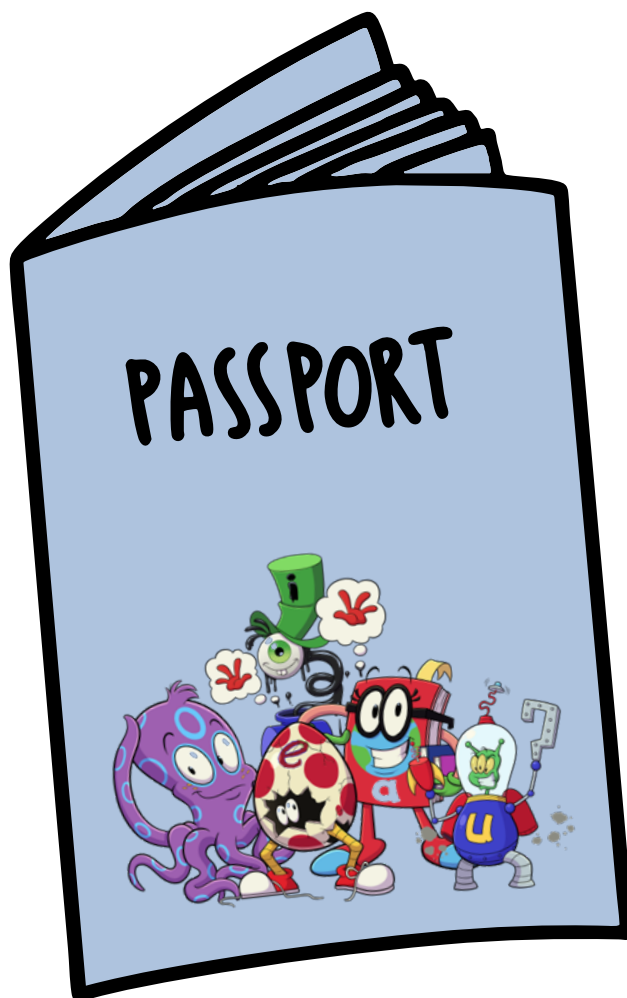


Postivity Passport



EMPOWERING
TECH



Literacy Junction®

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What is the Positivity Passport?

The Positivity Passport is a resource to support the adult responsible for delivering the Literacy Junction® intervention.

It is designed to promote positivity and maximise learner engagement.

- Exploring the Literacy Junction characters
- Multi-sensory motivation and engagement
- Celebrating success
- Supporting micro-scripts
- Reintegration – Now I Can



Meet the Literacy Junction® characters

Each of the five characters is associated with a vowel. They have been chosen to represent a wide range of personalities and that will appeal to a range of ages and interests.

	A – Atlas A character who loves learning but doesn't always find learning easy. Happy to contribute and always has something to say.
	E – Eggy They are sometimes a little shy and forgetful. A bit disorganised and needs encouragement to come out of their shell.
	I – Inky Possible Everything is possible really! This character might make a mess, but they have a lot of fun and have a go.
	O – Octopus This character loves games and fiddling and is always on the move. They have great ideas and are usually up to something.
	U – Unknown Lots of things are difficult and sometimes not knowing can cause feelings of confusion and anxiety, but with support gets the job done.

Using the Literacy Junction® characters

Introducing and exploring the characters

Using their chosen characters to help them tell the story of their learning journey can be a powerful tool for building engagement and motivation.

Share the characters with your student, they decide which one they want as their avatar. There are five different versions of the the Student pack. Download the Student Pack with the character your student has chosen.

Talk about the characters with your student and ask them how they think their chosen character learns. Use the pictures to encourage reflection and discussion. These ideas can be used to explore the students' learning experience.

- What do they like to do?
- Can they see similarities between themselves and their chosen character?
- Are they a little bit like them?
- Who do you like best and why?
- Which one have they been like today?
- Can they give them a backstory?

These characters can support the building of a growth mindset. Use the characters as a hook for writing and use them for storytelling – the characters have ups and downs, just like the students. Develop character traits and stories about the characters. Use the characters for social stories to help model the why and the how.

