Literacy Parent Workshop

Charlene Ward
Paul Hayward
30/09/2025

Overview

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

Curriculum pathways

Strive

Venture

Aspire

Accreditation

Curriculum Pathways

Aspire

Increasing fluency, reasoning and independence; formal recording when it helps learning.

Venture

Visual models; supported practice; short steps; choices and reduced prompting over time.

Strive

Concrete and sensory experiences; meaningful responses; repeated routines; objects, photos, symbols or AAC.

Recognise → Understand → Respond → Use → Generalise → Reduce Support → Independence

Sequential Learning

Sequential Step	What progression looks like
1. Recognise	Recognise familiar words, symbols, signs, objects, people and environmental information.
2. Understand	Understand what a sign, word, instruction, question or piece of information means.
3. Respond	Respond appropriately through speech, AAC, gesture, reading, writing or practical action.
4. Use	Use literacy to complete real tasks such as following a timetable, choosing an item, reading a label, making a list, following instructions or communicating a need.
5. Generalise	Use the same skill in different places and situations – at school, home, shops, cafés, college, community settings and work-related activities.
6. Reduce support	Move from modelling and physical, gestural or spoken support towards prompts only when needed.
7. Act independently	Find information, make choices, communicate, solve simple problems, complete tasks and check what has been done with increasing independence.

Recognise → Understand → Respond → Use → Generalise → Reduce Support → Independence

Examples

This progression can be evidenced through **ASDAN, AQA and City & Guilds pathways**, but the qualification is not the end point. The important question is whether the learner can **transfer the skill into everyday life**.

A learner may begin by recognising a TOILET or EXIT sign. They then learn what it means, follow it to the correct place, use similar signs in unfamiliar environments and eventually navigate independently.

A learner may begin by matching pictures on a shopping list, progress to reading familiar words, locate the items in a shop, check quantities, communicate with staff and eventually complete more of the shopping routine independently.

A learner may initially need an adult to explain a daily timetable, then begin to recognise activities, follow the sequence, check what happens next and eventually use the timetable to manage their own day.

Reading and Phonics

- The ability to read is a necessity to survive and thrive in today's society.

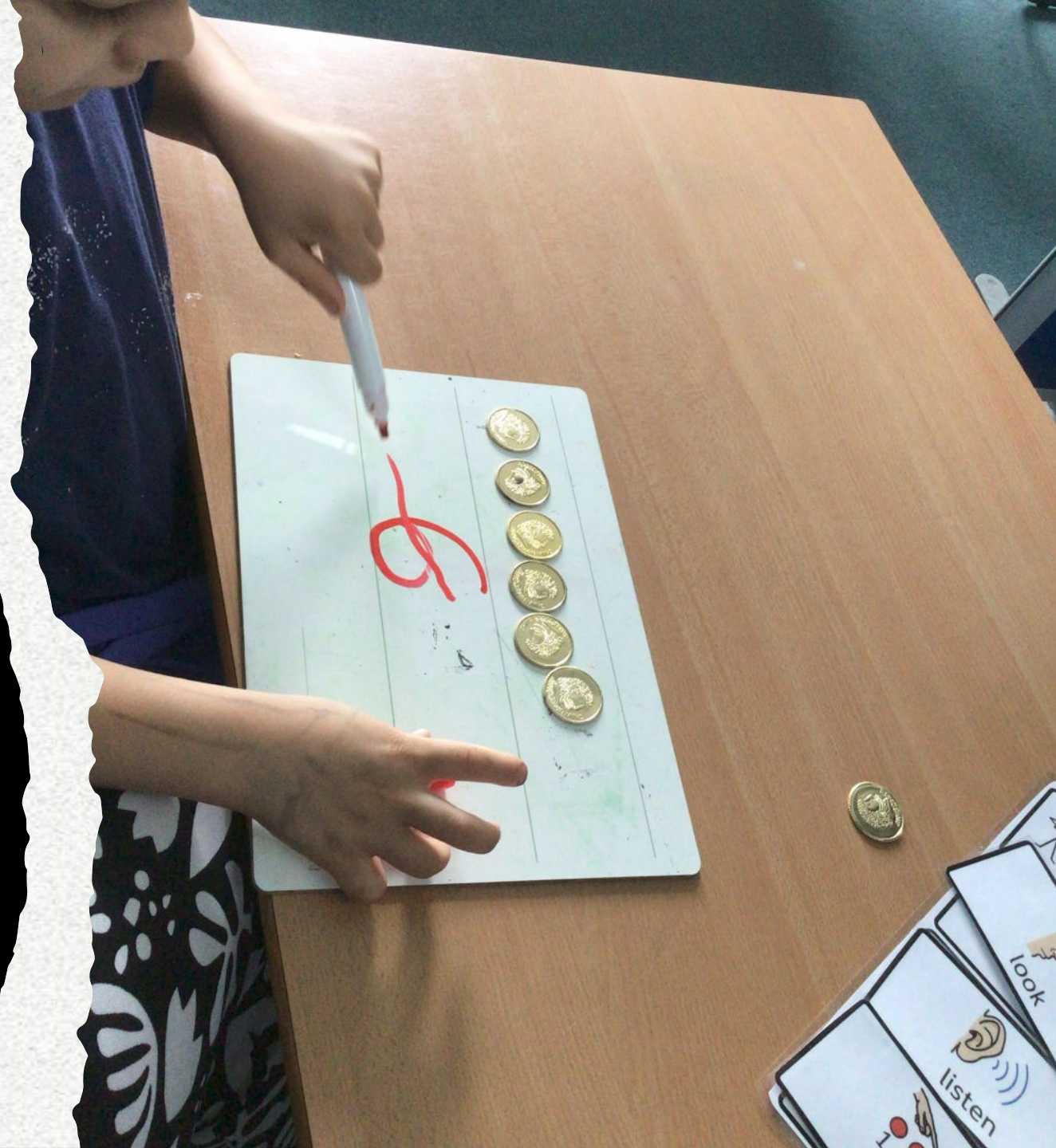
- Phonics is a method for teaching reading and writing by developing learners' phonetic awareness — the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

- 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
- Texts are adapted and supportive of comprehension, linked to communication, and understanding.

