Literacy Parent Workshop

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Overview

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

Curriculum pathways

Pre – Formal

Semi – Formal

Formal

Accreditation

Curriculum Pathways

Pre-Formal (AVS1)

- Pupils working within the PMLD department or below AVS level 2
- Holistic approach to learning.
- Pre-formal 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.
- Use of 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 Curriculum (AVS 2-6)

- Content adapted to pupils more complex learning needs through a holistic, based, approach. T
- Ensures pupils can develop their early learning and play skills whilst receiving a broad and balanced curriculum for those working below the national curriculum levels.
- Pupils with SLD including those accessing our Autism provision, access learning through the exploration-based approach.
- Includes real life application, physical engagement through strengthening muscles and sensory approach to reading
- Where appropriate, pupils take an accreditation to support them in their next step.

Formal (AVS7-12)

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

Reading and Phonics

- 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)

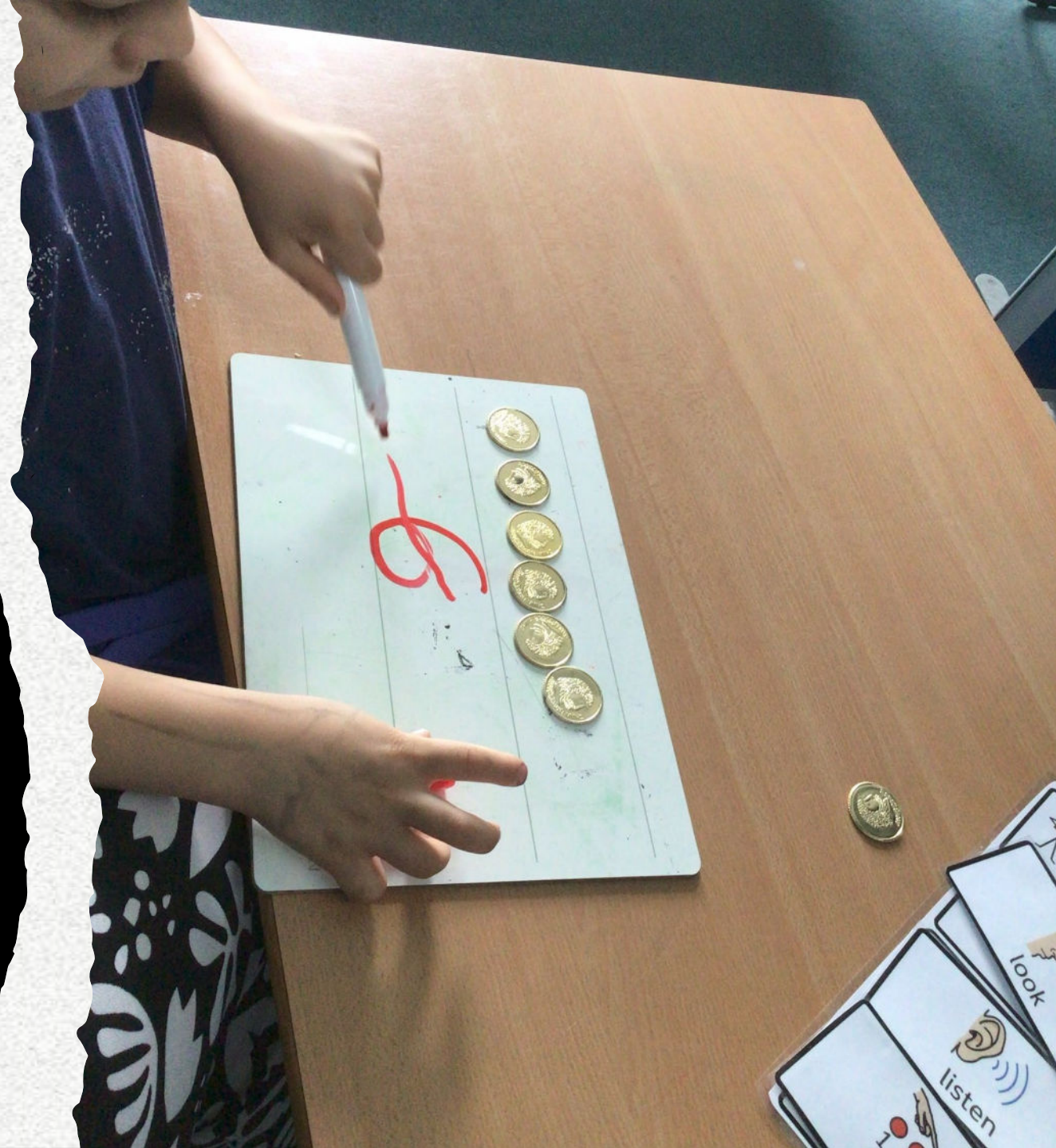
- Phonics is a method for teaching reading and writing by developing learners' phonetic awareness — the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

- 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

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).

