Arbour Vale School Literacy Parent workshop

Charlene Ward

28/11/2023

Overview

- The team
- Curriculum pathways
- Literacy/English at AVS
- Home learning experiences
- Activities demo
- Questions and feed back

The Team

Charlene Ward

-**Whole school Lead**

- Early Years (EYFS & KS1) and Primary (KS2) Phase lead

Lynda Gelfs

- Secondary (KS3 &4) Phase lead

Gabriela Postolache

- P16 (KS5) Phase lead

Curriculum Pathways

Pre – Formal

Arbour Vale School

Semi – Formal

Formal

Accreditation

Curriculum Pathways

Pre-Formal (AVS1)

- Pupils working within the PMLD Department of the school engage in a very holistic approach to learning. They follow an Informal Curriculum, designed to meet their needs and celebrate their success at a level appropriate to them
- We use the student EHCP to support staff in identifying targets and use these to underpin the learning activities that take place. The EHCP is at the centre of everything we do for young people with PMLD. Through knowledge of the young people, their communication methods, their motivators for engagement and observation we are able to track pupil engagement and their progress in learning. We now use the Engagement Model to assess all our pupils with PMLD & track their engagement in addition to their EHCP targets. This helps us to provide a holistic model of education to our pupils.

Semi - Formal (AVS2-6)

-The semi-formal curriculum delivers content adapted to pupils more complex learning needs through a holistic, birth to five matters (EY's) based, approach. This ensures pupils can develop their early learning and play skills whilst receiving a broad and balanced curriculum linked to the National Curriculum

- Through the semi-formal curriculum, pupils with severe learning difficulties including those accessing our Autism provision, are prepared for the next step in their educational development through the delivery of exploration-based learning. This includes life skills covering personal care and knowing who can help and support them to stay safe both at school and in the community. Where appropriate, pupils take an accreditation to support them in their next step.

Formal (AVS7-12)

The formal curriculum delivers content differentiated to each pupils learning needs and styles whilst maintaining discrete National Curriculum subjects. This ensures pupils are prepared for the next stage of their development for example; attendance at college or post-16. The learning environment builds on pupils first hand experiences and pre-existing knowledge base, giving access to accreditations including Entry Level and Functional Skills.

Through the formal curriculum, pupils with moderate learning needs, are prepared for the next step in their educational development through the delivery of functional Maths and English skills and life skills including careers, travel training and household activities. Where appropriate, pupils will take accreditations that support them in their next step

Accreditation programmes of study

Semi-Formal Curriculum

- ASDAN Towards Independence modules
- Steps to Communication and independence Introduction/Progression English Towards Independence

Formal Curriculum

- ASDAN Living Independently Short Course
- Arts Award Bronze level 1
- AQA Functional Skills entry 1-3 ASDAN
- Edexcel Functional Skills entry 3-level 1

Transition from the Post 16 Department leads to:

Semi-Formal Curriculum Pathway

- The transition from Arbour Vale School for these students leads to:
- College (parents in charge of transport)
- Supported activities taking place in the Community e.g. Step Together
- Living with own family/carers
- Supported vocational experiences

Formal Curriculum Pathway

- Supported living accommodation
- Supported work schemes

supported internships opportunities

- College (independent travel)
- Employment

Literacy - Reading

- The ability to read is a necessity to survive and thrive in today's society. One of the best ways to teach pupils to read is to ensure that a high quality, fun phonics program is delivered across regularly across the school day (although this may differ for some SEN pupils)

- Phonics is a method for teaching reading and writing by developing learners' phonetic awareness — the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

- In school, we follow the Anima phonics reading scheme, pupils will be timetabled daily phonics sessions and have access to resources and reading books relevant to their phonics level

- Each class has a reading corner or area where pupils have access to fun, relevant reading materials. Access to the library and the facility to borrow library books

Literacy - Writing

In the context of writing, pupils need to develop not only their transcriptional skills, but also their compositional skills *by having lots of opportunities to talk and so generate their own phrases, sentences, then more extended writing in response to the talking (and reading) that's been happening. This can be linked to stories, personal experience and narratives.*

- *'Writing', at whatever stage of development, should be happening in English throughout all key stages and emphasis is placed on prewriting skills as well as more complex writing and SPAG; all 'writing' is valid as long as it has some meaning for the pupil.*
- Although some pupils may not even be intentional in their communication, through their responses and interactions they are 'telling' something which can be recorded as that pupil's unique statement or achievement.
- Pupils learn to 'encode' sounds they know (i.e. can read securely) by saying a word they want to spell and writing down its component parts by recalling letter/sound correspondence, writing (segmenting) should come hand in hand with phonics (blending).

Literacy – Speaking and Listening

- Speaking and Listening is the bedrock of literacy and should be evident across the curriculum.
- The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing.
- The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.
- Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write.
- It is important to remember that our pupil's communication may look different but is still just as valid and we may need to think 'outside of the box' to give pupils a voice.
- SaLT plans will also play a big part in providing a holistic approach to pupil progress

Literacy/English at AVS

- Interventions – influenced by assessment and observations
- Opportunities to move between pathways
- Fun and engaging activities that are motivating for our pupils
- Focus on the knowledge and skills
- Real life relevance
- Pupil appropriate
- Opportunities to practice, generalise and build upon prior knowledge

Home Learning Experiences?

- Speak to class teacher – find out what pathway pupils are following, be aware of their PHLO targets
- Check and use seesaw regularly
- Hands on, relevant, generalise, maintenance
- Practical experiences - build learning opportunities into everyday tasks
- Breath of language and vocabulary

Activities demo

Reading, writing and phonics Activities

Charlene

- Flash cards
- Phonics exploration
- -Songs and rhymes
- -Mark making
- -writing and tracing
- -Bending and segmenting
- Environmental sounds

https://www.animaphonics.com/phase2-songs.html

Sensory stories Activities

Lynda

- The little red hen – Traditional tales
- Puppets
- - Colourful semantics
- Sentence structure
- Reading
- Word recognition
- Links to thematic books and focused texts

Communication activities

Gabriella

- Formal curriculum
- Accreditation
- Communication
- Independent living
- P16/KS5
- Writing
- Work experience

Questions and feedback