

Literacy curriculum - Progression of skills

Engagement model (assessment: B ² Engagement steps)	PKSS-Pre Key Stage Standards (Pre-National Curriculum) (assessment: B ² Progression steps/PKSS)						National Curriculum (assessment: NC)	KS5/P16 (assessment: B ² Steps4life)	
Previously P1-4	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5 Working towards KS1 expected standards	Standard 6 Working at KS1 expected standards	NC KS1 National recommendation for end of NC KS1	NC KS2 National recommendation for end of NC KS2	P16 curriculum
<p>Exploration: build on reaction to stimuli, begin to show interest in the stimulus</p> <p>Realisation: interact with a stimulus, stop/start/change plus emotional response.</p> <p>Anticipation: learners can predict, expect or associate stimulus, activity or event. Begins to show awareness of when an activity is about to start or finish.</p> <p>Persistence: sustain attention for a stimulus or activity, actively trying to find out more and interact with it. Begins to show a determined effort to interact.</p> <p>Initiation: the learner investigates, can create an impact of their environment, their interaction has a desired outcome.</p>	<p>Standard 1 Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • indicate correctly pictures of characters and objects in response to questions such as ‘Where is (the)...?’ • show anticipation about what is going to happen (e.g. by turning the page) • join in with some actions or repeat some words, rhymes and phrases when prompted. 	<p>Standard 2 Word reading The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 10+ graphemes • read words by blending sounds with known graphemes, with help from their teacher. <p>Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • demonstrate understanding, e.g. by answering questions, such as ‘Where is he/she/it?’ • ‘What is this?’ • ‘Who is this?’ • ‘What is he/she doing?’ • join in with predictable phrases or refrains. 	<p>Standard 3 Word reading The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 20+ graphemes • read accurately by blending the sounds in words with two and three known graphemes. <p>Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • respond to questions that require simple recall • recount a short sequence of events (e.g. by sequencing images or manipulating objects). 	<p>Standard 4 Word reading The pupil can:</p> <ul style="list-style-type: none"> • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* • read accurately by blending the sounds in words with up to five known graphemes • read some common exception words* • read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. <p>Language comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • talk about events in the story and link them to their own experience. • retell some of the story 	<p>Standard 5 word reading</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* • read many common exception words* <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately <p>Language comprehension in a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences. 	<p>Standard 6 Word reading The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.* <p>In age-appropriate1 books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2 • sound out most unfamiliar words accurately, without undue hesitation. <p>Language comprehension In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read. 	<p>Understand that letters represent sounds in spoken language, continue to learn new grapheme-phoneme correspondence, shares and discusses a wide range of reading and broaden their vocabulary. Increase physical skills needed for writing (fine motor play), develop oral language skills and vocabulary. Pupils should listen to and discuss a range of stories, poems, plays and information books. Orally compose sentences and then write them down, form individual letters correctly, make phonically plausible attempts to spell words they have not yet learned, become increasingly fluent in reading, retell familiar stories, be aware of common exception words and begin to learn these.</p>	<p>Read books, focussing on understanding rather than decoding individual words, develop breadth and depth of reading to become independent, fluent, and enthusiastic readers who read widely and frequently, they should be learning to justify their views about what they have read, write down ideas with increasing accuracy and good sentence punctuation, more varied grammar, vocabulary, and narrative structures, joined handwriting, decode unfamiliar words correctly.</p> <p>Please refer to these documents on school network:</p> <p>Preparing for adulthood</p> <p>Programmes of study examples</p> <p>Curriculum overview document</p> <p>Life skills challenge curriculum and qualification</p>	
