts and ideas using print.

Functional Reading/Writing Intent

Pupils are learning to apply their reading skills in different contexts to read different types of texts and texts they enjoy. They are learning to apply their reading skills in different contexts to find information, acquire knowledge and answer questions. They are learning to use technology to help them read texts. They are learning to apply their writing skills meaningfully in different contexts. They are learning to write to communicate their thoughts and ideas and to support their independence. Pupils are learning to use technology to support their writing.

Pre Literacy		Emerging Literacy		Functional Literacy
B0 (0yrs old)- B7 (3yrs)		B8 (3-4yrs) -B18 (6yrs)		B18+
Pre-skills	Phase 1	Phonics for SEND	Toe by Toe	Reading and Writing for meaning

Pre-Reading/Writing

Our pre-readers/writers are learning to navigate the world and to communicate by using print, signs or symbols to represent language. They are developing their understanding of how language can:

- give us information

- be used to tell narratives
- entertain through stories, poems, and rhymes
- make us laugh through word play, such as jokes and puns

Some of the children will also be developing their further understanding of how meaning is transmitted through print and symbols and how we can access these through printed media.

Typical daily delivery of literacy sessions for children at this stage may include opportunities to:

- listen to songs, stories, and rhymes
- develop preferences for particular songs, stories and rhymes through repetition
- be encouraged to join in with familiar words and phrases
- be encouraged to notice signs and symbols in the environment
- handle, play with and investigate books
- develop fine motor skills through appropriate activities to develop grip and dexterity such as stacking, sorting and using a range of tools in play (e.g. play dough, scissors, tweezers) and mark making in a range of
- engage in early mark making activities using a range of tools and materials including sensory materials, and art/writing materials (e.g. in sand, foam, on iPads, finger painting).

For children who are ready for further development of their understanding of printed media, literacy sessions may also include opportunities to:

- engage in shared reading of, and talking about books
- learn to handle books correctly, orient them the right way and turn the pages in order
- develop preferences for particular books and stories
- develop sound discrimination skills in order to be able to hear and discriminate between phonemes
- be encouraged to recognise and join in with words and phrases
- be encouraged to point to words to demonstrate understanding the print carries meaning
- continue to engage in early mark making and writing activities and be encouraged to demonstrate their intention to communicate meaning (e.g. writing lists, writing their name, writing labels, mark making in play/ imaginative play, and writing).

Emerging Reading/Writing

Our emergent readers are continuing to learn how communication and signs, symbols and print can help them to navigate the world, however they are showing more awareness of the meaning that print carries and so the focus is shifted to looking more closely at specific reading and writing skills. Literacy sessions for children at this stage will continue to include opportunities to develop language comprehension through exposure to books and stories and opportunities for shared reading and discussion of these. In addition, they will be offered opportunities to develop their phonemic and phonological awareness: developing decoding skills to be able to read at word, sentence and text level.

Decoding skills are developed through teaching principles from the **Phonics for Pupils with SEN programme**, a complete systematic, synthetic linguistic phonics programme. Designed specifically for pupils with special educational needs, it includes activities that support and develop children's ability to hear and recognise phonemes (referred to as sounds) and know the graphemes (referred to as sound spellings) that represent them. The scheme avoids technical language and focuses on developing knowledge of the 'alphabetic code', including variations in sound spellings, through opportunities for overlearning. Through detailed training, designed to skill and empower teachers, it offers a range of strategies for identifying, analysing and dealing with a range of difficulties that children may experience when learning to decode.

The scheme provides formative assessment from which teachers can plan a child's next steps in reading. Teachers use resources from the scheme to plan daily reading/phonics lessons which may be delivered 1:1 or in very small groups as appropriate for individual needs, and which will be planned for a length of time appropriate to individual needs: lessons may be as short as 5 minutes or as long as 20-30 minutes. These lessons are structured using information and resources from the scheme's core books and provide a framework for ensuring skills are developed and embedded through opportunities for overlearning using multisensory approaches. Following the scheme in this way ensures a steady progression of slowly building on prior knowledge whilst constantly revisiting prior learning to ensure consolidation of skills.

Activities include opportunities to both decode for reading and to encode for writing. These skills are introduced together so that reading and writing skills are developed alongside each other through the development of phonemic and phonological skills. Children are encouraged use phonic skills to build words, and from the very beginning are taught about correct letter formation for each 'sound symbol'. Although mark making through exploration of a range of materials is encouraged in the pre-reading and writing stage, at this stage, where possible, this is developed through encouraging the use of writing implements on paper for letter formation, and where possible legible handwriting with correctly formed, sized and oriented letters is developed as children work through the scheme. For children whose individual needs mean that this is not possible, writing can be encouraged through alternative word building activities and the use of technology.