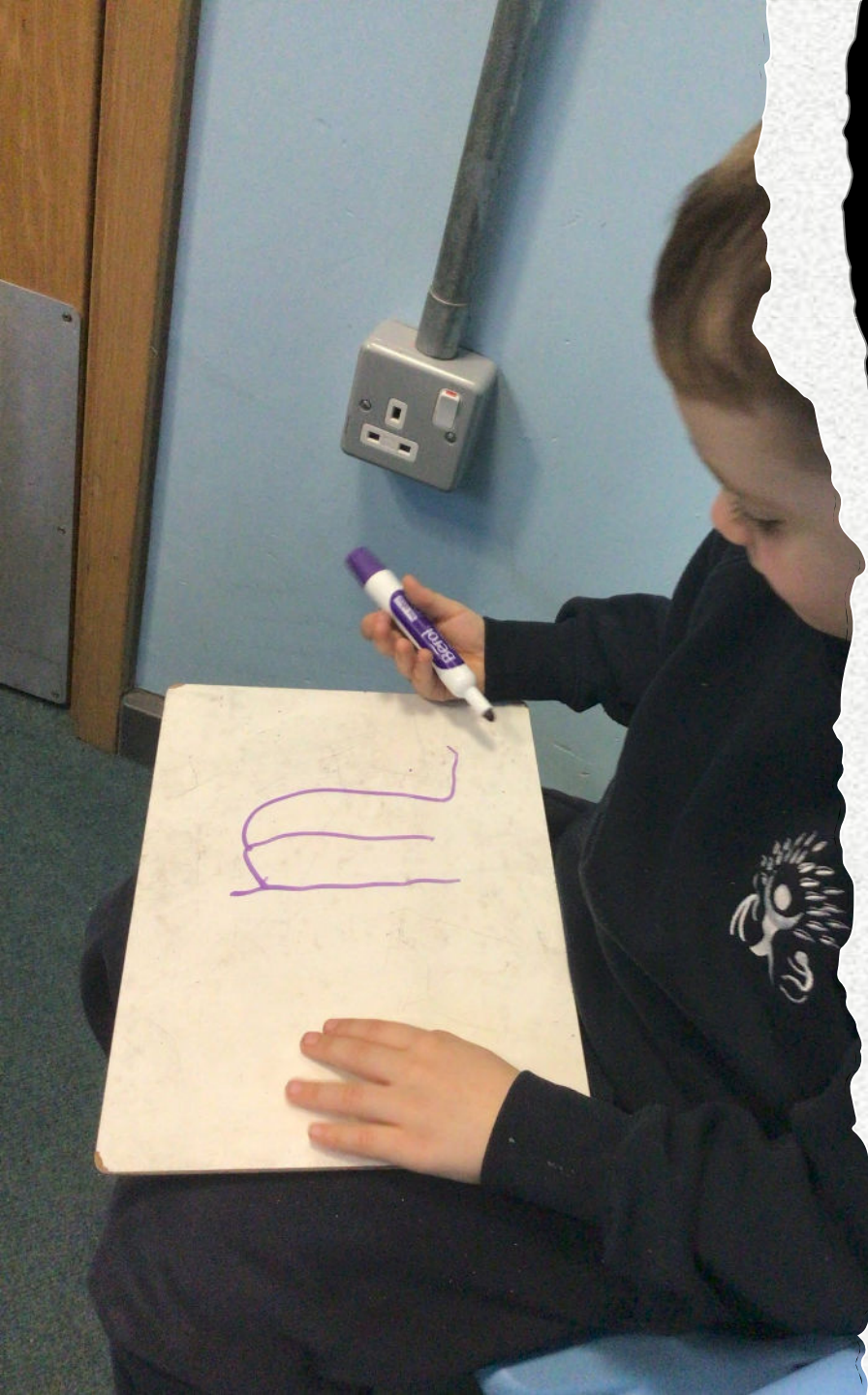


Speaking and Listening

- 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

Support and Interventions

- 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
- Drop down days
- Trips and immersive experiences
- Sensory communication theatre group



How can you help?

- 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

Any Questions?