<p>ELG (Early Learning Goals) assessment via B² Early steps and B² progression steps: ELG are split into the following headings that are pertinent to literacy- Listening, Attention and Understanding ELG, Speaking ELG, Comprehension ELG, Word Reading ELG, Writing ELG (see EY planning documents) These goals are only relevant to Reception (Starfish) and should not be used as a curriculum in itself. ‘Schools should note that the ELGs are what is assessed at the end of the reception year and should not be used as a curriculum’ EYFS profile handbook 2023.</p>	<p>Standard 1 Composition The pupil can:</p> <ul style="list-style-type: none"> • say an appropriate word to complete a sentence when the adult pauses (e.g. ‘We’re going to the...zoo/park/shop/beach’). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand). 	<p>Standard 2 Composition The pupil can:</p> <ul style="list-style-type: none"> • say a clause to complete a sentence that is said aloud (e.g. ‘When we went to the beach today,...we ate ice cream / I played in the sand / it was hot’). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading • identify or write these 10+ graphemes on hearing corresponding phonemes. 	<p>Standard 3 Composition The pupil can:</p> <ul style="list-style-type: none"> • make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • write a caption or short phrase using the graphemes that they already know. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading • identify or write these 20+ graphemes on hearing the corresponding phonemes • spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). 	<p>Standard 4 Composition The pupil can:</p> <ul style="list-style-type: none"> • make up their own sentences and say them aloud, after discussion with the teacher • write down one of the sentences that they have rehearsed. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form most lower-case letters correctly • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of) 	<p>Composition The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words* • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words. 	<p>Composition The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 			

Literacy Toolkit- how we make the literacy curriculum work in the classroom

Pre-formal Literacy	Semi-formal Literacy		Formal Literacy		
Nurture settings can use any of the 3 main curriculum strands and any of the toolkits to best suit the needs of their learners					
<p>Progression: from Awareness to Emergent</p> <p>Awareness literacy toolkit: learners are immersed in a play-rich, sensory space, offered a variety of supporting opportunities to build awareness. This may include music and sound discrimination, listening to stories, song and rhyme, sensory stories, role play, small world play, making choices about needs and wants (using a variety of means of communication), handling books, turning pages, holding gaze and eye tracking tasks, mark making, alternative pencils (using all and any means, including AAC, and other tech, crayons, pens, clicker, magnetic letters etc to write and express themselves), self-authored books made alongside supporting adults.</p> <p>Emergent literacy toolkit: alliteration and word play including rhyming. Syllables, Onset and rime (Map – M onset, ap rime), phonic awareness - set 1 speed sounds (RWI), sharing stories songs and rhymes, reasons for reading (emergent comprehension assessment), stealing letters, predictable chart writing, mark making and letter formation- modelling is crucial (RWI+ alternative pencils), colourful semantics (identifying- who?, what doing? etc), Whole word as well as phonic routes to reading e.g. See and Learn (whole word route should include phonic teaching too e.g. initial sounds, alphabet knowledge).</p>	<p>Qualifications: ASDAN Personal progress will be the focus of study as these students reach seniors and P16, covering reading skills, mainly on communication, at functional community level. Personal Progress accreditation can be achievable for all our learners, as units can be selected to meet individual's ability level.</p> <p>Preparing for adulthood: Being able to express emotions and basic needs is vital to enjoying adulthood. The learners in a pre-formal classroom will likely always be supported in adulthood and they should be able to express their needs, wants, likes, and dislikes adequately. They will also be encouraged to find ways to enjoy leisure time. (Listening to songs, stories, reading magazines, watching and maintaining engagement with a programme of their choice-all pre literacy skills)</p>	<p>Progression: From Emergent to Developing</p> <p>Emergent literacy toolkit: alliteration and word play including rhyming. Syllables, Onset and rime (Map – M onset, ap rime), phonic awareness - set 1 speed sounds (RWI), sharing stories songs and rhymes, reasons for reading (emergent comprehension assessment), stealing letters, predictable chart writing, mark making and letter formation- modelling is crucial (RWI+ alternative pencils), colourful semantics (identifying- who?, what doing? etc), Whole word as well as phonic routes to reading e.g. See and Learn (whole word route should include phonic teaching too e.g. initial sounds, alphabet knowledge).