



## Communication, Language and Literacy - Rationale

At Priory Woods this curriculum area will be delivered in a secure, supportive and stimulating environment where the progress and needs of each individual pupil are paramount. In Communication, Language and Literacy, we aim to enable all of our pupils to be effective communicators at their own individual level. In order to do this, our curriculum is divided into the following categories; Speaking, Listening, Reading and Writing. It is important that opportunities are given to experience all of these concepts in a wide range of contexts that are exciting and engaging at every level. Communication, Language and Literacy is considered the most cross curricular subject. Success within this curriculum area enables pupils to practise, consolidate and apply skills effectively across all areas of the curriculum, with increasing independence. This curriculum is designed to meet the wide and varied needs of all our pupils by incorporating technologies such as communication aids. Therefore, ICT is used to support learning and to make it vibrant and exciting and accessible to all learners.

This document is not considered to be a definitive resource, as resources, teaching techniques, research and technology will continue to influence how and what we teach.

## Communication, Language and Literacy- READING

PERFORMANCE INDICATORS	RANGE, CONTENT AND CURRICULUM OPPORTUNITIES.
<p><b><u>P1- P3</u></b> Refer to Priory Woods Sensory Curriculum</p> <p><b><u>P4</u></b></p> <ul style="list-style-type: none"> <li>❖ Listen to stories with increasing attention and recall</li> <li>❖ Listens and responds to familiar rhymes and stories.</li> <li>❖ Respond to words and interactive rhymes such as 'Clap hands'</li> <li>❖ Listen to and join in with stories and poems one to one and in small groups.</li> <li>❖ Join in with repeated refrains and anticipate key events and important phrases in rhymes and stories.</li> </ul> <p><b><u>P5</u></b></p> <ul style="list-style-type: none"> <li>❖ Demonstrate play influenced by their experience of stories.</li> <li>❖ Discriminates between a variety of sounds: environmental, percussion and body.</li> <li>❖ Have some favourite stories, songs and rhymes.</li> <li>❖ Look at books independently.</li> <li>❖ Handles books carefully.</li> <li>❖ Mimics some 'reading like' behaviour.</li> </ul> <p><b><u>P6</u></b></p> <ul style="list-style-type: none"> <li>❖ Understand how a book works e.g. turning the pages, holding the book correctly.</li> <li>❖ Begin to understand the conventions of reading e.g. read from left to right, top to bottom and page following page.</li> <li>❖ Show interest in illustrations and print in books and print in the environment.</li> <li>❖ Use picture cues when sharing a book.</li> </ul>	<p><b><u>P1- P3</u></b> Refer to Priory Woods Sensory Curriculum</p> <p><b><u>P4-P8</u></b></p> <p>CLL promoting environment throughout Priory Woods School.</p> <p>Dedicated library area within school for reading for pleasure a range of texts including fiction and non fiction texts.</p> <p>A stimulating or inviting reading area/corner with range of age appropriate reading materials. (Change often depending on interests of pupils)</p> <p>Range of print in environments, displays with text, symbols, pictures.</p> <p>Symbols for snack time, timetable, areas of classroom, choosing time.</p> <p>Photos and name cards for self registration.</p> <p>Pupils names on coat pegs, displays, birthday wall etc</p> <p>Letters in different area of the classroom e.g. buried in sand tray,</p> <p>Range of print in environments, displays with text, symbols, pictures.</p> <p>Access to appropriate texts and genres according to key stage, selection of dual language books.</p> <p>Range of story sacks, Big Bag Books.</p>

- ❖ Know that information is relayed in the form of print and can be retrieved from books and the computer.
- ❖ Recognise familiar words and signs such as own name and logos.

