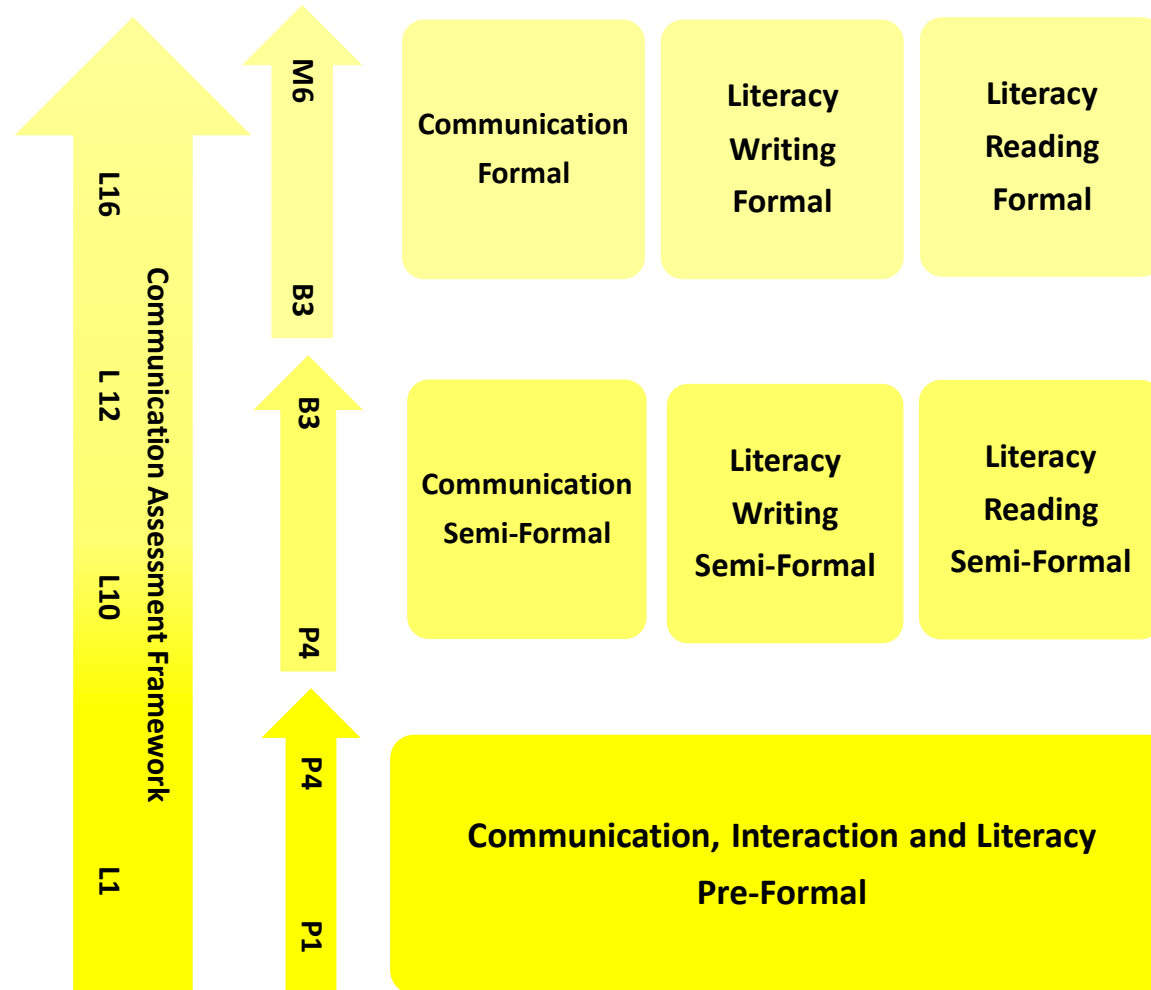


# Literacy – Semi-formal Curriculum - Literacy



# Literacy

## Semi-Formal Curriculum

### **Intent - What are we trying to achieve through our curriculum?**

The Semi-Formal Pathway curriculum for Literacy is mainly for those pupils at St Giles who have Severe Learning Difficulties (SLD). These learners are developing emergent skills and may be able to access aspects of the National Curriculum. They will have significant cognitive impairments and may also have difficulties in mobility and co-ordination, communication, sensory issues and social communication difficulties that impact on their ability to develop literacy skills.

The curriculum acknowledges that, despite having these complex issues, SLD learners can experience, enjoy and develop literacy skills and have the same entitlement to develop literacy skills as other pupils. Teaching and learning will necessarily be highly personalised to support these learners' particular strengths and needs.

The semi-formal literacy curriculum is taught both discretely as a subject and is also delivered through the cross curricular topic themes. It has been developed alongside the semi-formal curriculum for communication and interaction and is closely linked.

The development of 'functional literacy', linked to life skills and vocational activities is an important aspect of the semi-formal curriculum with learners being supported to recognise, use and record social sight words / photographs or symbols that they may need functionally as well as a bank of personalised motivating words focussed on the individual learner's interests.

### **Reading**

We aim to provide learners with a range of reading materials and learning approaches to support their development of reading skills and promote their access to reading for pleasure.

This may include access to:

- books that focus on specific pupils' own interests and activities to support their motivation and engagement;

- the use of symbols to provide a “bridge” between pictures and words;
- a mixture of conventional (e.g., texts) and non-conventional (e.g., pictures, film and oral) media;
- reading materials which engage early reading skills in age appropriate contexts;
- reading materials which provide a carefully structured but extensive range of early reading experiences at appropriate levels of attainment.
- Reading for pleasure which engages individual students and promotes a reading culture

We note that physical access to books can be a barrier for many of our pupils with significant physical and visual disabilities. These pupils may require to have alternative access to books e.g.

- Page fluffers,
- Switch access,
- Books with tactile Moon symbols or braille,
- Digital books,
- Audio books.

### **Phonics**

All pupils at St Giles are given the opportunity to develop their phonic skills. At our school we teach phonics through **Read Write Inc. Phonics**, a complete Systematic Synthetic Phonics programme validated by the DfE. The semi-formal curriculum for SLD learners also covers phase one phonics using ‘**Letters and Sounds**’, a phonics programme that supports learners with their reading and spelling. The original Letters and Sounds programme is adjusted to meet the individual needs of learners. Thus new elements of phonics teaching may not be added every day. Instead pupils revisit and review, practise and apply phonics skills according to the pace at which they learn. Phonics sessions for pupils following the semi-formal curriculum are often cross-curricular with music and sensory sessions to motivate and capture the pupils’ attention. Some of our students may exhibit readiness to read at an older age; our expectation is that all students should be provided with opportunities in all aspects of the tools through careful observation, assessment and multi-agency liaison.

### **Whole Word Reading**

We recognise that some learners accessing the semi-formal curriculum will learn differently from neuro- typical conventionally developing pupils, and therefore may require personalised teaching approaches that place a greater focus on other types of information in the reading process e.g. the shapes of whole words.

## The use of Symbols

Some semi-formal learners are unable to decode written text, but are able to access symbols to support or replace text. We recognise that symbols should make the meaning of text clearer. It may not be appropriate to symbolise every word in a text or to use very abstract symbols.

## Writing

We aim to support learners to develop their writing skills. We note that physical access to writing tools can be a barrier for many of our pupils with significant physical, cognitive and visual disabilities. These pupils may require **alternative pencil methods** to write and/or explore letters and words while focusing the majority of their cognitive energy on text production. This may involve the use of:

- Wooden or magnetic letters,
- Symbols,
- iPads and tablets,
- Alphabet Eye Gaze Frames
- alternative keyboards,
- onscreen keyboards,
- word prediction software,
- speech recognition.