</p> <p>developing literacy toolkit: extending listening skills, recount of information and events, exploring/reading a broad spectrum of books and texts (leaflets, comics, magazines, online ebooks, websites etc), colourful semantics (communication, sentence structure-who? What doing? What? Where? Describe), reasons for reading, predictable chart writing, developing handwriting skills- modelling by adults is crucial (RWI +alternative pencils), develop phonic knowledge and awareness of spelling rules (RWI set 1, 2&3 sounds, Storybooks and Get Writing tasks) Role play and drama. Blending, segmenting and decoding skills are developed over time with modelling from adults.</p>	<p>Qualifications: Student following a semi formal pathway may take either a route through ASDAN Personal Progress or through Pearson EdExcel Entry Level Certificate in English. All pupils have the opportunity to achieve a qualification or accreditations.</p> <p>Preparing for adulthood: Being able to express emotions, needs and wants is vital to enjoying adulthood. Learners will be encouraged to find ways to enjoy leisure time. (Listening to songs, stories, reading magazines, choosing and watching a programme of their choice) Learners will also have opportunities for work experience, enterprise, and community living during their time at Beacroft.</p>	<p>Progression: From Developing to Mastery</p> <p>developing literacy toolkit: extending listening skills, recount of information and events, exploring/reading a broad spectrum of books and texts (leaflets, comics, magazines, online ebooks, websites etc), colourful semantics (communication, sentence structure-who? What doing? What? Where? Describe), reasons for reading, predictable chart writing, developing handwriting skills- modelling by adults is crucial (RWI +alternative pencils), develop phonic knowledge and awareness of spelling rules (RWI set 1, 2&3 sounds, Storybooks and Get Writing tasks) Role play and drama. Blending, segmenting and decoding skills are developed over time with modelling from adults.</p> <p>Secure literacy toolkit: Writing for different audiences and for different purposes, reading for research as well as for pleasure, creative writing developing syntax (structure of sentences) and semantics (meaning of words or phrases), verbal reasoning (inference, metaphors etc), building a broad knowledge of genres, writers, poets and playwrights. Continued secure use of segmenting and decoding to read freely and in many contexts (outside the classroom/school) This may also include AAC users (pre/non-verbal)</p> <p>Mastery of literacy: Learners can apply their knowledge across the curriculum timetable in school, and transfer these skills to their life beyond school, as a young person and into adulthood.</p>	<p>Qualifications: Student following a formal pathway are likely to gain qualifications through Entry Level Certificate in English. All pupils have the opportunity to achieve a qualification or accreditations.</p> <p>Preparing for adulthood: Being able to express emotions, needs and wants is vital to enjoying adulthood. Learners will be encouraged to find ways to enjoy leisure time. (Listening to songs, stories, reading magazines, choosing and watching programmes, reading for research as well as for pleasure) Writing to different audiences and for different purposes (job applications, policies for employment, DLA documents, forms etc) Learners will also have opportunities for work experience, enterprise, and community living during their time at Beacroft.</p>
<p>Literacy: How I THRIVE at Beacroft Reading for pleasure, using the internet, fiction books, non-fiction books, research, dictionaries and thesaurus, stories, poems, plays, songs, rhymes, eye tracking, holding gaze, PEIC-D, sensory stories, attention autism (focussed fun) AAC use, symbols and signing, total communication, contributing to PCR, medical appointments, work experience, signing work and documents, sending letters/postcards, residentials, theatre visits, shopping, cafes, travel training, bus timetables, reading public notice boards, using libraries, Bryanston links, Canford School links (drama), making choices, expressing myself, contributing to school council, topic learning (cross curricular,) qualifications (ASDAN PP/ Entry Level certificate).</p>					
<p>Beacroft's aims and values: Thoughtful and caring, Happy and safe, Resilient, Independent, Valued, Empowered</p>					