Right from the beginning, children are encouraged to apply their phonics skills to decodable texts matched to the scheme to enable them to practice words in context. Decodable readers mean that students experience success in reading from the start, by only presenting them with words that they can decode. Pupils are encouraged to re-read these texts often to develop confidence and fluency.

The ability to decode texts requires enough understanding of vocabulary to be able to give meaning to words that are decoded. As reading skills develop, the ability to decode allows access to a wider range of texts which increase the reader's understanding of vocabulary and language structures. However, in the early stages of reading, the number of words a child can read is too limited to be able to broaden their vocabulary, so alongside phonic instruction, teachers also offer opportunities for speaking and listening activities and opportunities for shared reading of and listening to texts that they cannot decode themselves. These opportunities come from both dedicated literacy activities and through cross curricular links.

Functional Reading/Writing

These readers are developing their functional reading skills. They are learning to, or have 'cracked' the code and can decode at least enough words to read some texts fluently and accurately. These skills are built on through opportunities to continue to further develop their understanding of language and comprehension skills to help them navigate the world.

For some pupils at this stage, their decoding ability and language comprehension are not equal, therefore, it is important reading is embedded appropriately to promote meaningful language acquisition. Reading is often planned in different formats across the curriculum. This is pitched to ensure it is accessible to the pupil's decoding and comprehension skills. Regular opportunities to read out loud with adults or peers promote the importance of reading and supports reading confidence in different contexts. Decoding skills are given the repetition they require to develop accuracy and fluency, and comprehension is promoted through discussion, highlighting errors, corrections, and exploration of language.

Embedding Across the Curriculum

Pupils at all stages of reading development have access to reading material in their classroom as appropriate to their stage of reading. Information about literacy activities will be detailed on each class rationale.

For pre-readers, appropriate books will provide opportunities to explore and engage with books and texts and to share these with adults through shared reading and story times, in order to develop understanding that print and symbols carry meaning.

Emergent readers will have access to decodable texts matched to their current phonic ability and will also have access to a range of texts: fiction books, non-fiction books, online activities etc that they can engage with and share with adults and peers to develop language comprehension and awareness of language structures.

In order to continue their reading development and accuracy, functional readers will have access to decodable texts and other instructional texts which are linked to their B-levels. They will also continue to have access to a range of texts: fiction books, non-fiction books, online activities, news articles appropriate to their level of understanding and interests, both for independent reading and sharing with adults and peers to develop language comprehension and awareness of language

structures. They will also have opportunities to read appropriate texts across the curriculum to encourage application of literacy skills.

In order to support pupils with visual impairment, Braille is useful but not essential, especially as - for some pupils - their level of cognition means they are unable to access learning in Braille. Often talking devices and narrative from adults are more useful to meet a pupil's needs and resources available to support this include talking pens and magnifying domes. Where appropriate, teachers have access to the Hands on Braille reading scheme, as well as Monty and Oxychem devices to be able to make Braille resources for reading. Staff are aware that fatigue is high for VI students, meaning that learning using a 'little and often' approach is best.

Navigation around the school environment

Pupil facing school signage and displays have both symbols and words. Words have dots and dashes, which match to the phonics scheme, to indicate sound spellings to aid pupils with decoding them, to ensure literacy life skills are embedded across the school environment.

For pupils with visual impairment, door signs in Braille are available.

Parental involvement at activities at home

Parents can request books to read and share with their children at home to compliment what is being delivered in school. Parents will be advised to promote a love of reading at home through exposure to different types of texts and real-life, functional contexts; shopping lists, road signs, recipes etc. Parental workshops will be held yearly to inform parents of how reading is taught and aid them in supporting their child's reading outside of school, copies of reading materials (decodable texts) are available for parents on request.

For more information about how we support children's language development, see the total communication approach policy.

MATHEMATICS APPROACHES

INCLUDING MATHS MASTERY

Mathematics Intent

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems.

We see teaching for mastery in maths as allowing the pupils to gain a deep understanding of maths, allowing them to acquire a secure and long-term understanding of maths that allows them to make continual progress to move onto more complex topics.

We choose to teach by breaking down maths objectives into the smallest steps, so that every pupil is secure in every new concept before moving on. We focus upon teaching for fluency, reasoning and problem solving.

As with literacy, following baseline assessment, we consider our children's maths skills in terms of three stages:

- Pre-maths skills
- Emerging maths skills
- Functional maths skills

Pre- maths Intent

Pupils are learning to investigate the world and to explore comparison, shape, patterns, properties, size and amounts at a pace appropriate to their level of cognition. They are learning to show awareness of the passing of time through events, and beginning to notice objects around them in others. They are learning to notice and respond to numbers e.g. in songs and rhymes and through play. They are learning to use simple mathematical and problem-solving skills to understand the world around them.