### P7

- ❖ Occasionally ask simple questions often in the form of how, where and why.
- ❖ Distinguish between print or symbols and pictures in texts.
- ❖ Match objects to pictures and symbols.
- ❖ Hear and say initial sounds in words.
- ❖ Know that their name is made up of letters.
- ❖ Begin to show awareness of rhyme and alliteration.
- ❖ Show curiosity about the content of stories at a simple level e.g. answers basic questions.
- ❖ Predicts elements of simple narrative e.g. fill in the missing word

### P8

- ❖ Explore and experiment with sounds, words and texts.
- ❖ Extend vocabulary exploring the meaning and sounds of new words.
- ❖ Read simple words by segmenting sounds and blending them together.
- ❖ Recognise or read a growing repertoire of familiar words or symbols, including their own names.
- ❖ Begin to read words and simple sentences.
- ❖ Recognise letters from the alphabet by shape, name or sound.
- ❖ Read a range of familiar and common words and simple sentences independently.

Make class books.

Drama and role play activities.

Sensory stories.

Digital media, interactive stories.

News reports, recounts, responses to questioning to illustrate understanding.

Group tasks and challenges.

Lexia

Burts Reading Assessments

Communicate in Print.

National Strategies Letters and Sounds programme.

Augmentative communication.

Call and Response.

Performing/retelling stories for a purpose or for an audience e.g. another class, assembly, parents.

**P16- ASDAN Towards Independence Award (Communication)**

**KS4 and P16- Entry Level 1**

- ❖ Enjoy an increasing range of books.
- ❖ Select books for personal reading and give reasons for choices
- ❖ Know that print carries meaning and, in English, is read from left to right and top to bottom.
- ❖ Retell narratives in the correct sequence, drawing on language patterns of stories.
- ❖ Show an understanding of the elements of stories, such as main character, sequence of events and openings.
- ❖ Show understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.
- ❖ Visualise and comment on events, characters and ideas making imaginative links to their own experiences.
- ❖ Respond to stories or poems with relevant comments, questions or actions.
- ❖ Associate sounds with patterns in rhyme, with syllables and with words or symbols.
- ❖ Identify the main events and characters in stories.
- ❖ Make predictions showing an understanding of ideas, events and characters.
- ❖ Distinguish fiction and non-fiction texts and the different purposes for reading them.
- ❖ Find specific information in simple texts.
- ❖ Show understanding of how information texts can be used to answer questions.

**Interim Pre Key Stage 1 standards:**

- ❖ Respond speedily by saying or communicating the correct sound for all the letters of the alphabet.

**Outdoor Education**

Letters, symbols, pictures, print on display in outdoor environments.

Outdoor Reading den/ story telling area outside e.g. story telling chair in outdoor quad, stage area or dedicated area for performing, retelling stories.

Props/areas set up for retelling stories e.g. 'Going on a bear hunt' in different areas of outdoor environment.

Reading signs, symbols, logos in the community when outside of school e.g. recognise shop names, traffic symbols etc.

- ❖ Blend the sounds for all letters of the alphabet into words.
- ❖ Sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences.
- ❖ Answer literal questions about a familiar book that is read to them.

When a pupil is working at a level beyond P8 refer to year 1 and 2 expectations.