## Curriculum Design;

For all learners the Semi-Formal Pathway curriculum for literacy is informed by the EQUALS Semi-Formal Curriculum My Communication. Other curriculum documents that inform practice include the writings of Nicola Grove and Keith Park, Flo Longhorn, Joanna Grace and Pete Wells, the training materials found on the website - [www.complexneeds.org.uk](http://www.complexneeds.org.uk), the Letters and Sounds programme, Read, Write Inc Programme and, at Key Stage 4, accreditations syllabi.

For learners at EYFS and in Year 1 the Semi-Formal Pathway curriculum for literacy is also informed by the content of the Early Years Foundation Stage.

Like other Semi-Formal curriculum areas, some of the literacy curriculum is delivered holistically rather than as a series of separate skills and subject areas. However, all SLD learners receive dedicated literacy lessons each week. A reading for pleasure book, will be sent home, every week.

## Implementation - How is our curriculum being delivered?

### Curriculum Coverage

SLD learners will be supported with literacy through the content below.

### Reading

- Reading for Pleasure

Learners are supported to read for pleasure through:

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
<b>Development (Pebble level 4 – semi-formal)</b> Characterised by remembered responses and intentional communication	Pupils listen and respond to familiar rhymes and stories	Encourage and support learners' responses to picture books and stories you read with them. Use different voices to tell stories and encourage learners to join in wherever possible.	Provide CDs of rhymes, stories, sounds and spoken words. Provide picture books, books with flaps or hidden words, books with accompanying CDs and story sacks. Provide story sacks for parents to take them home to encourage use of books and talk about stories. Create an appealing reading environment with props, related to the story or rhymes. Provide audio books, sensory stories/ poems/ songs and rhymes. Provide story boxes, reading apps, alternative books, bags and baskets
	They show some understanding of how books work [for example, turning pages and holding the book the right way up].	Opportunities to have exposure to reading in all its forms i.e. story massage, sensory stories, reading for pleasure, Knowledge that reading is valued by all staff as something useful and pleasurable. Daily story telling / poetry/ non-fiction reading for pleasure. Opportunities to retell stories and rhymes, particularly favourite.	
<b>Exploration SS1</b> Characterised by concentration, recall and observation	Listen and react positively to stories	Encourage learners to use the stories they hear in their play / role play / puppet play.	Create an attractive book area where learners and adults can enjoy books together. Find opportunities to tell and read stories to learners, using puppets, soft toys, or real objects as props. Provide opportunities for sensory stories / poems / rhymes experiences Create personalised stories for pupils Allow quality time for this purpose that is relaxed and unrushed. Access to apps and websites that support book making. Multi-sensory experiences to access stories and rhymes
	Listen and respond to noises that adult makes when they are reading stories	Encourage learners to join in / respond with interesting and comical sound effects, as the reader makes them.	
	Show awareness of repeated phrases, words and pictures from familiar texts	Read stories that learners already know, pausing at intervals to encourage them to 'read' the next word.	

	Show interest in simple pictures in books when directed	Allow time to talk about the pictures. Adapt pictures for VI students to match individual Visual impairment needs.	Adapted / alternative books i.e. on umbrellas / tiles / bag books / fabric books...
	Understand how books work e.g. open a story book at the beginning and turn the pages in correct order	Allow lots of opportunities to model how to hand of real books or virtual books.	
	Handle books with care	Create opportunities for handling of adapted books as part of joint story telling.	
<b>Initiation SS2</b>  Characterised by initiation and maintenance of established responses over increasing periods of time	Begin to show curiosity/enjoyment about content at a simple level e.g. indicate a favourite character or event	Teach the learner to use a personal power point to share content with others.  Create personal books where the student is the central character.	Ensure access to stories for all learners by using a range of visual cues and story props. Add learner-made books and adult-scribed stories to the book area and use these for sharing stories with others. Pupils to lead the creation of their own books Create personalised books which appeal to the pupil, using the most appropriate means from power point to cut and paste.  Use clicker grids or appropriate choices to create books and shared texts about self or events.  Share and make alternative story boards with robust flaps (eg. lids from wipes)  Use books in a way that will engage anticipation, with a surprise prop, expressive voice or action as some ideas.
	With prompting, join in with some actions or repeat some words	Read rhyming books with plenty of intonation and expression so that the learners tune into the rhythm of the language and the rhyming words.	
	Recognise the front cover of a familiar book or bring a chosen book to share	When learners can see the text, e.g. using big books. model the language of print, such as letter, word, page, beginning, end, first, last, middle.	
	Begin to anticipate familiar key events	Allow pauses during the retelling of familiar stories and rhymes to anticipate key events. Retell stories consistently to support links between events being created.	
	Understand the conventions of reading [e.g., following text left to right, top to bottom]	Model reading text left to right by highlighting / underlining / pointing at words as they are read. Adult will support child to point at each individual word, as it is read, where appropriate.	
	Understand how books with flaps and pop-ups etc. work	Read a variety of books and support discovery of flaps and pop ups. Use online books / apps to make discovering features accessible for children who might be unable to use fine motor control to lift flaps. Make personalised lift the flaps / lids for different story elements.	
<b>Consolidation and Application SS3</b>  Characterised by the formation of skills, knowledge,	Imitate reading behaviours e.g. 'pretend read' a familiar story, turn pages independently	Opportunities for independent "reading" with a wide variety of reading materials (some of which might not be traditional books but relate to previous experience of reading).	<ul style="list-style-type: none"> <li>• Provide dual language books and read them with all learners, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. Remember not all languages have written forms and not all families are literate either in English, or in a different home language.</li> <li>• Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents.</li> </ul>
	Respond to a story with some comprehension e.g. show me how the giant walks, what noise does the lion make?	Dramatize stories, events and characters to enhance characters. Repeat, repeat, repeat experiences of dramatizations to embed language and concepts.  Relate retelling of stories to previous experiences.	

concepts and understandings.			<ul style="list-style-type: none"> <li>• Provide some simple poetry, song, fiction and non-fiction books.</li> <li>• Provide fact and fiction books as part of class displays, e.g. construction area as well as the book area.</li> <li>• Provide books containing photographs of the learners that can be read by adults and that learners can begin to 'read' by themselves.</li> </ul>
	Independently join in with words or phrases in rhymes and texts	Read rhyming books with plenty of intonation and expression so that the learners tune into the rhythm of the language and the rhyming words. Repeatedly share songs and rhymes encourage copying signing or using a symbol sheet or AAC	
<b>Bridging Level 1</b>	Re-read and engage with familiar texts e.g. use book characters in play or conversations or in other areas of the curriculum	Encourage learners to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences.	Provide stories, pictures and puppets which allow learners to experience and talk about how characters feel. Discuss with learners the characters in books being read.
	Listen to stories, poems and other texts with increasing attention and recall	Read rhyming books with plenty of intonation and expression so that the learners tune into the rhythm of the language and the rhyming words.	Regularly include rhyming books as part of the daily book sharing session. Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It's raining, it's pouring as the learners get ready to go outdoors in wet weather).
	Engage in a familiar story using props	Provide story sacks and boxes and make them with the learners for use in the setting and at home. Retell familiar sensory stories or box books.	• Provide story boards and props which support learners to talk about a story's characters and sequence of events.
	Act out/ describe events in stories	Engage with stories through dramatic responses, retelling and interpretations of stories, through drama or call and response.	• Help learners to identify the main events in a story and to enact stories, as the basis for further imaginative play
<b>Bridging Level 2</b>	Demonstrate enjoyment of rhythm and rhyme e.g. choose to play rhyming games or enjoy making up own words that conform to a pattern	Encourage the learners to join in with repetitive rhyming phrases such as 'Run, run as fast as fast as you can, you can't catch me, I'm the Gingerbread man Play with rhyming words throughout the course of the day and have fun with them. Sing or chant nursery rhymes and encourage learners to move in an appropriate way (e.g. rock gently to the beat of 'See Saw Marjorie Daw,' march to the beat of 'Tom, Tom the Piper's Son' and the 'The Grand Old Duke of York, skip to the beat of 'Here we go round the Mulberry Bush'). Listen to and respond rap songs. Adapt rap songs / change words	Regularly include rhyming books as part of the daily book sharing session. Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It's raining, it's pouring as the learners get ready to go outdoors in wet weather). Provide rhyming games from Phase one phonics e.g. Rhyming soup, Rhyming Bingo, Rhyming puppet play. Use multi-media to expose children to creative and engaging ways to rhyme such as rap. Make it engaging with all staff showing enthusiasm and modelling correction of non-rhyming mistakes. Rehearse rhyming word lists (could be picture or symbol / object) to ensure success Allow additional time for explicitly developing auditory processing and discrimination when this is difficult.
	Re-enact a story in role play with puppets/props /costumes/ objects	Model and encourage dramatic retelling of stories. Provide space and time to re-enact stories in a multitude of ways Provide story props to aid retelling of key stories.	Help learners to identify the main events in a story and to enact stories, as the basis for further imaginative play Be creative and engage learners with individual interests.