Using the Literacy Junction® characters

More ideas to support engagement, communication and discussion

- Create badges and stickers by printing the characters onto adhesive address label paper
- Ask your student where and how they might wish to use the stickers
- Use them to reward for success by sticking in the Literacy Junction student book
- Use them for targets, reward charts on a postcard home to share success
- Use them in the parent/carers and school communication book
- Use to model positive wellbeing and encourage and build self-esteem
- Upload the characters images and use as avatars or screen savers for e work
- Laminate printed versions of them to create bookmarks, place savers, a wand or pointer
- Make into finger puppets
- Make them into a Communication Fan to help express ideas or feelings. Talk about them and reference their letter sounds, words starting with that vowel. Explore what vowels are
- Use them when making I Can books
- Use in multi-agency meetings in a child-centred reviews to help learners to express ideas and feelings

Multi-sensory motivation and engagement

Who Literacy Junction® supports

Intervention Overview

Literacy Junction is designed to support learners in acquiring basic foundation literacy skills. You might have identified these learners because they have started to disengage from learning. They may be unable to access the curriculum level or become overwhelmed by the pitch of lessons. This can lead to challenging behaviours, sometimes behaviour can mask an underlying learning or literacy difficulty. Not being able to read, write and spell at an age-appropriate level erodes self-esteem.

Literacy Junction can support learners who have experienced repeated failure with systematic synthetic phonics and need a different approach.

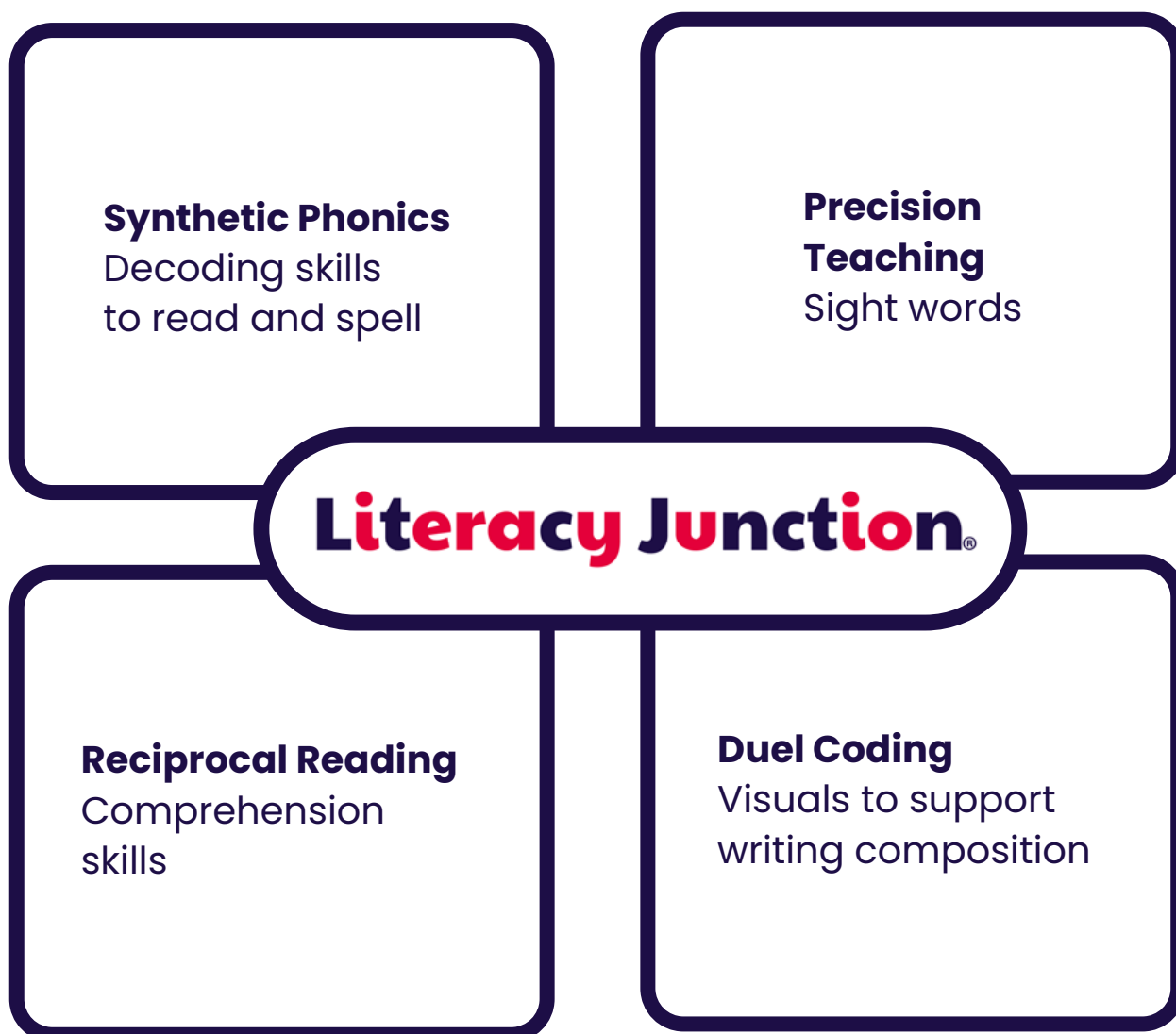
Literacy Junction and Multi Sensory Support

