Communication and Literacy

As noted throughout the school, communication is the foundation of the KS4 curriculum. During the 2 years of learning in this phase, we build on student learning in KS3 to ensure that the communication and literacy skills prepare students appropriately for transition into adulthood.

The learners use communication and literacy skills in a wide range of contexts – functional exchanges, transactional situations, practice in class environments; students then applying these skills in the local community. We also encourage richness and creativity in communication through reading and writing. Students will be assessed in this area through Pre/Entry Level assessment criteria and accredited in these units of work at the end of Year 10 and or Year 11 – these personalised pathways may follow either Personal Progress Qualifications or Entry Level qualifications. Students also work towards achieving their Individual Learning Targets. Students will be provided with a personalised communication pathway and have access to the most suitable communication system – such as; PECS, symbols, Makaton signing, Moon, Braille, Verbal communication and written text.

Communication and literacy are linked into all other subject areas, giving a wide range of opportunities for learners to practice, transfer and consolidate their skills.

Accreditation Units: It is mandatory to complete at least 1 unit in this area.

Pathway 1 PPU Encounter to supported Participation	**Engaging with the world people** **1.1 interact with people** **1.2** **Encountering and experiencing being part of things** **1.1 Experience activities and situations** **2.1 Give reflex responses to external stimuli**		
Pathway 2 PPU Active involvement to Application	**ASDAN Developing Reading Skills** **The learner can:** 1.1 Develop an interest in texts 2.1 Demonstrate some understanding of what is being read. 3.1 Match objects to symbols, letters or words.	**ASDAN Developing Communication Skills** **The learner can:** 1.1 Show understanding in his/her response to what they have heard. 2.1 Use words, signs, phrases, objects or symbols to communicate. 3.1 Share ideas or preferences with others.	**ASDAN Developing Writing Skills** **The learner can:** 1.1 Recognise that meaning can be conveyed by marks, symbols, signs or words. 2.1 Communicate using marks, symbols, signs or words.
Pathway 3 Entry 1	Gateway English Award in Reading. **The learner can :Read for Information** **Be able to use different strategies to locate simple information from texts.** 1.1Read a limited meaningful sight vocabulary of familiar words. 1.2Identify familiar key words in simple written sources. 1.3 Identify the meaning of simple signs and symbols. 1.4Use visuals as clues to the meaning of words. **2. Be able to decode familiar words in order to gain information.** 2.1 Recognise the letters of the alphabet in both upper and lower case. 2.2 Decode simple regular words. **The Learner can :Read for Purpose and Meaning**	Gateway English Award in Speaking and Listening. **1. Be able to engage in simple discussion.** 1.1 Respond to others in simple exchanges in everyday context 1.2 Listen to others talk about familiar topics. 1.3 Speak clearly in discussions with others so that they can be heard and understood. 1.4 Use verbal and non- verbal conventions as appropriate when discussing familiar topics with others. **1. Be able to listen and respond in verbal exchanges.** 1.1 Follow single-step instructions in a familiar context, asking for instructions to be repeated if necessary.	Gateway English Award in Writing Skills. **1.Be able to write to communicate information.** 1.1 Use written words and phrases to record or present basic information, e.g. a shopping list, a note to a friend. 1.2 Select, from a given range, a format for written text appropriate to its purpose. **1. Be able to produce writing using basic punctuation and spelling.** 1.1 Construct a simple sentence, using a capital letter and full stop. 1.2 Use a capital letter for 'I'. 1.3 Spell correctly some personal key words and familiar words.

	1. Be able to follow a simple text. 1.1 Follow simple text on a familiar topic or experience. 1.2 Recognise and read simple sentence structures in order to extract meaning. **2. Know about purpose in text.** 2.1Recognise that there are different types of text, for example from layout, visuals, headings.		1.2 Listen and respond to requests for personal information. 1.3 Listen to and identify simply expressed feelings and opinions. 1.4 Respond to straightforward questions. **2. Be able to extract information from verbal exchanges.** 2.1 Listen for and follow the gist of short explanations. 2.2 Use key words to help identify specific information in short explanations. **1. Be able to speak to communicate basic information.** 1.1 Speak clearly to be heard and understood. 1.2 Make statements of fact clearly. **2. Be able to make requests and ask questions** 2.1 make simple requests using appropriate terms and conventions, for example relating to politeness. 2.2 Ask questions to obtain specific information.		1.4 Use strategies to aid spelling, for example look, say, cover, write, check; tracing letters in the air. 1.5 Write the letters of the alphabet using upper and lower case.	
Themes year 1	No Limits	We Like To Party	The Great Outdoors	Celebrations	Animals Past And Present	Festivals
Themes year 2	My Life	Challenge Meadows	Take Me Out	British Artists	Eco Warriors	Plan a Party