- Rhyme

Learners are supported to develop their understanding of rhyme through:

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
<b>Development (Pebble level 4 – semi-formal)</b> Characterised by remembered responses and intentional communication	Pupils listen and respond to familiar rhymes	Regularly share traditional nursery rhymes (and updated versions which might appeal to older learners) as well as a wide variety of poems, raps and songs. Repeat experiences so that popular rhymes become familiar and there are opportunities for pupils to respond. Allow opportunities to request familiar rhymes. Promote a signing class culture	Regularly include rhyming books as part of the daily book sharing session. Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It's raining, it's pouring as the learners get ready to go outdoors in wet weather). Participate with Makaton rhymes (i.e. singing hands / Mr Tumble)
<b>Exploration SS1</b> Characterised by concentration, recall and observation	Enjoy rhymes and with some prompting, joins in with actions or vocalisations	Read rhyming books with plenty of intonation and expression so that the learners tune into the rhythm of the language and the rhyming words. Reads alternative rhyming books which are accessible and engaging. Allow lots of repetition to embed the rhymes and allow success.	Regularly include rhyming books as part of the daily book sharing session. Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It's raining, it's pouring as the learners get ready to go outdoors in wet weather). Be creative and match rhymes to the children's interests (particularly older learners or learners that may have spent a long time developing this skill).
<b>Initiation SS2</b> Characterised by initiation and maintenance of established responses over increasing periods of time	Enjoy rhymes and spontaneously joins in action and vocalisations.	Play with rhyming words throughout the course of the day and have fun with them. Sing or chant nursery rhymes/ poems/ raps and encourage learners to move in an appropriate way (e.g. rock gently to the beat of 'See Saw Marjorie Daw,' march to the beat of 'Tom, Tom the Piper's Son' and the 'The Grand Old Duke of York, skip to the beat of 'Here we go round the Mulberry Bush').	Regularly include rhyming books as part of the daily book sharing session. Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It's raining, it's pouring as the learners get ready to go outdoors in wet weather).
<b>Consolidation and Application SS3</b> Characterised by the formation of skills, knowledge,	Associate sounds with patterns in rhymes, with syllables, and with words or symbols	Regularly play with rhyming patterns and link to sounds by generating rhyming strings. Play syllable games by clapping, chopping up words, drumming or other accessible ways. Change the final syllable in individual words	Regularly include rhyming books as part of the daily book sharing session. Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It's raining, it's pouring as the learners get ready to go outdoors in wet weather).
	Continue a rhyming string		
	Recognise rhythm in spoken words		

concepts and understandings.			
<b>Bridging Level 1</b>	Enjoy joining in with rhythm and rhyme activity	Regularly change rhymes and rhythms during activities and encourage playfulness by modelling trial and error. Build on and scaffold previous successes and songs and rhymes that are engaging.	Regularly include rhyming books as part of the daily book sharing session. Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It's raining, it's pouring as the learners get ready to go outdoors in wet weather).
	Join in Show awareness of rhyme and alliteration with repeated refrains	Regularly repeat familiar rhymes with pauses to fill in. Play alliteration games to create long strings Have a go at tongue twisters that use alliteration	
	Join in verse with predictable repetition	Share familiar stories with repetitive verses such as The Gruffalo or the ladybird heard or a student created story.	
<b>Bridging Level 2</b>	Begin to make up own rhythms and rhymes	Use familiar rhymes and structures to adapt by changing words and rhythms, with support .	Provide rhyming games from Phase one phonics e.g. Rhyming soup, Rhyming Bingo, Rhyming puppet play.
	Recite a simple verse	Rehearse simple rhymes, poems and raps and encourage student to join in and recall part or all of the verse, in their own way.	

- **Comprehension**

Learners are supported to develop their comprehension skills through:

<b>Assessment Framework Level</b>	<b>Curriculum Content The learner is learning to;</b>	<b>What the adult working with the learner does</b>	<b>Enabling Responsive Environment Learning Opportunities / What is provided</b>
<b>Development (Pebble level 4 – semi-formal)</b> Characterised by remembered responses and intentional communication	Pupils listen and respond to familiar rhymes and stories	Regularly read a range of familiar rhymes and stories and allow pupils time to respond, in their own way. Allow time to become familiar with new rhymes and stories. Allow a familiar person to share stories, who will recognise responses and be able to interpret meaning, in discussion with other staff.	Find opportunities to tell and read stories to learners, using puppets, soft toys, or real objects as props.
<b>Exploration SS1</b> Characterised by concentration,	Begin to anticipate some regular events such as playtimes or home time	Use now and next cards Use daily timetable (this could be broken up into smaller chunks, where needed and could take the form of symbols / objects of reference) Use cues such as music, key phrases to support recognition of regular events.	Use symbolised visual timetables Use personalised books as a hook in, for students who are primarily motivated by their interests. Set up a 'Good Morning' session which sees a photograph of the learners' houses, a photograph of the school and a photograph of the learner with their name. Moving

recall and observation	Point to familiar nouns in books e.g. cat, dog, house	Choose motivating books that have pictures for the learner to identify ( be aware of supporting visual impairment)	the photo and name from home to school give learners a graphic chance to see who is in and who is still at home.  Find opportunities to tell and read stories to learners, using puppets, soft toys, or real objects as props.
<b>Initiation SS2</b> Characterised by initiation and maintenance of established responses over increasing periods of time	Begin to recognise language linked with particular times and events in stories e.g. breakfast - beginning of the day/morning, bedtime	Role play story language to provide a context and relate to pupil's own experiences. Link story language to pupils own experiences, while reading, using concrete examples to relate to abstract ideas.	Use symbolised visual timetables that show who, what, where Plan for role play related to daily routines / story language. Allow time for imaginative role play and observe the language used independently and develop it through modelling and extending (i.e. The student says "I eat breakfast". Extend by saying " Yes, I eat breakfast, in the morning, too"
	Show understanding of what is happening now and what will happen next	Use now and next cards routinely to anticipate what is happening next. Use daily timetable (this could be broken up into smaller chunks, where needed and could take the form of symbols / objects of reference)	
	Point to a familiar character in a story Name/ indicate features in a setting e.g. tree	Encourage identification of familiar characters in a story for the learner to identify (be aware of supporting visual impairment) Encourage indicating setting features (i.e. a tree/ car/ house using gesture or another personalised approach .	Provide stories, pictures and puppets which allow learners to experience and talk about how characters feel.
	Name familiar nouns in books using preferred method of communication	Encourage indicating setting features (i.e. a tree/ car/ house using gesture, eye gaze / frame, AAC or another personalised approach .	Provide clear pictures (good visual contrast for VI learners) Rehearse nouns and allow repetition for vocabulary building. Allow choices for students to pick the correct noun .
<b>Consolidation and Application SS3</b> Characterised by the formation of skills, knowledge, concepts and understandings.	Show awareness of order and sequence familiar events	Follow instructions for a simple game / activity Reorder instructions for a simple familiar game or activity (I wash my hands. I dry my hands, I eat my lunch).	Involve pupils in sequencing their own visual symbolised timetables
	Recognise basic emotions e.g. happy, sad, angry	Look in the mirror and make different expressions. Play guess my emotions games	Provide language to express different emotions and link to facial expressions.
	Anticipate elements of a narrative [e.g., when the adult stops reading,	Ask questions about whats happens next? Find ways to support the student to respond, in their own way. Retell familiar stories Retell stories with alternative endings	Provide SALT cards / frames to structure responses in a way that is most accessible to individual students. Rehearse <i>What, who</i> and <i>where</i> answers.by sorting responses. Allow time to respond and unpick rational.
	Understand some terminology relating to passage of time e.g. before, after, later, next	Use the words later, next, before and after in within context during every day routines. Use them in two step instructions before gradually extending sentences, to be acted / carried out.	Provide activities where each concept is practiced individually using simple sentences before extending Use consistent vocabulary i.e. Name will fly to space <b>before</b> she sees an alien.until they are secure. Use symbols, props, signs to reinforce spoken language
	Identify familiar action words by pointing at pictures e.g. jumping, running, drinking	Provide opportunities to regularly name action words and rehearse them.	Make collections of familiar action words. Collect pictures / examples of different action words (this may be multimedia and multi-sensory (i.e. sounds of running).