- The multi-sensory support approach aligns with strategies found in multi-sensory language learning pathways. These are proven to help learners with dyslexia
- It helps learners who have plateaued and need a different approach
- It can help to prevent learning refusal behaviours
- It provides supports when the learner is still working towards their writing expectations, particularly at upper KS2 and KS3
- It works well where the learner has a reading age below 8 and a half to 9 years old
- It aligns with approved strategies for regular daily teaching to address word reading, is time limited, delivered in short sessions as a robust strategy designed for frequent daily use with a focus on reading and writing bridging the gap between both

This intervention can be paired with assistive technology to support learning in lessons. Combining Reading Pens with Literacy Junction (pairing and coaching approach) has been proven to be successful and supports reading independence while building foundational literacy skills.

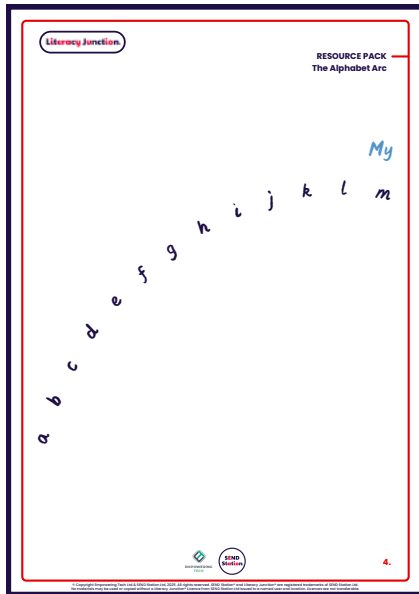
Literacy Junction® combines practical multi-sensory approaches

Literacy Junction brings together research-based strategies in a coherent, daily, user-friendly intervention. These include Synthetic Phonics, Precision Teaching, Reciprocal Reading and Graphic Facilitation (drawing).

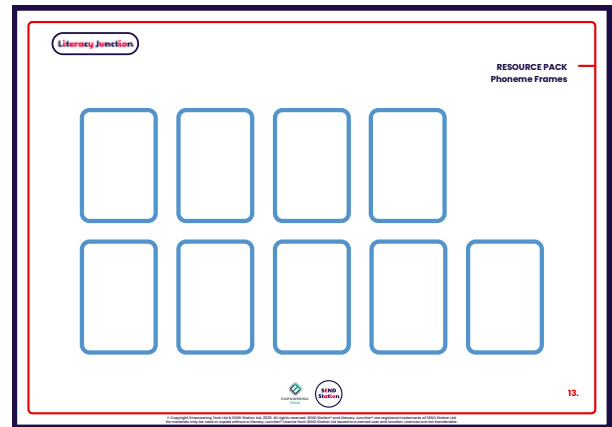


Examples include

Alphabet Arc



Phoneme Frames



I Can Books



Graphic Facilitation

subject-verb



The cat

is sleeping.

subject-verb-object



The cat

is sleeping

on the mat.



