

## Literacy - What it looks like at Beaucroft



### Preparation for Adulthood - EYFS - Post 16

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 Beaucroft.

### Pre-Formal - Engagement Steps - EYFS - Post 16

**Exploration:** build on reaction to stimuli, begin to show interest in the stimulus. **Realisation:** Interact with a stimulus, stop/start/change plus emotional response. **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. **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. **Initiation:** the learner investigates, can create an impact of their environment, their interaction has a desired outcome.

#### Qualifications - KS4

ASDAN Personal Progress

#### Qualifications - Post 16

The learners will complete qualifications in Skills for Living and Employment at Entry Level 1 – 3 and develop their skills in both Literacy and Numeracy. Learners can also work towards achieving their Duke of Edinburgh Bronze Award.

### Semi-Formal - PKSS Progression - EYFS - Post 16

**Standard 1 Language Comprehension** Learners can, when being read to by an adult, correctly indicate pictures of characters and objects in response to questions such as 'Where is...?', show anticipation about what is going to happen, join in with some actions or repeat some words, rhymes and phrases when prompted. **Comprehension** The learner can indicate pictures of characters and objects in response to questions such as 'Where is (the)...?', show anticipation about what is going to happen, join in with some actions or repeat some words, rhymes and phrases when prompted.

**Standard 2 Word Reading** Learners can say a single sound for 10+ graphemes and read words by blending sounds with known graphemes, with support. **Language comprehension** being read to by an adult, demonstrate understanding by answering questions, such as 'Where is?', 'What is this?', 'Who is this?' and join in with predictable phrases or refrains. **Composition** Learners will be able to say a clause to complete a sentence that is said aloud. **Transcription** form most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading and identify or write these 10+ graphemes on hearing corresponding phonemes.

**Standard 3 Word Reading** Learners can say a single sound for 20+ graphemes and read accurately by blending the sounds in words with two and three known graphemes. **Language comprehension** In a familiar story/rhyme, the learner will be able to, respond to questions that require simple recall, recount a short sequence of events. **Composition** makes up their own phrases or short sentences to express their thoughts aloud about stories or their experiences and write a caption or short phrase using the graphemes that they already know. **Transcription** The pupil can: 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.

**Standard 4 Word Reading** Learners can 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. **Language comprehension** In a familiar story/rhyme, the learner can, when being read to by an adult: talk about events in the story and link them to their own experience, retell some of the story. **Composition** make up their own sentences and say them aloud, after discussion with the teacher, write down one of the sentences that they have rehearsed. **Transcription** 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.

#### Qualifications - KS4

ASDAN Personal Progress

#### Qualifications - Post 16

The learners will complete qualifications in Skills for Living and Employment at Entry Level 1 – 3 and develop their skills in both Literacy and Numeracy. Learners can also work towards achieving their Duke of Edinburgh Bronze Award.

## Formal - PKSS – National Curriculum Progression - EYFS - Post 16

### PKSS

**Standard 5 word reading** The learners can 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 in a book closely matched to the GPCs as above. the pupil can: read aloud many words quickly and accurately without overt sounding and blending, sound out many unfamiliar words accurately

**Language comprehension** in a familiar book that is read to them, the learner can answer questions in discussion with the teacher and make simple inferences. **Composition** The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional), demarcate some sentences with capital letters and full stops. **Transcription** Learners can 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.

**Standard 6 Word reading** Learners can read accurately most words of two or more syllables, read most words containing common suffixes, read most common exception words. In age-appropriate books, the pupil can: 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 words, sound out most unfamiliar words accurately, without undue hesitation. **Language comprehension** In a book that they can already read fluently, learners can 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. **Composition** Learners can, after discussion with the teacher: 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. **Transcription** Learners can 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.

### National recommendation for end of NC KS1

Understand that letters represent sounds in spoken language, continue to learn new grapheme-phoneme correspondence, shares and discusses a wide range of quality books to develop their love of reading and broaden their vocabulary. Increase physical skills needed for writing (fine motor play), develop oral language skills and vocabulary. Learners can 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.

### National recommendation for end of NC KS2

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.

### Qualifications - KS4

Functional skills with ASDAN Personal and Social Development

### Qualifications - Post 16

The learners will complete qualifications in Skills for Living and Employment at Entry Level 1 – 3 and develop their skills in both Literacy and Numeracy. Where appropriate the students take qualifications at Entry Levels in English and Maths. Learners can also work towards achieving their Duke of Edinburgh Bronze Award.

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