		Relate to real life experiences for describing actions to reinforce concepts.	
<b>Bridging Level 1</b>	Sequence chronologically three events in a story using prompts e.g. pictures or manipulatives	Provide opportunities to sequence three story events using, individualised methods. Allow time to reinforce or for the adults mistakes to be corrected.	Sequence story events using words/ pictures / eye gaze or another accessible method. Allow opportunities for the student to judge the adults/ peers sequencing and correct mistakes.
	Understand and use in context some terminology relating to passage of time before, after, later, next	Use the words later, next, before and after in within context during every day routines. Use them in two step instructions before gradually extending sentences, to be acted / carried out. Encourage and support student using these terms to give instructions / describe in games and real life contexts.	Provide word cards / talking cards with key words relating to the passage of time: before, after, later and next. Make daily routine cards or multi-sensory boards to refer to throughout the day. Provide story context cues for key events (these could be multi-sensory and link to key events or pictures)
	Retrieve information from a simple statement – ‘the ball is blue – what colour is the ball?’	Allow time for the development of listening skills identifying key adjectives.	Allow multiple choice choosing activities to identify a blue ball from different coloured balls. Make models /cut-outs /pictures of the characters
	Name several characters in story	Provide opportunities to name characters both in reading and in storytelling. Allow time to collect characters and focus on describing them and bringing them to life (with things they say and do).	Point to characters and discuss Act out characters both in the story and out of the story (hot seating) so students can question them. Make collections of settings to help identify the story setting. Connect to the word where.
	Identify the setting in a story	Reads about the setting or talks about the pictures and links to the word Where. Makes opportunities for students to recreate the setting.	Make story boxes / setting pictures/ role play areas / virtual settings using apps or websites.
	Use common nouns to correctly identify characters and objects in a book	Model the correct common noun used in the book and encourage the student to use it as part of their regular communication strategy.	Talk about and add nouns to settings boxes/ pictures. Make connections between alternative nouns i.e. sitting room / lounge. Use Makaton to reinforce the spoken / written word and /or any home language. Make collections of common nouns found in books.
	In a range of contexts, use a range of verbs to describe and/or demonstrate (role play) actions	Support students to use a range of verbs by modelling and demonstrating. Make connections between similar verbs and use role play to demonstrate subtle / significant differences.	Explore different emotions through music and drama and name them. Name emotions and acknowledge them as they arise in the pupils “ NAME /you just jumped. You were scared /surprised. Let’s make ADULT scared /jump....”
	Recognise a broader range of emotions e.g. excited, frightened	Allow opportunities to look in mirrors to see what different expressions might look like. VI children will need to feel expressions.	
	Use knowledge of story to assist in decoding text	Ask questions to establish if the decoded word fits with the story	
Make attempts to repair misunderstandings without changing the words used [for example, by repeating a word with a different intonation or facial expression]	Use an alternative form of communication		

<b>Bridging Level 2</b>	With prompting, recall simple details of activities they have been involved in e.g. from earlier in the day or familiar routines	Encourage learners to consolidate and retain simple language from familiar routines and activities, so they are able to share simple details orally / using AAC/ with Makaton. Structure question prompts to aid recall of key language.	Provide visual timetables, story pathways. Use small world play to make and present story scenes with settings and characters.
	Using prompts, sequence a short series of events from a story	Support retelling of stories in different ways	Provide story boards and props which support learners to talk about a story's characters and sequence of events.
	Discuss story settings	Routinely discuss settings as part of sharing and enjoying stories with learners. Develop story setting language and make connections to familiar experiences and environments. Develop multi-sensory story settings to embed understanding.	Provide story bags / packs and games to rehearse the language and prompt key events. Use feely bags to talk about props individually, match to the story and use to sequence the story.
	Give a simple description of a character in a story	Routinely discuss characters as part of sharing and enjoying stories with learners. Develop character language and make connections to familiar experiences and environments. Develop multi-sensory characters to embed descriptions and concepts Create drama opportunities to explore simple character descriptions (how they look / talk / smell...).	Provide multi-sensory setting and character descriptions and make connections with existing vocabulary. Repeat experiences to reinforce concepts Provide key language in written form. Use mirrors to aid recognition of emotions on faces. <i>Link to the question word "who and where"</i>
	Describe an action of a character	Create drama opportunities to explore simple character descriptions (how they move / eat / sleep...). Develop character language and make connections to familiar experiences and environments. Develop multi-sensory characters to embed descriptions and concepts.	Provide dramatic opportunities to explore key story language (i.e. a character shouts explore shouting alongside experiencing the opposite). Provide multi-sensory movement experiences and make connections with existing vocabulary. Repeat experiences to reinforce concepts Link to the question word what
	Begin to respond to who, where and what questions	Provide opportunities to collect characters, to answer who questions. Provide opportunities to collect settings, to answer where questions. Provide opportunities to collect actions, to answer what questions.	Make collections to show who. These could be picture / signs / models /toys. Make collections to show where. These could be pictures / signs / models /setting boxes / multi-sensory setting. Play action games – the learners ask someone to different actions or command someone else to.
	Recognise emotions and begin to give reasons why characters are feeling this way	Share pictures and talk about emotions. Link emotions to Makaton Provide drama opportunities to regularly show emotions and relate to experiences	Relate character's feelings to the student's own experiences. Use lots of gestures and exaggerated intonation to show emotions. Use simple emotion pictures / sounds (VI) to show how characters are feeling. Match picture cards /sounds to emotions in the story
	Show empathy by talking about a personal experience	Support students to relate character experiences to their own experiences.	Ask questions to encourage students to make the connection between their experiences and a character.
	When given two or more choices about what might happen next, give appropriate response	Regularly give opportunities to predict the "What next?" when sharing a story.	Provide pictures / props to be chosen to show "what next"

	With support from adults, begin to recognise errors that affect meaning e.g. 'the cot sat on the mat'	Play games that change the meaning with commonly misread words. Model misreading and misusing words that students can correct.	Objects/ pictures/ symbols of commonly misread words to show the difference. Link to SALT work. Provide simple phrases /captions that use known words (the children can read)
--	---	---	---

- **Word Reading**

Learners are supported to develop their reading accuracy and decoding through:

