

Literacy (Writing) Curriculum

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

Pupils will be exposed to different activities throughout the school day as part of their daily routines, e.g. gross motor skills, fine motor skills, mark making letter formation, sentence structure. 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.

Curriculum Coverage:

The Literacy Curriculum is structured in such a way that there is coverage throughout the academic year.

Writing, at all levels, will be taught as either discrete Literacy lessons or through cross-curricular links with different subject areas in the different Bases across school.

Units of Work are adapted from the National Curriculum Programmes of Study and the Griffin OT program.

Planning:

Schemes of work have been adapted and developed by school staff from National Curriculum Programmes of Study and Griffin OT program.

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 writing 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 for Writing for that half term. The writing of intentions is informed from levels on progression maps.

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

Teachers will identify opportunities for Writing development in their Medium Term Plans for their class by looking at the Progression Maps and Sub-Levels to

ensure coverage of writing across all curriculum areas and the opportunity for pupils to progress.

Progression and Sub Level skills Maps:

Writing has a Progression Map to show skills for the four ability groups, there are then four sub-level skill maps:

Gross Motor to Fine Motor Skills

Letter to Word Formation

Word to Sentence Formation

Writing Composition, Grammar, Vocabulary and Punctuation

Sub-Level Skills Maps are 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.

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 level at the end of an academic year. Pupils can show progress through reduced support and will have the opportunity to repeat and become secure in the skills at their level.

Teachers group pupils from Levels 1 – 12 then refer to the Sub-Level Skills Maps appropriate to the different learners as detailed below:

Pre-formal learners (Level 1 – Level 2)

Gross Motor to Fine Motor Skills Map

Informal learners (Level 3 – Level 4)

Gross Motor to Fine Motor Skills Map

Semi-formal learners (Level 5 – Level 6)

Gross Motor Fine Motor Skill Progression Map, Letter and Word Formation Map

Semi-formal learners (Level 7 – Level 8)

Letter and Word Formation Map,

Word Formation to Sentence Structure Map

Composition - Grammar, Vocabulary and Punctuation Map

Formal learners (Level 9)

Letter and Word Formation Map,

Word Formation to Sentence Structure Map

Composition - Grammar, Vocabulary and Punctuation Map

Formal learners (Level 10 – Level 12)

Word Formation to Sentence Structure Map

Composition - Grammar, Vocabulary and Punctuation Map

*All Progression Maps and Sub-Level Skill Maps are adapted from National Curriculum Programmes of Study and Griffin OT Program, there are also appendices for reference.