

Literacy (Speaking and Listening) Curriculum

Pupils will follow the Literacy (Speaking and Listening) Curriculum across the school in a way that is appropriate to the learning needs of individual pupils.

Pupils will be exposed to different communication opportunities through a total communication approach – words/signs/symbols/AAC throughout the school day as part of their daily routine.

Pupils will have the opportunity to experience and develop their skills in practical situations, educational visits, cross curricular opportunities as well as discrete Literacy lessons, if appropriate to the needs of the group.

Curriculum Coverage:

Speaking and Listening is embedded in all areas of Curriculum as well as less structured times throughout the school day.

Speaking & Listening Curriculum is adapted from the National Curriculum Programmes of Study, Route for Learning and SCOPE: Acquiring AAC skills.

Planning:

Schemes of work have been adapted and developed by school staff from National Curriculum Programmes of Study, Route for Learning and SCOPE: Acquiring AAC skills.

Annual plan for upcoming academic year drafted in June.

Annual plan builds on previous academic years' work, by looking at the levels for each pupil on progression maps and ensures that there is coverage of all communication skills, as well as ensuring that AAC devices and resources are available and appropriate to the individual needs of each pupil through practical situations, educational visits, cross curricular opportunities as well as discrete Literacy lessons.

Half termly medium-term planning, by base staff teaching teams, will identify the learning intentions and cross curricular links for that half term. The writing of intentions is informed from levels on progression maps, this also presents an opportunity to seek further support and intervention in communication groups with our Pastoral Learning Support and lead on communication, Sian Cassie.

Teachers will also identify what resources need to be prepared to support pupils to achieve their learning intention, e.g. Aided Language Boards, Makaton signs and detail this on planning sheet.

Weekly differentiated planning for lesson content, this includes discrete lessons as well as cross curricular links and identifies learning outcomes for all ability groups

Depending on the Base in school and the pathway that pupils are on this will either be planning for cross curricular opportunities (highlighted on Medium Term Plans and other subject plans to show how Speaking & Listening intentions are being met) or as discrete lessons using Progression Maps to inform planning.

Progression Maps:

Speaking & Listening has a Progression Map for teachers to use to help inform planning of activities to ensure that the needs of each individual pupil are being met and every pupil is able to make progress. These Progression Maps are adapted from the National Curriculum Programmes of Study, Route for Learning and SCOPE: Acquiring AAC skills.

Progression Maps can be used to group pupils and set clear and consistent learning intentions on Medium Term Planning.

There is no expectation that pupils will move up a group at the end of an academic year, however, that they have the opportunity to repeat and become secure in the skills at their level as well as accessing different levels of support and use of resources.

The beginning of each half term can be used as an assessment by looking at the level that the pupil was previously in for Speaking & Listening to ensure that pupils have the opportunity to develop/secure/increase independence/advance in their skills.

Pre-formal learners (Level 1 – Level 2)

Informal learners (Level 3 – Level 4)

Semi-formal learners (Level 5 – Level 8)

Formal learners (Level 9 – Level 12)

*All Progression Maps adapted from National Curriculum Programmes of Study, Route for Learning and SCOPE: Acquiring AAC skills.

Appendices to support planning:

- SCOPE: Acquiring AAC skills linked to language development – Informal to Formal Curriculum NC Level 1
- Blank Level Questions
- Example of Aided Language Board
- Makaton signs