<b>Assessment Framework Level</b>	<b>Curriculum Content The learner is learning to;</b>	<b>What the adult working with the learner does</b>	<b>Enabling Responsive Environment Learning Opportunities / What is provided</b>
<b>Exploration SS1</b> Characterised by concentration, recall and observation	Responds to noises in the environment	Follow the range of suggested activities in Letters and Sounds, Phase One Aspect One Ensure there are regular opportunities to listen to the word around us – inside and out and discriminate sounds. Name the sounds and allow lots of repetition renaming. Model experimenting with different sounds	Letters and Sounds –Phase One Aspect 1 General sound discrimination – environmental Go on regular environmental walks and encourage time to listen and respond. Contrast sounds by playing different sounds close together. Avoid playing similar sounds together. Use closed questions to structure language before using open questions. Minimise visual clutter and reduce movement , whenever possible to enhance focus.
	Creates noises using voice, instruments, objects and body	Follow the range of suggested activities in Letters and Sounds, Phase One Aspect Two Copy and make different sounds. Encourage experiencing through modelling and intensive interaction	Letters and Sounds – Phase One Aspect 2 General sound discrimination – instrumental sounds, body percussion Provide lots of drama, call and response, music and sound play. Minimise visual clutter and reduce movement , whenever possible to enhance focus.
	Uses vocalisations in play e.g. 'weeee' going down the slide brmm	Follow the range of suggested activities in Letters and Sounds, Phase One Aspect Three	Small world play Drama Call and Response Word play as part of the daily routine.
	Create sound effects/onomatopoeia to actions and play e.g. swoosh, pow	Follow the range of suggested activities in Letters and Sounds, Phase One Aspect Four	Small world play Word play during class games / i.e. parachute
	Copy a sound	Follow the range of suggested activities in Letters and Sounds, Phase One Aspect Five and Aspect Six	Letters and Sounds –Phase One Aspect 5 - Alliteration
<b>Initiation SS2</b>	Discriminates between sounds in the environment e.g. pointing to picture that matches the sound	Model matching sounds and pictures / objects Encourage matching to a choice of pictures and objects (initially give two choices before increasing the number (of choices). Find out the sounds that speakers of other languages might make for their animals (Quack for a duck is not universal!!)	Letters and Sounds –Phase One Aspect 1 General sound discrimination - environmental

Characterised by initiation and maintenance of established responses over increasing periods of time	Shows awareness if the initial sound in his/her name	Play games over emphasising the initial phoneme before saying names. Use Makaton sign for the initial phoneme, where appropriate	Letters and Sounds –Phase One Aspect 5 - Alliteration
	Create noises according to different criteria e.g. loud, quiet, slow and fast	Play sound games saying familiar words / sounds in contrasting ways. Encourage listening as different instruments are played and comment on contrasts (i.e. slow and fast). Encourage students to respond / create sounds, in their own way, to different criteria	Letters and Sounds – Phase One Aspect 2 General sound discrimination – instrumental sounds
	Able to repeat simple sound patterns e.g. short clapping pattern/ beats of a drum	Play games involving sound patterns; lots of modelling. Observe natural sound patterns the students make and incorporate into play. Comment on sound patterns (in simple language) as they happen (shape and movements). Adults copy students sound patterns and then encourage students to copy adults / peers.	Letters and Sounds – Phase One Aspect 2 General sound discrimination – instrumental sounds, body percussion Allow time and space to rehearse large movements needed to make sound movement patterns. Provide alternative ways to make sound patterns (i.e. apps that use movement to create sounds).
	Recognise that words rhyme	Regularly repeat rhymes, as part of the daily routine so that they become familiar. Create times in the day where rhymes are shared as part of reading for pleasure. Create word play by changing words of familiar rhymes to new words. Play rhyming string games Support children to create their own rhymes	Letters and Sounds – Phase One Aspect 4 - Rhythm and rhyme Encourage rhyming in a quieter environment, with few distractions.  Provide alternative ways to rhyme, for children who can't easily vocalise (i.e. choosing objects / symbols / photos) Provide rhymes that will appeal to the learner.
	Join in a rhyming string using their own communication methods, words or actions	Model alternative rhyming stings using their own communication methods. Model mistakes and correcting when a rhyming string is wrong. Play rhyming games using rhyming strings using AAC	Letters and Sounds – Phase One Aspect 4 - Rhythm and rhyme
	Match objects to pictures and symbols e.g. choosing between two symbols to select a drink using preferred method of communication	Allow regular practice choosing between pictures / symbols and matching them to motivating objects.	Use appropriate AAC if applicable such as Communication boards, books Provide individually motivating toys to match with symbols and pictures.
<b>Consolidation and Application SS3</b>	Beginning to make links between initial sounds in short familiar words used in favourite songs and rhymes.	Ensure that playing with words, during singing and rhyming activities, are part of the daily routine.	Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Letters and Sounds –Phase One Aspect 5 - Alliteration

Characterised by the formation of skills, knowledge, concepts and understandings.	Can make a list of objects with the same initial sounds	Encourage naming of a set of objects that start with the initial phoneme.	Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Letters and Sounds –Phase One Aspect 5 - Alliteration Sometimes say the name of the object with the incorrect initial phoneme (to model what the correct initial phoneme sounds like and how we know what doesn't fit).
	Begins to recognise syllables in words.	Collect a set of familiar objects that have varying syllable patterns and encourage students to feel the syllables, as they are clapped / tapped out.	Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Letters and Sounds – Phase One Aspect 4 - Rhythm and rhyme
	Make a series of words that rhyme e.g. mat cat, bat	Play games which generate strings of rhyming words ( Letters and Sounds Phase One Aspect Four)	Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Letters and Sounds – Phase One Aspect 4 - Rhythm and rhyme
	Make up their own short alliterative phrases e.g. Percy pig, slimy snail, crunchy crisps.		Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Letters and Sounds –Phase One Aspect 5 - Alliteration
<b>Bridging Level 1</b>	Recognise at least half the letters of the alphabet by shape, name or sound	Play games like word letter bingo to develop learner's phoneme-grapheme correspondence.	Encourage recognition of letters in familiar names / words. Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Letters and Sounds –Phase Two and Phase 3
	Relate letter sound and name	Play alphabet games, matching the letter names – link to existing phonic knowledge. Play snap/ letter hunt / fishing games looking for the letter name.	
	Discriminate between p and d	Create opportunities to explore p and d by touch and shape. Play focused letter recognition games.	Use consistent handwriting patten for teaching letter formation as each phoneme / grapheme is taught which might relate to Read Write Inc. or to OT programmes  Provide 3D letters to touch and explore. These might have different textures or be raised (German Film and ball point pen).
	Recognise and begin to blend the following phonemes from Phase 2 (Letters and Sounds): - s a t p i n and - m d g o c k	Play games like word letter bingo to develop learner's phoneme-grapheme correspondence. Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?'	
	Demonstrate ability to discriminate phonemes	Play games like word letter bingo to develop learner's phoneme-grapheme correspondence.	
	Identify the initial sounds of spoken words and written words	Over emphasis the initial sound of spoken and written words and enjoy stretching and bouncing sounds.	
	Recognises and count syllables in words	Play rhythm games with words, chopping up the syllables to a beat or clap.	
	Uses multisensory approaches such as switches, cued articulation and signing alphabet (where applicable)		



<b>Bridging Level 2</b>	Recognise all the letters of the alphabet by shape, name or sound	Play games like word letter bingo to develop learners' phoneme-grapheme correspondence.	Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Letters and Sounds –Phase Two and Phase 3
	Develop oral blending and segmenting including recognising the following phonemes in Phase 2 (Letters and Sounds), building on what has been learned in Bridge 1: - ck e u r h b f ff l ll ss plus, the following phonemes from Phase 3 (Letters and Sounds): - ch sh th	Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' Model to learners how simple words can be segmented into sounds and blended together to make words.	
	Continue to discriminate between p, d and b	Play games like word letter bingo to develop learners' phoneme-grapheme correspondence.	
	With help, read some final consonant clusters	Model and teach as part of the Read Write Inc. programme.	
	With help, use letter sounds to decode a wider range of cvc words	Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' Model to learners how simple words can be segmented into sounds and blended together to make words.	
	Identify the final sounds of spoken words and written words	Use Fred / Robot Talk to segment words and hear the final phoneme. Blend written words as part of the Read Write Inc. Programme	
	May begin to build words using multisensory approaches such as manipulating wooden letters	Spell Green decodable words as part of the Read Write Inc. Programme both individually and as part of "hold a phrase".	