We fully encourage cutting and sticking, using magnetic letters, tiles, letter textured materials and finding ways to combine auditory, visual and kinaesthetic elements.

Celebrating Success

Recognising what your strengths are

The importance of starting with strengths

It is essential to begin by acknowledging the learners achievements and strengths. This approach not only boosts their confidence but also sets a positive tone for further development. Celebrating small victories can have a significant impact on a student's self-esteem, making them more willing to engage and take on new challenges.

Tracking Progress Together

Engaging students in tracking their own progress is a collaborative process that empowers them. Here's a practical example of how this can be done:



Well done!
You can read
and make all
of these pure
sounds.



Practical suggestions

Record and share progress points with the learner

- Pre-Assessment & Post Assessment
- Pre-Intervention & Post Intervention

Talk about what the learner can do with support or independently – Celebrate all the small wins!

Literacy Junction

Student's/Pupil's Name:

PUPIL/ STUDENT PACK
Assessment
Initial Sounds
Checklist

a	✓	n	✓
b	✓	o	✓
c	✓	p	✓
d	✓	q	✓
e	✓	r	✓
f	✓	s	✓
g	✓	t	✓
h	✓	u	✓
i	✓	v	✓
j	✓	w	✓
k	✓	x	✓
l	✓	y	✓
m	✓	z	✓

Notes:

Assessment

What is the Learner telling you?

You gain valuable insights by using the Post Session Questionnaire as it provides immediate feedback giving insight into how students feel about a session, helping you to gauge the learners emotional and cognitive engagement.

Student Voice

This is agency in the learning process, it helps learners to feel heard and valued.

Identify Issues

Identify areas where students might be struggling or feeling disengaged, enabling timely changes to the way you are delivering the intervention.

Tracking Progress

Over time, you can see changes in student sentiment, which can be correlated with different teaching strategies and interventions.

Student's/Pupil's Name:

PUPIL/ STUDENT PACK
Assessment
Pupil/Student
Post-Questionnaire

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **reading** words.

Unhappy

←
→

12345678910

Happy

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **spelling** words.

Unhappy

←
→

12345678910

Happy

On the scale below circle the number that identifies how **you** feel about the child's enjoyment of **handwriting**.

Unhappy

←
→

12345678910

Happy

13.

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Responding to Low Scores

If a student scores below four, it might indicate dissatisfaction or disengagement. Here's what you can do:

- **Follow-Up Conversation**

Follow up with a chat to understand the reasons behind their low score. Ask open-ended questions like, "Can you tell me more about why you felt this way?" or "What can we do to make the sessions better for you?"

- **Reflect and Adjust**

Reflect on the feedback and consider adjustments to your teaching methods or the session structure. This might involve changing the pace or incorporating different activities.

- **Positive Reinforcement**

Encourage the student by acknowledging their feelings and showing appreciation for their honesty. Tell them what they did well, celebrate success and aim to progress in building their confidence.

- **Set Goals Together**

Set achievable goals for future sessions. A collaborative approach can help the learner to feel more invested and positive about their progress.

By valuing and acting on student feedback, you can create a more responsive and supportive learning environment that addresses needs and fosters engagement and self-esteem. Celebrating small wins with positive reinforcement with rewards like stickers and acknowledging achievements, further boosts confidence. This approach not only makes students feel heard but also encourages continuous improvement and active participation in the learning journey.

Using Supportive Micro-Scripts

Micro scripts, are concise, pre-planned responses that can be used to address specific behaviours or support specific learning challenges. They can help us to be more consistent and predictable. This consistency helps create a stable and safe learning environment where students know what to expect, reducing anxiety and uncertainty.

Calm and controlled in our responses

Micro scripts can help us to respond to challenging behaviours and maintain a positive learning atmosphere.

Focused on positive reinforcement

Positive scripts can boost students' self-esteem and encourage learners to continue engaging positively.

Confident and clear in our communication

By keeping communication clear and concise it makes it easier for learners to understand expectations.

Helpful Micro-Scripts

"I've noticed how well you've tried on this."

"Well done, you've shown real resilience on this....even when it was hard you stuck with it."