Emerging maths Intent

Pupils are learning to recognise number names and show awareness of numbers e.g. finger rhymes and organising. They are developing problem solving skills through play and activities such as those which involve changing amounts/groups or noticing and arranging objects in patterns. They are learning to show awareness of the language of time and comparison by responding to terms such as now, next, later, first, big and small. They are beginning to show counting-like behaviour, such as making sounds, pointing to demonstrate one-to-one correspondence or saying some numbers in sequence. They are learning to engage with mathematical and problem solving skills for specific purposes e.g. sharing items or building with shapes.

Functional maths Intent

Pupils are learning to apply their mathematics skills in different contexts to help them solve problems. They are learning about numbers, counting and place value. They are learning to understand and use money. They are learning to navigate time to help them manage routines. They are learning to use measures to help manage self-care i.e. cooking, medicine, cleaning etc.

Pre Maths	Emerging Maths	Functional Maths
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B0 (0yrs old)- B7 (3yrs)		B8 (3-4yrs) -B18 (6yrs)		B18+	
Pre-skills	Foundation skills (MFL)	Stage 1 (MFL)1	Stage 2 (MFL)	Stage 3 (MFL)	Accredited learning

Concrete, Pictorial, Abstract Approach

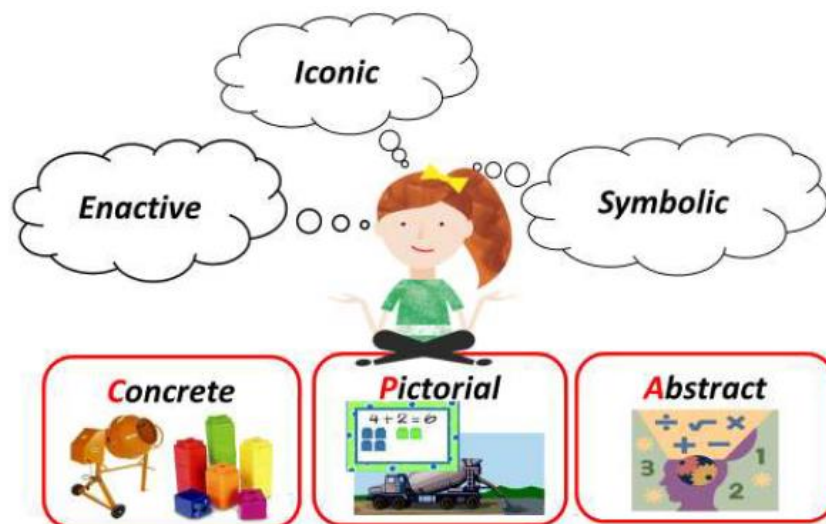
The Concrete Pictorial Abstract approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics.

Concrete – students should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – students should then build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.

Abstract – with the foundations firmly laid, students should be able to move to an abstract approach using numbers and key concepts with confidence.

Building these steps across a lesson can help pupils better understand the relationship between numbers and the real world, and therefore helps secure their understanding of the mathematical concept they are learning, and enabling them to use them to aid functionality, understanding and problem solving.



Embedding Across the Curriculum

Maths skills are taught through the use of the Maths for Life scheme, which provides a

differentiated approach to the maths curriculum that lays down solid foundations, is framed in practical understanding and delivers the essential maths needed for life. It starts right at the beginning with prenumber skills. The differentiated approach is designed for pupils with additional learning needs, and the approach is based on securing understanding and functional application of skill on an incremental and independent basis before moving on. Progress is individual with no associated timescales, meaning pupils are given time to think deeply about the maths and really understand concepts at a relational level rather than as a set of rules or procedures.

Each stage of the programme covers the same mathematical topics:

1. Using Numbers and the Number system
2. Using Common Measures
3. Shape and Space
4. Handling Data and information.

This ensures that the programme delivers the breadth of understanding across all topics that are needed to deliver the essential maths skills for life while ensuring that it provides opportunities to learn in smaller, incremental steps to secure the knowledge, understanding and application of a topic.

A 'little and often' approach is encouraged which suits the needs of many of our learners.

Each concept is presented with information to support the adult in understanding the objective, identifying prior knowledge and gives ideas for practical activities to engage the learner using the concrete, pictorial, abstract approach. Pictorial resources attached to the scheme have been carefully designed to be age-neutral to be appropriate for any age of learner and provide multiple questions for each concept. These are presented in ways that encourage approaching the concept in different ways to ensure opportunities for overlearning with a focus on developing the full range of maths skills – fluency, problem solving and reasoning, so that pupils can apply these in real life situations.

In order to support pupils with visual impairment, teachers have access to resources such as talking scales, talking pens and magnifying domes Staff are aware that fatigue is high for VI students, meaning that learning using a 'little and often' approach is best.