Problem Solving and Numeracy

The ability to apply functional problem solving and numeracy skills to a wide variety of practical contexts, both within school and in the local community is the priority in this learning area. It is recognised that students should be given appropriate amounts of time to explore correct solutions and make mistakes as part of the learning process. This builds the effective problem solving and independent learning skills of each individual. All learners will be assessed in this area through Pre/Entry Level assessment criteria and accredited in these units of work at the end of Year 10/ 11 – these personalised pathways may follow either Personal Progress Qualifications or entry Level qualifications. Students will work through a variety of contexts and access practical and real life opportunities to implement and develop the skills that they have learned.

Problem solving and numeracy is linked to other subject areas, giving a wide range of opportunities for learners to practice, transfer and consolidate their skills.

Accreditation Units: Available – It is mandatory to complete at least 1 unit in this area.

<table>
<tr><td>Pathway 1 PPU Encounter to supported Participation</td><td colspan="6">ASDAN - Engaging with the world events: engage with daily, weekly and seasonal events.
ASDAN Engaging with the world around you: objects – Actively explore objects.</td></tr>
<tr><td>Pathway 2 PPU Active involvement to Application</td><td colspan="2">ASDAN Developing Number Skills
The learner can:
1.1 Engage in activities relating to counting in whole numbers.
2.1 Recognise the use of numbers in familiar contexts.</td><td colspan="2">ASDAN Understanding what money is used for
The learner can:
1.1 Identify money from other items.
1.2 Identify uses of money
1.3 Use money in realistic situations.</td><td colspan="2">ASDAN Recognising Time Through Regular Events
The learner can:
1.1 Relate events to times in the day
1.2 Relate familiar events to days in the week
1.3 Relate familiar events to Seasons in the year.</td></tr>
<tr><td>Pathway 3
Entry 1</td><td colspan="2">1.Be able to add whole numbers
1.1Add single-digit numbers with totals to 10.
1.2 Interpret + and =.
1.3 Use related vocabulary, for example and, plus, equals
2. Be able to subtract whole numbers.
2.1 Subtract single-digit numbers from numbers up to 10.
2.2 Interpret - and =.
2.3 Use related vocabulary, for example take away, minus, equals.
3. Be able to solve everyday problems with and without a calculator
3.1 Identify and Interpret symbols +, -,= in practical situations.
3.2 Estimate number of items (up to 10).
3.3 Be able to use primary functions of a calculator.</td><td colspan="4">1. Know about money.
1.1 Recognise and select different coins.
1.2 Recognise and select different notes
1.3 Identify prices expressed in whole numbers up to 10
2. Know about time
2.1 Relate familiar events to different times, days, seasons.
2.2 Demonstrate understanding of and use vocabulary related to time</td></tr>
<tr><td>Themes year 1</td><td>No Limits</td><td>We Like To Party</td><td>The Great Outdoors</td><td>Celebrations</td><td>Animals Past And Present</td><td>Festivals</td></tr>
<tr><td>Themes year 2</td><td>My Life</td><td>Challenge Meadows</td><td>Take Me Out</td><td>British Artists</td><td>Eco Warriors</td><td>Plan a Party</td></tr>
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Personal Development

As a core part of the KS4 learning curriculum, the skills and situations that are taught allow each learner to learn about personal safety, personal voice and also team and cooperation work. Sex and Relationships Education, Work Related Learning, Personal Care and Life-skills are all developed through this vital element of the curriculum. All targets in these key areas are based around Individual Learning Targets.

