

Literacy

The teaching of all English skills is fully embedded within our wider RISE Curriculum and supports every child to achieve their unique potential.



Curriculum Intent for Communication (speaking and listening)

Communication	Resilient	Independent	Skilled	Expressive
Key Stage 1	<p>All pupils will:</p> <ul style="list-style-type: none"> • be able to engage in short, highly-motivating interactions with a familiar staff member • begin to demonstrate anticipation in very familiar routines and highly-motivating activities • begin to demonstrate enjoyment of and preference for particular activities • demonstrate early cause-and-effect understanding • demonstrate understanding of the word for at least 1 familiar and highly-motivating item • be able to request at least 1 item/interaction/activity in any way (e.g. leading, pointing, etc.) <p>Most pupils will:</p> <ul style="list-style-type: none"> • be able to imitate some actions of others, with and without objects, on demand • begin to demonstrate matching skills • demonstrate understanding of familiar classroom routines • begin to build their receptive vocabulary by following instructions containing 1 key word with less support from routine context • begin to more securely establish a mode of communication for making specific requests • demonstrate growth in their expressive vocabulary for requesting and labelling <p>Some pupils will:</p> <ul style="list-style-type: none"> • be able to follow instructions containing 2 key words out of context • be able to request a range of items/actions/activities, using their established mode of communication • begin to request items/actions/activities from pure motivation, and when a required item is missing, using their established mode of communication • be able to label a range of items/actions, using their established mode of communication • begin to combine known nouns and verbs into short sentences to request or label 			

Key Stage 2

All pupils will:

- be able to imitate some actions of others, with and without objects, on demand
- begin to demonstrate matching skills in any context
- demonstrate understanding of familiar classroom routines
- demonstrate understanding of at least 2 words by following routine instructions containing 1 key word within the classroom context
- be able to request at least 1 item/interaction/activity using words, signs or symbols
- be able to label at least 1 item/action using words, signs or symbols

Most pupils will:

- develop their receptive vocabulary to enable them to follow a wider range of instructions containing at least 1 key word out of context
- begin to demonstrate their understanding of parts/features, functions, and categories of familiar items
- establish a mode of communication for requesting and labelling a wider range of items and actions

Some pupils will:

- be able to follow instructions containing at least 2 key words out of context, in at least 2 formats
- be able to respond to increasingly complex listener tasks relating to parts/features, functions and categories of familiar items
- combine known vocabulary into phrases of at least 3 words to request and label/describe, using their established mode of communication
- be able to request information by asking questions, using their established mode of communication
- demonstrate understanding of some adjectives and prepositions, and use some adjectives and prepositions with their established mode of communication
- begin to respond meaningfully and consistently to others' utterances, including completing some fill-in-the-blank phrases or answering questions, using their established mode of communication

Key Stage 3

All pupils will:

- be able to request at least 3 items/interactions/activities using their established mode of communication
- be able to label at least 1 item/action using their established mode of communication, with a prompt if requesting repertoire remains limited
- demonstrate understanding of familiar routines
- demonstrate understanding of at least 5 words by following routine instructions containing 1 key word within the classroom context
- demonstrate imitation and matching skills in functional contexts

Most pupils will:

- continue to develop their receptive vocabulary to enable them to follow a range of instructions containing up to 2 key words
- demonstrate more secure understanding of parts/features, functions, categories in the context of their expanding receptive vocabulary
- produce short phrases to request and label/describe, demonstrating a growing expressive vocabulary, using their established mode of communication
- begin to respond meaningfully and consistently to others' utterances, for example by completing some fill-in-the-blank phrases or answering questions, using their established mode of communication

Some pupils will:

- be able to follow instructions containing up to 4 key words out of context, in a range of formats
- be able to meaningfully use their knowledge of parts/features, functions, and categories
- communicate using a range of sentence structures for a variety of communicative functions
- communicate their specific intended meaning by using grammatical markers including plurality and tense, and include detail by using a range of adjectives, adverbs, pronouns, etc.
- be able to participate meaningfully in short conversations, including asking and answering questions, contributing information/opinions, and responding to others' utterances.

Curriculum Intent for Reading and Phonics

At The Avenue School we aim to create a reading culture where enjoyment in reading a range of material is promoted by bringing text to life in meaningful and pleasurable ways. The acquisition of reading skills including the teaching of phonics strategies will support greater resilience, independence, skill and expression.

Reading	Resilient	Independent	Skilled	Expressive
Key Stage 1	<p>All pupils will have experienced a range of texts and will have developed preferences in the texts they wish to share with others or look at by themselves. All pupils will be familiar with a range of songs and rhymes and be able to show engagement with those that are particularly enjoyed. All pupils will be well paired with a key person that will support their ability to engage with and have a go at new tasks. All pupils will have had experienced of listening to a wide range of environmental sounds and have used a variety of resources to experiment with making their own sounds (including digital devices).</p> <p>Most pupils will begin to develop a visual performance repertoire (i.e. be able to match identical pictures/objects/letters/numbers, . Most pupils will respond to symbols and photographs used to support daily routines. Most pupils will be able to identify themselves in a photograph.</p> <p>Some pupils will be able to respond positively to an adult leading a story and will be able to predict and anticipate familiar phrases/ pictures, and choose texts independently. Some pupils will be able to answer simple questions when enjoying a book with an adult. Some pupils will have developed a generalised visual performance repertoire including non-identical matching, matching numbers and letters and sorting. Some pupils will be able to identify their name in print and will be able to use some phonemes.</p>			
Key Stage 2	<p>All pupils will have experienced a wider range of texts, and be able to demonstrate enjoyment in chosen texts and activities. All pupils will be able to respond to a familiar adult interacting with them.</p> <p>Most pupils will be able to hold and turn the pages of a text. Most pupils will be able to anticipate during highly motivating songs, stories or rhymes and remain engaged in listening to those songs, stories or rhymes for short periods. Most children will be able to interact with texts as part of a group. Most pupils will be able to make requests for highly motivating items using their preferred mode of communication, when engaging in activities relating to a text. Most pupils will be able to follow instructions relating to daily routines. Most pupils will be able to identify some environmental sounds. Most pupils will have developed a generalised visual performance repertoire including non-identical matching, matching numbers and letters and sorting.</p> <p>Some pupils will be able to recall familiar words and phrases in a range of texts including poems and non-fiction, and use phonic strategies to decode. Some pupils will be able to use their preferred mode of communication to comment about stories/ character and sequence events as well as answer questions that confirm comprehension.</p>			
Key Stage 3	<p>All pupils share a range of reading material with familiar adults. All pupils respond to a growing range of familiar adults (i.e. classroom staff).</p> <p>Most pupils will be able to respond to a range of symbols/ text in different environments in order to have greater independence in accessing the community. Most pupils will be able to engage with reading activities that are well matched to their level of reading or interests. Most pupils who use symbols to communicate will have a bank that they can use with increased levels of independence.</p> <p>Some pupils will be able to read a range of genres for enjoyment using phonic strategies and sight recall. Some pupils will be able to communicate about plot/ style/ character making inferences and predictions.</p>			

Curriculum Intent for Writing

We aim for our students to become functional and expressive writers. We provide a wide range of enjoyable and motivating experiences to maximize skill and promote resilience and independence.

Writing	Resilient	Independent	Skilled	Expressive
Key Stage 1	<p>All pupils experiment with mark making using a range of mark making tools and sensory resources. All pupils explore gross motor and fine motor movement in a range of motivating activities (including running, crawling, jumping, walking.) All pupils experience opportunities to learn self-care tasks such as dressing through curriculum sessions such as P.E. and Life skills.</p> <p>Most pupils are developing an early imitation repertoire of gross motor and fine motor movements.</p> <p>Some pupils can give meaning to the marks they make. Some pupils are beginning to use a tripod grip to produce/imitate pre-writing strokes. Some pupils can sequence symbols with support to communicate about objects, people and events that are important using either verbal or nonverbal communication. Some pupils will show hand dominance for some activities. Some pupils show independence in some areas of self-care.</p>			
Key Stage 2	<p>All pupils are able to demonstrate an early imitation repertoire (i.e. imitating with motivating objects or copying signs for motivating items). All pupils will be able to complete simple self-care tasks when prompted, such as some dressing tasks, tidying up, washing their hands. All pupils will be able to perform simple cause and effect actions relating to their preferred leisure activities (i.e. operating digital devices, turning on toys.)</p> <p>Most pupils have a generalised imitation repertoire of gross motor and fine motor movements and actions with objects.</p> <p>Some pupils will be able to write on paper from left to right making attempts to form letters and words. Some pupils will be inspired to write or type words they see in the environment.</p>			
Key Stage 3	<p>All pupils will be able to use gross and fine motor skills to perform a wide range of self-care tasks.</p> <p>Most pupils will be able to give meaning to their mark making.</p> <p>Some pupils will be able to write or type for enjoyment or communication, spelling simple words correctly using phonic strategies or memory recall. Some pupils will be able to write or type for a variety of purposes demonstrating an awareness of audience.</p>			

Curriculum Implementation

Curriculum implementation will be bespoke to individual pupils and staff are trained in carrying out a very wide range of evidence based intervention to promote all pupils to achieve.

Teachers and support staff work in partnership with our speech and language therapists, occupational therapists and Verbal Behaviour Team to ensure that every pupil's needs are well understood and planned for. Each pupil has a Personal Intervention Plan (PIP) to build upon the needs identified in their EHCP. The PIP identifies personalised targets to support next steps towards developing Communication and Interaction, Cognition and Learning and Sensory and Physical needs.

Some examples of evidence based interventions that may be appropriate to support a given child's progress at The Avenue include:

AAC systems
 ABCBoom!
 Attention Autism
 Communication friendly environment

Digital technologies
 Essential for Living
 Little Wandle
 Power of Reading

Reading Eggs
 Reading scheme
 VB MAPP
 Zones of Regulation