## Communication, Language and Literacy- WRITING

PERFORMANCE INDICATORS	RANGE, CONTENT AND CURRICULUM OPPORTUNITIES.
<p><b><u>P1- P3</u></b> Refer to Priory Woods Sensory Curriculum</p> <p><b><u>P4</u></b></p> <ul style="list-style-type: none"> <li>❖ Show understanding that marks and symbols convey meaning.</li> <li>❖ Show awareness of environmental, body and percussion sounds.</li> <li>❖ Begin to make marks with a range of media.</li> <li>❖ Begin to use 3 finger, tripod grip to hold writing tools.</li> <li>❖ Imitates drawing simple shapes such as circles and lines.</li> <li>❖ Distinguish between the different marks they make.</li> </ul> <p><b><u>P5</u></b></p> <ul style="list-style-type: none"> <li>❖ Communicate ideas for scribing with adult support.</li> <li>❖ Distinguish one sound from another and identify sounds they hear.</li> <li>❖ Holds pencil with tripod grip, near point and with good control.</li> <li>❖ Produce meaningful marks or symbols associated with own name or familiar spoken words, actions, images or events.</li> <li>❖ Trace, overwrite or copy shapes and straight line patterns.</li> <li>❖ Continue a rhyming string.</li> </ul> <p><b><u>P6</u></b></p> <ul style="list-style-type: none"> <li>❖ Sometimes give meaning to marks as they draw and paint.</li> <li>❖ Ascribe meaning to marks that they can see in different places.</li> <li>❖ Hear and say the initial sounds in words.</li> <li>❖ Can write own name using letters or symbols.</li> <li>❖ Begin to copy letter forms.</li> <li>❖ Show ability to differentiate between letters or symbols.</li> <li>❖ Use language linked to stories and own experiences.</li> </ul>	<p><b><u>P1- P3</u></b> Refer to Priory Woods Sensory Curriculum</p> <p><b><u>P4-8</u></b></p> <p>Gross motor activities.-including Write Dance and outdoor play, climbing activities. Primary Movement programme.</p> <p>PECs</p> <p>Makaton signing.</p> <p>Sherbourne.</p> <p>Class Moves.</p> <p>Gross motor mark making activities .e.g. Outdoor chalk on floor or rolls of wallpaper. Large paintbrushes with water.</p> <p>Making mark makers, e.g pens on willow.</p> <p>Range of media to make marks - gloop, paint, sand</p> <p>Fine motor skill activities - playdough, jigsaws, threading, posting etc.</p> <p>Writing opportunities within the learning environment.</p> <p>Role play and drama activities - labels, lists, instructions, messages, stories</p> <p>Writing with symbols to communicate with others.</p>

**P7**

- ❖ Segment sounds in simple words and blend them together.
- ❖ Link sounds to letters, naming and sounding the letters of the alphabet.
- ❖ Begin to break the flow of speech into words.
- ❖ Use writing as a means of recording and communicating.
- ❖ Group letters and leave spaces between them as though they are writing separate words.
- ❖ Show awareness of rhyme and alliteration.
- ❖ Begin to write from left to right.
- ❖ Copy some letters.
- ❖ Use anticlockwise movements when writing letters and retrace vertical lines.
- ❖ Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence..

**P8**

- ❖ Form recognisable letters.
- ❖ Begin to use their phonic knowledge to write simple regular words.
- ❖ Make phonetically plausible attempts at more complex words.
- ❖ Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.
- ❖ Write their own names and other things such as labels and captions.
- ❖ Attempt to write short sentences in meaningful contexts.
- ❖ Use appropriate lower and upper case letters when writing name.
- ❖ Retell events in sequence.
- ❖ Hold pencil effectively to form recognisable letters, most of which are correctly formed.
- ❖ Show understanding of how text is arranged on the page by

Eye gaze- creating sentences, spelling words, finding to correct word to answer a question.

Name cards and simple word banks, dictionaries, alphabet cards/sheet.

Play experiences.

Action songs and rhymes.

Air writing

ICT-interactive white boards. Ipads. Clicker 5.

Small white boards

Tracing

Writing pattern activities on interactive boards, worksheets sheets

Writing formation jingles.

Writing area - pens, staplers, hole punches, Sellotape. Postcards, envelopes etc.

DT activities, using screwdrivers etc

Weaving, inc ribbons through fences.

Finger rhymes

Communicate in Print.

Range of writing tools and materials, Etch a Sketches/ Magic drawing sets/

writing from left to right.

- ❖ Write simple sentences, sometimes using punctuation which can be read by themselves and others.
- ❖ Write some irregular common words e.g. the, we.
- ❖ Compose and write simple sentences to communicate meaning using conventional writing or symbols.
- ❖ Create short simple texts on paper and screen that combine words with images and sounds.

**Interim Pre Key Stage 1 standards:**

- ❖ Write the correct letter in response to hearing each sound of the alphabet.
- ❖ Segment spoken words into sounds and write the letters corresponding to those sounds.
- ❖ Form most lower-case letters in the correct direction, starting and finishing in the right place.
- ❖ Use spacing between words with support from the teacher (e.g. to remind the pupil to do this).
- ❖ Compose a short sentence and communicate it orally or using the pupil's usual method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning).

Refer to Year 1 and 2 expectations when a pupil is working at a level beyond P8.

Fuzzy Felts

Dough Disco.

Fine motor activities- Pegs, tweezers, peeling stickers, threading.

Creating books, instructions, letters for purpose.

P16- ASDAN Towards Independence Award (Communication)

KS4 and P16- Entry Level 1

**Outdoor Learning.**

Chalks, water and paint brushes/rollers etc outside.

Laminated letters.

Stage/role play area for creating own spoken stories.

Finding natural objects to create sentences, poems about.

Sensory mark making in sand trays outside.

Use clipboards to record things children have seen outside.

Shopping lists for environmental visits.

Chalkboards/whiteboards/clipboards to use in outdoor mud kitchen for menus/orders.



## Communication, Language and Literacy- SPEAKING

PERFORMANCE INDICATORS	RANGE, CONTENT AND CURRICULUM OPPORTUNITIES.
<p><b><u>P1- P3</u></b> Refer to Priory Woods Sensory Curriculum</p> <p><b><u>P4</u></b></p> <ul style="list-style-type: none"> <li>❖ To communicate by making representational sounds e.g. animal noises.</li> <li>❖ Pupils repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols.</li> <li>❖ To imitate or repeat single words, signs or phrases.</li> </ul> <p><b><u>P5</u></b></p> <ul style="list-style-type: none"> <li>❖ Use two word utterances and/or signs to convey simple and more complex messages.</li> <li>❖ Use simple statements and questions.</li> <li>❖ Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.</li> <li>❖ Use intonation, rhythm and phrasing to make their meaning clear to others.</li> </ul> <p><b><u>P6</u></b></p> <ul style="list-style-type: none"> <li>❖ Pupil engages in simple 2 way conversations.</li> <li>❖ Use a growing range of verbs, adverbs and adjectives in three word phrases.</li> <li>❖ Respond to simple instructions.</li> <li>❖ To talk about past events and future plans using words/signs/symbols.</li> <li>❖ Pupils start to ask simple questions to obtain information.</li> <li>❖ Pupils use prepositions such as 'in' or 'on' and pronouns when retelling an event or a familiar story.</li> </ul> <p><b><u>P7</u></b></p> <ul style="list-style-type: none"> <li>❖ They contribute appropriately one-to-one and in small group</li> </ul>	<p><b><u>P1- P3</u></b> Refer to Priory Woods Sensory Curriculum</p> <p><b><u>P4-P8</u></b></p> <p>IEPs / S&amp;L therapy programmes</p> <p>Poems, songs, nursery rhymes.</p> <p>DLS</p> <p>BLAST</p> <p>Signing and symbols</p> <p>Circle time activities</p> <p>Related text work and repetitive stories</p> <p>Cross curricular links and activities</p> <p>Play based experiences.</p> <p>Role play, sand, water, construction, small world play, range of media- paint, play dough etc.</p> <p>Outdoor play activities- reflecting indoor play.</p> <p>Drama activities inc sensory drama.</p> <p>Group singing</p>

discussions and role play with confidence.

- ❖ Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- ❖ Can retell a simple past event in correct order.
- ❖ Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- ❖ Uses a range of tenses.
- ❖ Builds up vocabulary that reflects the breadth of their experiences.
- ❖ Uses talk in pretending that objects stand for something else in play.

### P8

- ❖ Interact with others, negotiating plans and activities and taking turns in conversation.
- ❖ Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.
- ❖ Speak clearly and audibly with confidence and control and show awareness of the listener.
- ❖ Pupil talks about present, past events and future plans with greater accuracy.
- ❖ They use conjunctions to link ideas and add new information beyond what is asked.
- ❖ Uses language to imagine and recreate roles and experiences in play situations.
- ❖ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- ❖ Introduces a storyline or narrative into their play.
- ❖ Children express themselves effectively, showing awareness of listeners needs.
- ❖ Develop their own narratives and explanations by connecting

Plan, do and review- discussions around choices, decision making and collaboration.

Small group tasks focusing on working in a team

Participation in productions, assemblies

High frequency words and symbols.

'Letters and Sounds' from Primary National Strategy.

Eye gaze

Microphones

Story time - re-enacting using story CD's, puppets, plays

Use of ICT, microphones

**P16- ASDAN Towards Independence Award (Communication)**

**KS4 and P16- Entry Level 1**

### Outdoor education

Story time - re-enacting using story CD's, puppets, plays

Role play, sand, water, construction, small world play, range of media- paint, play dough etc.

Drama activities

ideas or events.

Refer to Year 1 and 2 expectations when a pupil is working at a level beyond P8.

Rope phones - talking to friends far away

Community walks such as shopping, talking to shop assistant

## Communication, Language and Literacy- LISTENING

PERFORMANCE INDICATORS	RANGE, CONTENT AND CURRICULUM OPPORTUNITIES.
<p><b><u>P1- P3</u></b> Refer to Priory Woods Sensory Curriculum</p> <p><b><u>P4</u></b></p> <ul style="list-style-type: none"> <li>❖ Demonstrate understanding of own name, people around them and familiar objects, signs and symbols</li> <li>❖ Understanding simple requests with one key word.</li> <li>❖ Listen and respond to simple rhymes and stories.</li> <li>❖ Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>❖ Identifies action words by pointing to the right picture.</li> <li>❖ Use action, sometimes with limited talk about what is happening about them.</li> </ul> <p><b><u>P5</u></b></p> <ul style="list-style-type: none"> <li>❖ Listens to others one to one or in small groups, when conversation interests them.</li> <li>❖ Use talk, actions and objects to recall and relive past experiences.</li> <li>❖ Pupils respond appropriately to questions about familiar or immediate events or experiences.</li> </ul> <p><b><u>P6</u></b></p> <ul style="list-style-type: none"> <li>❖ Pupils listen, attend to and follow stories for short stretches of time.</li> <li>❖ Follow instructions containing at least 2 key words, signs or symbols.</li> <li>❖ Pupil responds (using either verbal or non-verbal communication) to others in group situations e.g. taking turns.</li> <li>❖ In a small group, can follow simple rules with minimal adult prompts</li> </ul> <p><b><u>P7</u></b></p>	<p><b><u>P1- P3</u></b> Refer to Priory Woods Sensory Curriculum</p> <p><b><u>P4-P8</u></b></p> <p>IEPs / S&amp;L therapy programmes</p> <p>Poems, songs, nursery rhymes.</p> <p>DLS</p> <p>BLAST</p> <p>Signing and symbols</p> <p>Circle time activities</p> <p>Story time - story CD's, puppets, plays</p> <p>Music</p> <p>Listening activities - find pictures to match sounds etc.</p> <p>Related text work and repetitive stories</p> <p>Cross curricular links and activities</p> <p>Play based experiences. Role play, sand, water, construction, small world play, range of media- paint, play dough etc.</p> <p>Outdoor play activities- reflecting indoor play.</p>

- ❖ Listens, attends to and follows a story for short stretches of time, demonstrates this by answering questions or drawing a picture with minimum support.
- ❖ Listens to stories with increasing attention and recall.
- ❖ Shows understanding of prepositions such as 'under', 'on' by carrying out an action or selecting correct picture.
- ❖ Understands more complex and 2 part sentences.

**P8**

- ❖ Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
- ❖ Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions poems.
- ❖ Uses role play to act out and demonstrate an understanding of stories and events.
- ❖ Follows instructions combining 2 elements.
- ