

# Literacy

---

## Contents

Literacy .....	1
Early Phonics .....	2
Spoken Language-Expressive .....	3
Spoken Language-Receptive .....	5
Reading .....	7
Reading for Pleasure .....	7
Phonics across the School .....	8

# Early Phonics

Early Phonics Skills Level 1	Pre Phonics skills Level 2	Pre Phonics skills Level 3	Pre Phonics skills Level 4
<b>Attention</b> Briefly share attention with an adult.	Share attention 1:1 with an adult for a few minutes when focused on a motivating activity.	Share attention alongside a peer and a supporting adult.	Regularly sit with a small group to focus on a learning activity.
<b>Engagement</b> Be exposed to a range of stories songs and rhymes.	Show an interest in stories and rhymes presented in a variety of ways such as in books, on an i-pad, on a computer screen or recited orally.	Engage with a familiar story or rhyme when it is shared 1:1 with an adult.	Join with a small group as an adult shares a familiar story or rhyme.
<b>Anticipation</b> Show a response to a sensory story / rhyme	Show anticipation to a sensory story / rhyme through active involvement, eg: pressing a switch, or touching objects	Anticipate repeated words and phrases in familiar stories, songs and rhymes, communicated in their own way	Show anticipation of what is going to happen by, for example, turning the page, vocalising or completing an action
<b>Participation</b> Show an awareness of and response to a variety of sounds in the immediate environment e.g. human voice, music, environmental sounds.	Watch as an adult points to the text and look carefully at the pictures or photos.	Focus on and respond to pictures, objects or sounds linked to a song or story by touching, looking or listening	Indicate correctly pictures of characters and objects, responding to questions such as "Where is the ...?"
<b>Active Involvement</b> Show a consistent response to a repeated and familiar sound	Attempt to vocalise / make a sound in response to a familiar cue	Recognise and anticipate some actions	Join in with some actions that go along with a story or rhyme.
<b>Interacting with texts</b> Be exposed to a range of stories songs and rhymes.	Have some favourite stories, songs or rhymes. Express a preference for particular books, stories, songs or rhymes using own method of communication	Look at books and have some understanding of how they work, eg: hold the book the right way up, turn the pages one at a time, 'read' from front to back of the book.	Show understanding of a shared text, eg: respond to questions or sequence events
			<b>When children meet these objectives, their Next Step is to start the RWI Phonics programme.</b>

Taken from Pre-Key Stage descriptors

# Spoken Language-Expressive

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<b>CEA1</b> Encounter a wide range of sensory and communicative experiences <b>CEA1i</b> Experience intensive interaction.	<b>CEM1</b> Intentionally communicate through sensory experiences. <b>CEM1i</b> Repeat, copy and imitate single words signs or phrases or use objects of reference or symbols.		<b>CEF1</b> Communicates in full sentences Using verbs, prepositions and adjectives in spoken sentences. <b>CEF1i</b> Use regular plurals within simple sentences. <b>CEF1ii</b> Use the pronouns in the correct context. Begin with describing picture material and generalise into
<b>CEA2</b> Experience different people, places and activities leading towards engagement in the environment	<b>CEM2</b> Respond with consistency to people, activities, and experiences		
<b>CEA3</b> Indicate choices and preferences from a small selection in the child's own way	<b>CEM3</b> Communicate choices and preferences from a selection using AAC methods.	<b>CSS3</b> Consistently communicate choices independently.	
	<b>CEM4</b> Use expressive language at a one key word level for a range of communicative functions using child's preferred communication system. E.g. PECS/ switches/ Proloquo2go	<b>CSS4</b> Develop 2-3 word combinations. <b>CES4i</b> Use verbs in expressive communication. <b>CES4ii</b> Express simple opinions using visual support	<b>CEF4</b> Provide a sentence which describes what they have been doing using the past tense of a verb <b>CEF4i</b> Use a connective word 'and, to join to phrases together. <b>CEF4ii</b> Articulate and justify answers, arguments and opinions.
	<b>CEM5</b> Respond to simple verbs in functional activities		

	<b>CEM6</b> Participate for a short period of time, as part of a small group	<b>CES6</b> Answer simple who, what and where questions with visual support. <b>CES6i</b> Participate in group discussions <b>CES6ii</b> Participate in simple role play and performances.	<b>CEF6</b> Answer why and how questions. <b>CEF6i</b> Participate actively in collaborative conversations, staying on topic and initiating and responding to comments <b>CEF6ii</b> Participate in discussions, presentations, improvisations and debates
		<b>CES7</b> Retell a familiar story using visual cues. E.g. sequencing symbols	<b>CEF7</b> Retell a familiar story independently.
		<b>CES8</b> Ask relevant questions in functional activities with support	<b>CEF8</b> Ask relevant questions to extend their knowledge and understanding independently

# Spoken Language-Receptive

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<b>CAA1</b> Encounter a wide range of sensory and communicative experiences.	<b>CAM1</b> Increase concentration in their chosen activity	<b>CAS1</b> Develop eye contact during conversation	<b>CAF1</b> Maintain attention and participate actively in collaborative conversations
<b>CAA2</b> Show awareness of sensory activities, experiences and people. E.g. To locate and track sounds.	<b>CAM2</b> Use first meanings through conventional communication systems (speech, signs, symbols, AAC	<b>CAS2</b> Increase the amount of time that the child can focus in 1:1 context.	
<b>CAA3</b> Attend and respond to sensory activities, experiences and people. E.g. To begin to co-ordinate looking and listening	<b>CAM3</b> Use conventional communication systems for most interactions	<b>CAS3</b> Increase focus within group activities	
<b>CAA4</b> Attend and respond with some consistency to people, activities and experiences leading towards engagement in the environment. E.g. To listen to speech and a range of other sounds through the use of ICT for example.	<b>CAM4</b> Respond appropriately to simple gestured requests which contain one or two key words, sign or symbol in familiar situations e.g., 'Get your coat', 'Stand up' or 'Clap your hands'.	<b>CAS4</b> Follow requests and instructions with three key words, signs or symbols e.g. 'Give me the little red book'	<b>CAF4</b> Follow requests and instructions with four key words, signs or symbols for e.g. 'Get the big book about dinosaurs from the library'
<b>CAA5</b> Engage purposefully with people and the environment leading towards participation in the environment	<b>CAM5</b> Respond to sound of own name.	<b>CAS5</b> Respond appropriately to questions about familiar or immediate events or experiences using preferred method of communication	<b>CAF5</b> Respond appropriately to questions about why or how e.g. 'Why does a bird make a nest?', 'How do we copy this picture?'.
<b>CAA6</b> Communicate intentionally. To work towards active involvement with events and the environment.		<b>CAS6</b> Answer 'who' and 'what questions.'	

<b>CAA7</b> Purposefully and actively involved in communicative interactions and the environment.  E.g. To begin to work on joint attention	<b>CAM7</b> Use first meanings through conventional communication systems (speech, signs, symbols, AAC).		
<b>CAA8</b> Show simple reflex responses to immediate experiences			
<b>CAA9</b> Explore cause and effect	<b>CAM9</b> Develop cause and effect skills.		
	<b>CA10</b> Develop an understanding of a larger vocabulary related to everyday situations. E.g. toilet/ drink etc.		
	<b>CA11</b> Show some awareness of verbs when used in a functional situation.	<b>CAS11</b> Develop comprehension of verbs	
		<b>CAS12</b> Respond to instructions whilst engaged in a second activity	

#### Generics:

- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

# Reading

---

## Intent

We value each step in an individual's journey to becoming a reader. No matter the starting point, every pupil is given the opportunity to develop their reading skills at a pace that suits their ability to learn and without imposing limits on what they can achieve. We understand the importance of developing the reading skills needed to promote independence in daily life as well as to enable our pupils to access the wider school curriculum with growing confidence.

## Implementation

**Phonics:** Pupils at Kingfisher School follow the **Read Write Inc. Phonics** programme, with some of our older pupils using **Fresh Start**, also from Read, Write Inc. Both schemes are adapted to meet the needs of our learners. Those not yet able to access **Read Write Inc. Phonics** follow a Kingfisher **Early Phonics Learning Journey** which develops foundation skills through sharing stories and poems, nursery rhymes and action songs and by sharing attention with an adult when looking at books together. Some learners are confident in their phonic ability and are working at a level **Beyond**, following objectives taken from the National Curriculum with a focus on comprehension. All pupils following a phonics programme read texts which are linked to their phonic knowledge.

The **Fresh Start** used with some older pupils will be phased out as **Read Write Inc.** phonics is embedded in the school.

**Wider Reading:** For our Core and Communication Pathways, teachers select quality texts, which include a range of fiction, non-fiction and poetry, to support each child and young person's learning through topic work in three literacy sessions each week. In the Sensory Pathway, children share topic-related sensory stories.

## Impact

- Our curriculum delivers worthwhile opportunities for children to develop and extend their reading skills to the best of their ability.
- Pupils develop reading skills to function with maximum independence in daily life and to access learning across the wider curriculum with growing independence too.
- Pupils have access to a wide variety of engaging texts which offer an appropriate level of challenge and support their learning through the curriculum and beyond it
- Our children and young people have a love of reading that will stay with them for life.

# Reading for Pleasure

---

Pupils access books in their classrooms and the school library, exploring texts which reflect the diversity of the school community, allowing our young people to see themselves represented, included and valued. Through our Read with Me scheme, we signpost parents and carers to a selection of carefully chosen texts each term to enrich our topic work. Our recommendations support parents to share books which will open up a wider world to be explored, enabling children to learn about people, places and events outside of their own experience alongside a trusted adult.

# Phonics across the School

---

## **The 2021 to 2022 phonics validation process**

By ensuring high-quality phonics teaching the government wants to improve literacy levels to:

- give all children a solid base upon which to build as they progress through school
- help children to develop the habit of reading widely and often, for both pleasure and information

In April 2021, the government published the revised core criteria for effective systematic synthetic phonics teaching programmes and launched a new process to validate complete systematic synthetic phonics teaching programmes.

There is a staged approach to phonics across the school.

[2021 Pre-key stage 1 - pupils working below the national curriculum assessment standard \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/publications/2021-pre-key-stage-1-pupils-working-below-the-national-curriculum-assessment-standard/2021-pre-key-stage-1-pupils-working-below-the-national-curriculum-assessment-standard)

## **Our Early Phonics Learning Journey**

At Kingfisher School, we introduced Read Write Inc Fresh Start to our older pupils, Key Stage 3 and above, in December 2019.