Pre-number/maths

For learners who are developing pre-number skills and concepts, maths learning happens through play and discovery. This may happen through incidental learning and exploration, or may be through planned, specific invitations to investigate and play such as opportunities to:

- combine objects e.g. stacking cups or blocks, putting objects inside others and taking them out again
- notice patterns and arrange things in patterns.
- organise objects into groups – 'sharing'
- compare amount e.g. 'lots', 'more' or 'same'.

- compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'
- know and take part in some finger rhymes with numbers.
- talk about, explore and play with shapes and show awareness of their properties in play e.g. building with cubes/cuboids, rolling spheres/cylinders
- become familiar with and take part in some finger rhymes with numbers.

Emerging maths

For our emerging maths learners, the emphasis is still very much on learning through exploration and play, although they should have access to activities and interactions that support them in developing their understanding of appropriately identified specific maths concepts. This will be achieved through a combination of planned adult-led activities and opportunities to build on and extend concepts through play and exploration such as opportunities to:

- investigate small groups of two and three objects to 3 objects and react to changes of amount in these groups
- combine and separate groups of objects; be encouraged to 'share equally'
- regularly say counting sequences in playful contexts and songs and rhymes
- continue to talk about, explore and play with shapes with encouragement to talk about/demonstrate understanding of properties such as 'pointy', 'sharp' and 'curvy'
- investigate position and order through play with toys such as train tracks, construction materials, obstacle courses and hiding games
- talk about and demonstrate understanding of pattern and be encouraged to continue patterns through activities such as puzzles, threading activities and colouring activities

Functional maths

Functional maths learners, who require a more formal approach to thinking and problem solving, will have access to timetabled formal sessions; breaking down maths objectives into the smallest steps, so that the learner is secure in every new concept before moving on. In addition, they should have opportunities to apply their skills in real-life and cross-curricular situations as they occur incidentally, in order that learning is functional and supports the development and generalisation of skills.

Maths for Life resources support staff in planning activities and learning appropriate for all children, regardless of their stage of learning.

Activities at Home

From time to time, parents will ask for suggestions of activities they can do at home with their children. The following suggestions are functional activities which can be built into routines at home:

- Count - steps up the stairs, money into a money box etc
- Ask children to say how many without counting (5 or less)
- Play games using a dice and encourage child to say how

- Ask children to set the table with enough knives, forks and microwaves, clocks, registration plates, doors
- Ask children to think of their own representations for numbers e.g. one of them, two hands, three bears, four eels on a car, five toes, six sides on a dice, seven dwarves, eight legs on an octopus etc.
- Deliberately make mistakes. Children need to understand mistakes are normal and everyone makes them e.g. get mixed up when counting, muddle two numbers when ordering them
- Watch Numberblocks on CBeebies. This programme is written by maths specialists to model maths concepts and represents number brilliantly.
- Hide numbers around the house or garden for children to find.
- Play outdoor maths games like hopscotch and skittles. Even better, let children make up their own games and decide how to score points
- Read books with maths concepts e.g. The Very Hungry Caterpillar, One is a snail, ten is a crab, What's the time, Mr Wolf?
- Draw attention to more and less
- Ask questions such as "How many more?", "How many altogether?", "How many would I have if..."

STAFF CPD

LITERACY AND MATHEMATICS

New staff have a thorough induction covering all aspects of the school curriculum, including literacy and mathematics approaches.

Staff are taken through how to baseline pupils for literacy and mathematics, using standardised testing, at the moment statements and b-level data. Staff are shown how to write literacy and mathematics targets taking into account pupil skillset and trajectory. These targets are added to BOOP. All pupils have embedded literacy and mathematics tagged. Staff are shown how to do this as part of their induction.

Literacy and mathematics refresher sessions are voluntary and held through the staff CPD calendar. STLAs have additional CPD to support assessment and intervention delivery.

Teachers have access to the full suite of training materials from Phonics for Pupils with SEN to ensure they have an overview of how the sessions should be delivered and appropriately differentiated for pupils.

Practical maths training is sourced for teachers with the expectation staff disseminate this to the wider teaching team.

For standardised testing, staff attend training first and are then guided through the stages to ensure standardised testing is completed accurately and in a timely manner. Staff are taken through the results, how to convert to age equivalencies and how this relates to the EHCP outcomes of pupils, here appropriate. Staff utilise the Formal Curriculum Lead for advice and guidance. As part of the

quality assurance process, the Formal Curriculum Lead observes standardised testing practice and feeds back directly to staff.

Teachers and STLAs can be assigned as mentors to support performance of new or under-performing staff in literacy and mathematics delivery. This is written into performance management documentation and tracked through the quality assurance cycle