"Just look at the progress you've been making ...this sessions/this week/this half term. I am so impressed and proud of you."

"I need you to show me some really good learning today. I have complete confidence you're going to smash this."

"Here's your target for this session. When you achieve this, then I can give you a praise sticker/phone call/dojo/stamp. Let's start this together."

"Do you remember last week when you showed me just how brilliant you are at this?"

"That's what I need to see this week."

"Last session I was so impressed I emailed [key adult/member of staff/family] they were so proud of you. Let's keep that level of effort up this session."

"Let's make a plan for success for this session- we'll use the task management board, so we tick off."

"I know things may have felt hard/tough but well done for turning it/your behaviour/ attitude/focus around - I'm really impressed."

Reintegration

Going back to the classroom

Successful Reintegration – Strategies for students and teachers

Reintegrating students into the classroom after a literacy intervention requires thoughtful planning and support for both the students and their teachers. Here are some strategies to facilitate a smooth transition:

Creating a pupil passport

You may have collected lots of work during your sessions together. A fun shared activity could be to photograph and make a one-page display that showcases achievements. This student-centred activity could also be shared with parents or contribute to student voice in multi-agency work or contribute to EHCP discussions or be part of evidence gathering within a graduated response.

Clear Assessment

Provide clear information about what can be done independently and what might need scaffolding in the classroom. This can be produced as a separate report or could be completed with the student. The 'Now I Can' worksheet on the following page can be completed with the student, or you might want to design your own form.

Shared Documentation

Use shared documents to facilitate communication and track progress. This ensures transparency for all stakeholders including teachers, parents and intervention specialists. Sharing documents promotes collaboration and enables others to contribute and update information in real time. By sharing the progress of the intervention, you are creating accountability and creating a more organised and supportive learning experience for the learner.

Reintegration Discussions

Engage in discussions with parents and teachers to establish a conversation around metacognition and set anchor points for the student's progress.

Progress Tracking: Implement a tracker to monitor incremental progress, going beyond just working towards goals. This will maintain the momentum of success and self-esteem.

Communication of Learning

Clearly communicate what has been learned and the skills the student is confident with.

Classroom Support

Ensure that the tools and strategies used during the intervention are also available in the classroom. You may want to explore the provision of assistive technology solutions as part of your intervention exit strategy.

For example, has the learner developed touch typing skills?

Would they benefit from using text to speech tools like a Reader Pen or using speech to text tools like programmable buttons, Dictaphones or dictation tools that are built into digital platforms like word or google docs.

If your student needs to use the alphabet arc in class to help with decoding – make sure that they can use this tool and are encouraged to use the supports that they need to be successful.

In accessible learner friendly classrooms, students could be providing peer to peer support and sharing the strategies that they have learnt. Consider providing opportunities to share strategies or to become a digital champion by modelling short cuts or accessibility features for others.

My Journey Record

Name:	Date:
My Journey With Literacy Junction	

Now I Can

Tick the box if you agree with the statements below.	With Support	Independently ✓

What do you think?

Easy Yes/No answers - Tell us what you think	YES	NO
I enjoy my Literacy Junction time		
I am confident in using my support tools and pupil pack		
I can read more things that I want to read		
I can use these strategies in lessons to help me		

My Journey Record – Example

Name:	Date:
My Journey With Literacy Junction	



Now I Can

Tick the box if you agree with the statements below.	With Support	Independently ✓
Spell CVC words	With Phoneme frames	
	With alphabet arc	
Read all initial sounds	With alphabet arc	
Read and spell split digraphs	With Phoneme frames	
	With alphabet arc	
Read over 80 common exception words	During regular multi sensory games	
I can predict what will happen in a text	Through reciprocal reading	
I can use adjective and adverbs	Using a thesaurus	
	Using word lists	
Phonetically spell key words	With a dictionary	
	With a Reading Pen	
I can construct and de-construct a sentence	Using post it notes or cutting up sentences	

What do you think?

Easy Yes/No answers – Tell us what you think	YES	NO
I enjoy my Literacy Junction time		
I am confident in using my support tools and pupil pack		
I can read more things that I want to read		
I can use these strategies in lessons to help me		