Writing

- Pupils develop not only their transcriptional skills, but also their compositional skills by having lots of opportunities to talk. 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 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

Towards independence

Our aim is not simply for learners to demonstrate reading, writing, speaking and listening in lessons. We want them to use literacy and communication purposefully and as independently as possible in everyday life, the community, further education and future vocational settings.

Literacy becomes functional when learners can use it to:

Read: signs, labels, menus, timetables, shopping lists, recipes, instructions, safety information, messages, appointment information and workplace information.

Write: names and personal information, lists, messages, forms, reminders, simple instructions, shopping information, records and work-related information.

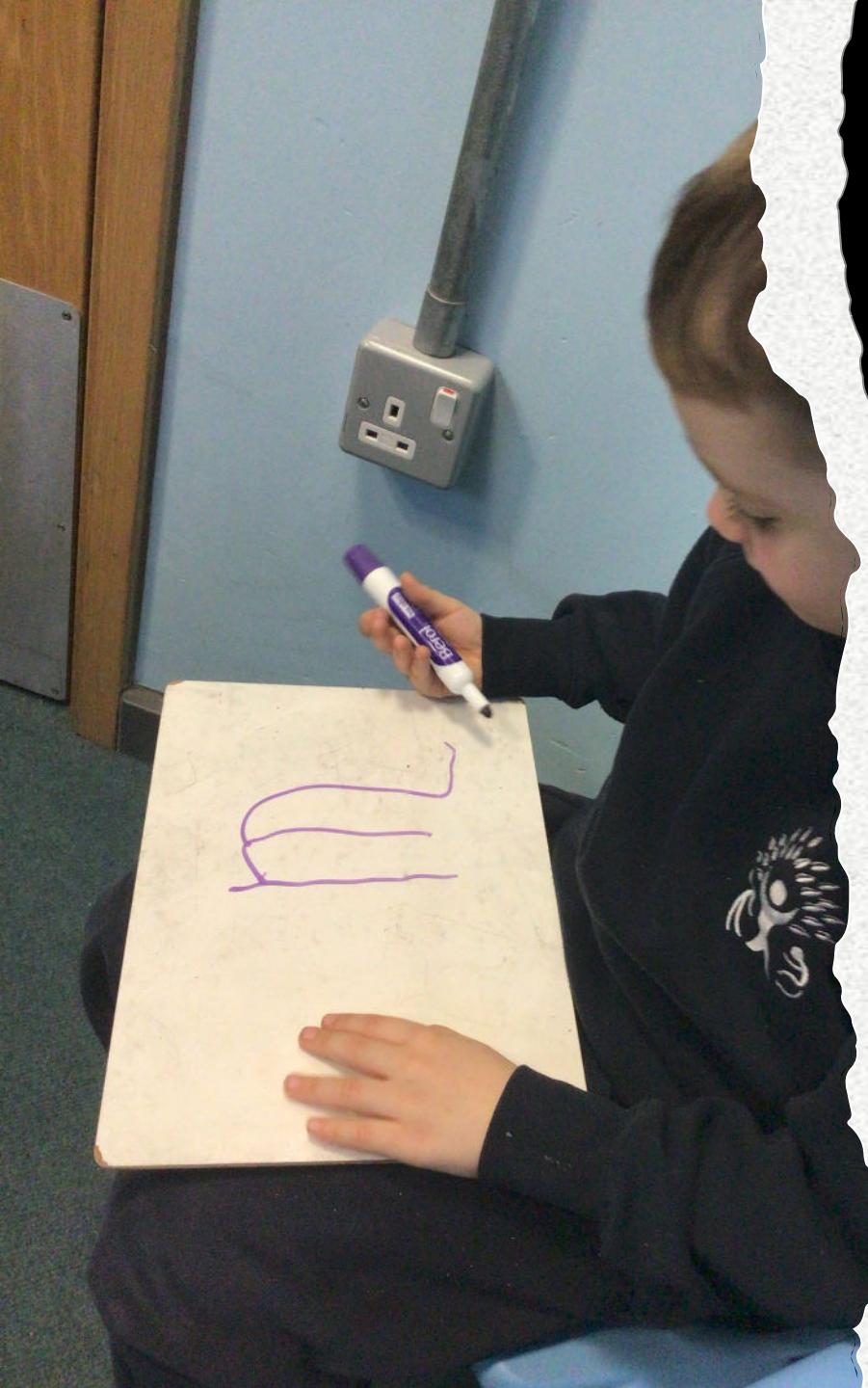
Speaking and Listening: making choices, asking for help, explaining a problem, following instructions, answering questions, talking to unfamiliar people, ordering food, making an appointment and communicating

AAC and Total Communication: using the most effective communication method to make needs, choices, opinions and understanding clear.

~~Recognise~~ → ~~Understand~~ → Respond → Use → Generalise → Reduce Support → Independence

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?

- Share books, stories and rhymes.
- Narrate simple tasks and daily events so learners hear and are exposed to vocabulary and functional language
- 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?