Accreditation Units: Available –

Pathway 1 PPU Encounter to supported Participation	**ASDAN SRE / Personal care- Developing self-awareness** **Feeling Safe: - Knowing that if I communicate in my own way, I will get help.** **To know when presented with object of reference where they are going e.g. Bathroom** **SRE – To begin to be aware of own body parts and some of their functions.** **ASDAN Engaging with the world around you – Therapies: Take part in different therapies; communicate their preferences about a therapy.** **Working co-operatively to engage in Therapies with an adult: Yoga, Rebound, Pool activities, Drama, Musical Interaction and Massage.** **Encounter Healthy Choices - Summer Term Annually** **Travel Training – Titan T levels.** **Engaging in fund raising activities.**					
Pathway 2 PPU Active involvement to Application	**ASDAN Entry 1 PSD Module - Keeping Safe – Safety in the home, Road Safety : Autumn Term Year 1** **Drug and Alcohol Awareness Module: Autumn Term Year 2** **BROOK ADVISORY – 10 WEEK SRE – Autumn Term,** **INTERNET E –SAFETY – January and CYBER and General BULLYING – November Annually** **PANTS and PREVENT (NSPCC) one week – Spring Term Annually.** **People who keep us safe – Spring Term Annually** **Being Healthy Citizens - Summer Term Annually – including Sports Day** **SRE Week – Summer Term Annually.** **Children's Mental Health Week – February Annually** **Travel Training - TITAN – Red level with support: Throughout The 2 years.** **ASDAN ENTRY 1 – Participating in a mini Enterprise project. (WRL) ASDAN E1 – Following instructions (WRL)** **Duke of Edinburgh, Forest School** **Participating in Local – Foodbank and Loaves and fishes, National e.g. Children in Need and Global Fundraising days – Red Nose Day, Shoe-box appeal, CAFOD**					
Pathway 3	**As Pathway 2 - ASDAN ENTRY 1 – Participating in a mini Enterprise project/ ASDAN Entry 2 preparation for work.**					
Themes year 1	No Limits	We Like To Party	The Great Outdoors	Celebrations	Animals Past And Present	Festivals
Themes year 2	My Life	Challenge Meadows	Take Me Out	British Artists	Eco Warriors	Plan a Party

Digital Literacy and Computing

A number of elements are part of the Digital Literacy and Computing curriculum at KS4. There are skills checklists for key learning elements, and learners are given time to specifically practice these skills. Students then have wider opportunities to apply and develop these links. E-safety is a whole school priority and this is sensitively and robustly delivered at KS4 – where learners are often becoming more aware of social media and the range of platforms available. A wealth of exciting contexts are offered to the learners; photography, film making, illustration and desktop publishing are all offered – and linked to the Creative Arts curriculum. All learners have the opportunity to be accredited in this area of learning through Personal Progress Units.

Accreditation Units: Available –

Pathway 1 PPU Encounter to supported Participation	**ASDAN Engaging with the World Around You: Technology** **The learner can:** 1.1 Engage with technology: Be able to engage with Technology					
Pathway 2/3 PPU Active involvement to Application	**ASDAN Developing ICT Skills** **The learner can:** 1.1 Effect change in their own environment using ICT 2.1 Gain Information through ICT 3.1 Communicate using ICT E-safety, Cyber-bullying: consolidation of skills taught through PSD modules.					
Themes year 1	No Limits	We Like To Party	The Great Outdoors	Celebrates	Animals Past And Present	Festivals
Themes year 2	My Life	Challenge Meadows	Take Me Out	British Artists	Eco Warriors	Plan a Party

Creative arts and knowledge and understanding of the world

Creativity is a vital part of any enriched curriculum as it allows our learners to express themselves in a personal manner – and in a way that may not be possible through other areas of learning. Whilst it is not statutory at KS4, we believe that access to 'creativity' is as much an entitlement as literacy and numeracy – as it provides inclusive and unique learning opportunities. 'Creativity' allows our staff and learners to make thematic links between subjects and develop 'organically' in response to topic work and student based interests. Outcomes will be centred on the Independent Learning Targets, core subjects, topic baselines and NC/P level outcomes. These are according to the individual needs of the learner. RE, humanities, language and culture are also part of this enrichment curriculum, and enable students to express their own identity, and experience the culture of other groups of people, including beliefs and identities. These may be delivered through theme days in additional to curriculum time.

Work will support above accreditation outcomes.
Pathway 2 and 3 will work towards gaining Duke of Edinburgh Bronze AWARD

All three Pathways will participate in OPTIONS
Year 1 Choices – Art, Indoor Gardening, Cooking, Drama and Outdoor activities. Pupils will select three to follow for the year and will be taught in mixed ability groups.

Themes year 1	**No Limits**	**We Like To Party**	**The Great Outdoors**	**Celebrates**	**Animals Past And Present**	**Festivals**
Themes year 2	My Life	Challenge Meadows	Take Me Out	British Artists	Eco Warriors	Plan a Party