- **Word Reading**

Learners are supported to develop their word reading through:

<b>Assessment Framework Level</b>	<b>Curriculum Content The learner is learning to;</b>	<b>What the adult working with the learner does</b>	<b>Enabling Responsive Environment Learning Opportunities / What is provided</b>
<b>Exploration SS1</b> Characterised by concentration, recall and observation	Begin to distinguish between symbols and pictures	Encourage learners to recall words and symbols that they see frequently, such as their own and friends' names, exit signs, toilet signs etc.	Create an environment rich in print and symbols where learners can learn about words, e.g. using names, signs, posters.
	Recognise familiar logos		
	Recognise own name		Class name lists, registers

<b>Initiation SS2</b> Characterised by initiation and maintenance of established responses over increasing periods of time	Know that their name is made up of letters	Encourage learners to recall words they see frequently, such as their own and friends' names.	
	Associate sounds with patterns in rhyme and with words or symbols	Share rhymes emphasising the rime as part of the daily routine.	Provide students with rhyming strings in picture/ symbol or word form. Mismatch some non-rhyming words to the string that do not fit and find a better replacement.
	Begin to show an understanding that letters join together to make words	Teach phonemes from Set one as Part of the Read Write Inc. Scheme	Use the Green word Read Write Inc. lessons
<b>Consolidation and Application SS3</b> Characterised by the formation of skills, knowledge, concepts and understandings.	Recognise, read and understand commonly used words displayed in the school /community such as 'EXIT' and McDonalds	Encourage learners to recall words they see frequently.	Create an environment rich in print where learners can learn about words, e.g. using names, signs, posters, names on coat pegs etc.
	Select and recognise a small number of words and symbols linked to familiar vocabulary e.g. family and friends' names, symbol for snack time	<p>Help learners to understand what a word is by using names and labels and by pointing out words in the environment and in books. Teach learners to recognise names of others in the class/family to choose who to say hello to next in circle time. The word and the photograph can be used together Build a 'favourite words' book that is entirely personalised and decorated to the learner's design and taste. Refer back to the individual learner's word book whenever these words come up in ordinary conversation in class. Make an artistic creation such as a collage out of the learner's favourite 'words'.</p> <p>Use phases 1 and 2 in PECS, to exchange a symbol for something familiar and motivating.</p>	Create an environment rich in print and symbols where learners can learn about words, e.g. using names, signs, posters e.g. visual timetables, Now / next boards.
<b>Bridging Level 1</b>	Match key words	Word snap as part of the Read Write Inc. book games	Provide varied texts and encourage learners to use all their skills including their phonic knowledge to decode words. Create an environment rich in print where learners can learn about words, e.g. using names, signs, posters.
	Begin to match upper and lower case	Teach upper case letters and their matching lower case letter. Play matching games such as dominoes, snap, puzzles. Use alphabet cards to support writing	
	Recognise or read a growing repertoire of familiar words or symbols	Help learners to understand what a word is by using names and labels and by pointing out words in the environment and in books.	
	Distinguish between print or symbols and pictures in texts	Focus on meaningful print such as a learner's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.	
	Uses one-to-one correspondence to support reading		

<b>Bridging Level 2</b>	Build sight vocabulary through using common themes such as colours or animals		Provide varied texts and encourage learners to use all their skills including their phonic knowledge to decode words. Provide topic based word banks. Make and provide topic based, illustrated picture dictionaries.
	Recognise familiar words in a range of contexts and text types		
	Match lower- and upper-case letters with greater consistency	Precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.	
	Choose a correct cvc word to match a simple picture		
	Swift recall of up to 20 CEW /or should we also include HFW too such as: the, to, I, go, no, said	Precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.	
	Able to read simple word strings using familiar words e.g. mum and dad, my dog,		

## Writing

- Transcription – Handwriting**

Note - If a pupil has a disability that physically prevents them from developing handwriting skills, even with reasonable adjustments in place, this curriculum area may be replaced by **alternative pencil methods** (different methods of accessing writing that may involve the use of ICT).

<b>Assessment Framework Level</b>	<b>Curriculum Content The learner is learning to;</b>	<b>What the adult working with the learner does</b>	<b>Enabling Responsive Environment Learning Opportunities / What is provided</b>
<b>Development (P4 – semi-formal)</b> Characterised by remembered responses and intentional communication	Make marks or symbols in their preferred mode of communication.	Listen and support what learners tell you about the marks they make. Provide a range of opportunities to discover a preferred mode of communication. Observe the learners communication in child led activities and use that as a foundation.	Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English and other relevant scripts. Provide materials which reflect a cultural spread, so that learners see symbols and marks with which they are familiar, e.g. Chinese script on a shopping bag. Provide pictures / symbols that are culturally relevant (Does it look like that to the learner?)

<b>Exploration SS1</b> Characterised by concentration, recall and observation	May be beginning to show preference for dominant hand	Observe any preference for a dominant hand.	Provide "Write Dance" – <a href="https://study.sagepub.com/oussoren3e">https://study.sagepub.com/oussoren3e</a> The programme uses music and movement to introduce handwriting to learners. Write Dance movements are designed to help learners feel happy and comfortable with their bodies, improve their motor skills and providing a foundation for writing.  Provide cross-curricular opportunities to develop fine-motor skills e.g. Fine motor sessions in PE.  Allow opportunities to for the learner to use both hands and show preference for a dominant side.
	Tends to use whole hand grip	Observe hand grip when appropriate. Provide opportunities for holding/ using writing equipment or alternative access provision.	
	Use gross motor skills, create lines and circles and/or in sensory play draws lines, circular shapes and patterns [e.g. using foam, sand, ribbons in the air]	Provide lots of multi –sensory and multi-media sensory play involving opportunities for mark making.	
	Make marks or symbols in own preferred mode of communication.	Make books with learners of activities they have been doing, using photographs of them as illustrations. Notice and encourage the marks learners make and the meanings that they give to them, such as when a learner covers a whole piece of paper and says, "I'm writing".	
<b>Initiation SS2</b> Characterised by initiation and maintenance of established responses over increasing periods of time	Use a pincer grip [e.g. picking up small objects with tweezers, using clothes pegs] with increasing control	Provide sorting activities and other motivating, finger strengthening activities using the pincher grip.	Provide "Write Dance" – <a href="https://study.sagepub.com/oussoren3e">https://study.sagepub.com/oussoren3e</a> The programme uses music and movement to introduce handwriting to learners. Write Dance movements are designed to help learners feel happy and comfortable with their bodies, improve their motor skills and providing a foundation for writing. Provide cross-curricular opportunities to develop fine-motor skills e.g. Fine motor sessions in PE.  Provide writing resources for both indoor and outdoor play. Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.  Model writing poems and short stories, writing down ideas suggested by the learners.
	Demonstrate increasing control of writing tools, so that: – marks and symbols resemble letter-like shapes – they can form closed shapes	Provide lots of multi –sensory and multi-media sensory writing / drawing practice. Use handwriting apps and textured letters to practice marks and closed shapes. Provide regular opportunities to increase control and accuracy of marks and shapes.	
	Mark making and scribbles are more controlled e.g. horizontal, vertical and circular lines	Provide opportunities to follow different shapes and lines in a variety of multi-sensory experiences. Provide opportunities to make different shapes and lines in a variety of multi-sensory experiences and contexts.	
	Attempt to copy/trace or overwrite shapes and straight lines	Provide tracing opportunities to follow different shapes and lines in a variety of multi-sensory experiences.	
<b>Consolidation and Application SS3</b> Characterised by the formation of skills, knowledge,	Demonstrate a clear preference for dominant hand when holding writing tools		Provide "Write Dance" – <a href="https://study.sagepub.com/oussoren3e">https://study.sagepub.com/oussoren3e</a> The programme uses music and movement to introduce handwriting to learners. Write Dance movements are designed to help learners feel happy and comfortable with their bodies, improve their motor skills and providing a foundation for writing.
	Explore use of 3 fingers to hold writing tool		
	Sustain core stability for a writing activity		

concepts and understandings.	Maintain appropriate pen to paper pressure		Provide personalised writing materials for those pupils who will be able to handwrite e.g. pencil grips, triangular pencils, writing slopes. OT for motor function to advise. Provide writing resources for both indoor and outdoor play.
	Produce more recognisable letters		
	Copy/trace or overwrite shapes, straight lines and simple repeated patterns		
	Learners' marks move in rows across the page from left to right, top to bottom		
<b>Bridging Level 1</b>	Use appropriate pencil grip		Provide personalised writing materials for those pupils who will be able to handwrite e.g. pencil grips, triangular pencils, writing slopes. OT for motor function to advise.  Provide writing resources for both indoor and outdoor play.
	Begin to use anticlockwise movements and retrace vertical lines to support letter formation		
	Write some familiar letters with increasingly accurate letter formation		
	Copy own name from a model	Support learners in recognising and writing their own names.	
<b>Bridging Level 2</b>	Aware of the need to use appropriate resources or re-organise own writing space and sit comfortably to write (e.g. left-handed learner knows when to sharpen a pencil]		Provide personalised writing materials for those pupils who will be able to handwrite e.g. pencil grips, triangular pencils, writing slopes. OT for motor function to advise.  Provide writing resources for both indoor and outdoor play.
	Position written letters correctly using guide lines		
	Begin to put spaces between some words		
	Record 15 letter shapes legibly		
	Write own name legibly, using upper case for initial letter		

## Writing

- Transcription - spelling

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
<b>Development (P4 – semi-formal)</b> Characterised by remembered responses and intentional communication	Show that they understand that marks and symbols convey meaning [for example, placing photographs or symbols on a timetable or in a sequence]	Make books with learners of activities they have been doing, using photographs of them as illustrations.	Write down things learners say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents and carers to do this as well. Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English and other relevant scripts.
<b>Exploration SS1</b> Characterised by concentration, recall and observation	Discriminate between different letter shapes	Encourage learners to notice the letter shapes in words / symbols that they see frequently, such as their own and friends' names.  Talk to learners about the letters that represent the sounds they hear at the beginning of their own names and familiar words.	Create an environment rich in print where learners can learn about words, e.g. using names, signs, posters.
<b>Initiation SS2</b> Characterised by initiation and maintenance of established responses over increasing periods of time	Recognise own first name in a range of contexts  Symbol users: match whole word symbol for own first name and other familiar words	Support learners in recognising their own names. Encourage learners to recall words / symbols that they see frequently, such as their own and friends' names.	Class name lists, registers  Create an environment rich in print where learners can learn about words, e.g. using names, signs, posters.
<b>Consolidation and Application SS3</b> Characterised by the formation of skills, knowledge,	Match/ arrange magnetic/wooden letters in order to reproduce first name Find some magnetic/ wooden letters from own name (with no prompt)	Support learners in recognising and writing their own names. Talk to learners about the letters that represent the sounds they hear at the beginning of their own names.	Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.  Letters and Sounds –Phase One Aspect 5 - Alliteration Letters and Sounds – Phase One Aspect 4 - Rhythm and rhyme

concepts and understandings.	Use knowledge of letter sounds to attempt simple spellings	Talk to learners about the letters that represent the sounds they hear at the beginning of familiar words.	Create an environment rich in print where learners can learn about words, e.g. using names, signs, posters.  Communication boards, books, aids that are regularly updated to enable learner to access appropriate simple naming symbols / words. Symbols faded / removed as learner recognises whole words.
	Begin to use some recognisable letters in writing	Demonstrate writing so that learners can see spelling in action.	
	Clap syllables to match words	Model for learners in everyday contexts, e.g. clapping the syllables in class names " Re -bec- ca"	
	Symbol users: • identify whole word /symbol for name and some simple naming words	Model lesson content using naming symbols on learner's own communication board / book / aid Support learners to identify symbols / whole words using own communication board / book / aid Update communication board / book / aid	
<b>Bridging Level 1</b>	Begin to write name from memory or order wooden or magnetic letters in order for first name	Precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.	Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Provide writing resources for both indoor and outdoor play.  Communication boards, books, aids that are regularly updated to enable learner to access appropriate simple naming symbols / words. Symbols faded / removed as learner recognises whole words.
	Consistently use known initial phonemes when writing words	Talk to learners about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.	
	Spell first name correctly	Precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.	
	Symbol users: • recognise a growing number of familiar words • begin to match whole word /symbol for surname	Support learners in recognising and writing their own names. Model lesson content using naming symbols on learner's own communication board / book / aid Support learners to identify symbols / whole words using own communication board / book / aid Update communication board / book / aid	
<b>Bridging Level 2</b>	Make plausible phonetical attempts for spelling unfamiliar words	Demonstrate writing so that learners can see spelling in action. Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes). Support and scaffold individual learners' writing as opportunities arise.	Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Provide word banks and writing resources for both indoor and outdoor play. Plan fun activities and games that help learners create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.
	Begin to use simple spelling patterns to attempt words [e.g. <i>cat, sat, pat, mat</i> ]	Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.	

	Spell correctly 10 high frequency words in context • Regularly write initial sounds ch/sh/th	Precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.	Communication boards, books, aids that are regularly updated to enable learner to access appropriate simple naming symbols / words. Symbols faded / removed as learner recognises whole words.
	Symbol users: • recognise a growing number of HFW • can pick out surname	Model lesson content using naming symbols on learner's own communication board / book / aid Support learners to identify symbols / whole words using own communication board / book / aid Update communication board / book / aid	

## Writing

- **Composition**

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
<b>Development (Pebble 4 – semi-formal)</b> Characterised by remembered responses and intentional communication	Show that they understand that marks and symbols convey meaning [for example, placing photographs or symbols on a timetable or in a sequence]	Make books with learners of activities they have been doing, using photographs of them as illustrations.	Write down things learners say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents and carers to do this as well.  Draw attention to marks, signs and symbols in the environment and talk about what they represent.
<b>Exploration SS1</b> Characterised by concentration, recall and observation	Understand that marks and symbols convey meaning	Make books with learners of activities they have been doing, using photographs of them as illustrations.	Write down things learners say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.
	Produce scribbles/mark making and say back what it means	Notice and encourage the marks learners make and the meanings that they give to them, such as when a learner covers a whole piece of paper and says, "I'm writing".	
	Distinguish between the different marks they make	Notice and encourage the marks learners make, identifying any letter shapes or numbers.	
	Demonstrate awareness of the difference between drawing and writing	Draw attention to the pictures and text when reading or writing.	
	Use single words to describe their drawing or writing		



	Respond with single words to adult questioning <i>[e.g. imaginary or real-life responses]</i>		
<b>Initiation SS2</b> Characterised by initiation and maintenance of established responses over increasing periods of time	Make marks on paper that indicate their own name		Write down things learners say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.  Provide activities during which children will experiment with writing, for example, leaving a message.  Include opportunities for writing during role-play and other activities.
	Scribble in rows across the page left to right and top to bottom and give meaning to lines in their writing		
	Use a two- or three- word phrase to express or describe something <i>[e.g. an idea or picture]</i>	Use colourful semantics with a pupil to support phrase building.	
	Engage in role play using developmentally appropriate props/ equipment		
<b>Consolidation and Application SS3</b> Characterised by the formation of skills, knowledge, concepts and understandings.	Use unconventional letter forms and familiar symbols such as circles and gives meaning to the writing		Create personalised texts of activities / events that have happened at school for pupils to provide captions and sequence.  Use visual timetables and Now / Next boards  Provide access to social sight words and symbols in the community such as where to pay, entrance, exit, push or pull, toilet etc.
	Talk about a personal event		
	Dictate a caption to describe a picture, object or event		
	Attempt writing /recording in practical and functional activities		
	Say what comes first and next out of two events		
	Recognise writing in the environment	Support the learner to use a shopping list at the supermarket and identifying the aisles needed. Support the learner to identify preferred brands and products such as their own deodorant by 'reading' the various labels.	
<b>Bridging Level 1</b>	Record word strings with some recognisable letters and words		Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.  Model writing poems and short stories, writing down ideas suggested by the children.  Provide activities during which children will experiment with writing, for example, leaving a message.  Include opportunities for writing during role-play and other activities.
	Talk to an adult about what they want to write		
	Make a contribution to a group story during shared writing or story telling		
	Use meaningful phrases to convey ideas and information	Use colourful semantics with a pupil to support phrase building.	

	Correctly order a sequence of three events: first, next, last		
	Write a list {e.g. shopping, animals in a zoo}	Support the learner to create and then use a shopping list, going to the supermarket and identifying the aisles needed.	
	Label objects or features of a simple diagram		
<b>Bridging Level 2</b>	Record ideas using groups of letters with spaces in between to resemble words	Support and scaffold individual children's writing as opportunities arise.	Provide word banks and writing resources. Clicker 7 Provide a range of opportunities to write for different purposes about things that interest children. Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.
	Verbally describe a familiar character using phrases or simple sentences		
	Add information when questioned about content		
	Increasingly, use story language in own dictated writing.		
	Attempt to record simple captions/phrases to describe a picture [e.g. red ball / dog on mat]		

## Writing

- **Composition - Grammar & Vocabulary**

<b>Assessment Framework Level</b>	<b>Curriculum Content The learner is learning to;</b>	<b>What the adult working with the learner does</b>	<b>Enabling Responsive Environment Learning Opportunities / What is provided</b>
<b>Development (Pebble level 4 – semi-formal)</b> Characterised by remembered responses and intentional communication	Show that they understand that marks and symbols convey meaning [for example, placing photographs or symbols on a timetable or in a sequence]	Make books with learners of activities they have been doing, using photographs of them as illustrations. Make and use timetables with relevant photographs / symbols / writing with the learner.	Write down things learners say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents and carers to do this as well.  Draw attention to marks, signs and symbols in the environment and talk about what they represent.

<b>Exploration SS1</b> Characterised by concentration, recall and observation	Repeat, copy and imitate single words, signs, symbols and phrases with understanding	Make books with learners of activities they have been doing, using photographs of them as illustrations.	Write down things learners say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.
	Use an appropriate single word/symbol/sign to respond to a question		
<b>Initiation SS2</b> Characterised by initiation and maintenance of established responses over increasing periods of time	Structure some phrases and simple statements, using recognisable and appropriate words to communicate ideas	Use colourful semantics with a pupil to support phrase building.	Write down things learners say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well. Provide activities during which children will experiment with writing, for example, leaving a message. Provide activities using some prepositional language in lots of different contexts i.e. <i>in the bin, in the bed, in the garden, in the bag, in the box...</i> Encourage the learner to give instructions using some key prepositions.
	Use some prepositional language in activities and conversations [e.g. <i>on</i> and <i>in</i> ]	Play games using some common prepositional language (on and in <b>and key prepositional</b> words encountered in books and stories) Use the same prepositional language in modelled conversations and when rephrasing the learners previous statement.	
<b>Consolidation and Application SS3</b>  Characterised by the formation of skills, knowledge, concepts and understandings.	Verbally join phrases with simple conjunctions [e.g. <i>and, then,</i> ] to link ideas or add additional information	Stick simple sentences together with simple conjunctions and role play. Use simple conjunctions to talk about daily routines. Read stories that use conjunctions and dramatis the effects. Play conjunction games to keep someone busy. Model adding additional information using simple conjunctions and what happens without them.	Create personalised texts of activities / events that have happened at school for pupils to provide captions and sequence.  Use visual timetables and Now / Next boards  Display some conjunctions and use them.  Create an environment, modelling life without simple conjunctions and how tricky it can be.
	Verbally articulate some different types of sentences i.e. statements, commands, questions	Create opportunities for making statements with plenty of modelling. Create opportunities for commanding, when giving instructions, with plenty of adult led modelling. Create opportunities for asking questions with plenty of modelling. Link to colourful semantics.	
<b>Bridging Level 1</b>	Writing draws mainly on spoken language		Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves. Model writing poems and short stories, writing down ideas suggested by the children. Provide activities during which children will experiment with writing, for example, leaving a message. Include opportunities for writing during role-play and other activities.
	Use common verbs and nouns in simple phrases or captions	Use colourful semantics with a pupil to support phrase building.	
	Verbally use some appropriate pronouns		
<b>Bridging Level 2</b>	Begin to suggest suitable adjectives to describe common nouns [e.g. <i>red car, big dog, hard apple</i> ]	Use colourful semantics with a pupil to support phrase building.	Provide word banks and writing resources. Clicker 7 Provide a range of opportunities to write for different purposes about things that interest children.

	Use symbols to sequence a Subject-Verb-Object sentence with adult support	Use colourful semantics with a pupil to support phrase building.	Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.
	Use simple topic related vocabulary when writing simple captions or phrases		

- **Composition - Punctuation**

<b>Assessment Framework Level</b>	<b>Curriculum Content The learner is learning to;</b>	<b>What the adult working with the learner does</b>	<b>Enabling Responsive Environment Learning Opportunities / What is provided</b>
<b>Consolidation and Application SS3</b> Characterised by the formation of skills, knowledge, concepts and understandings.	Show some awareness of punctuation through experimentation		Provide activities during which children will experiment with writing, for example, leaving a message. Include opportunities for writing during role-play and other activities.
<b>Bridging Level 1</b>	With prompting, begin to use capital letters at the start of a sentence	Use colourful semantics with a pupil to support sentence building. Draw attention to use of capital letter.	Model writing with learners, drawing attention to use of full stops and question marks.
	Recognise a full stop and question mark		
	Shows increasing awareness and use of basic punctuation, although not used correctly Knows their name starts with a capital letter	Encourage learners to recall their own and friends' names. Draw attention to capital letters.	
<b>Bridging Level 2</b>	Begin to suggest suitable adjectives to describe common nouns [e.g. <i>red car, big dog, hard apple</i> ]	Use colourful semantics with a pupil to support phrase building.	Provide word banks and writing resources. Clicker 7 Provide a range of opportunities to write for different purposes about things that interest children. Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.
	Use symbols to sequence a Subject-Verb-Object sentence with adult support	Use colourful semantics with a pupil to support phrase building.	
	Use simple topic related vocabulary when writing simple captions or phrases	Create and use word banks.	

## **Impact - What difference is our curriculum making?**

Progress for SLD learners is assessed using the school's Pebble level 4 and the Stepping Stone and Bridging Level descriptors developed by Croydon and through formative assessment of progress towards individual EHCP Communication outcomes. This progress is recorded on learner's timelines.

Learners working in Key Stage 4 work towards awards that recognise their progress towards literacy outcomes:

- AQA pre-entry level Unit awards
- AQA entry level Unit awards
- WJEC Entry level 1 awards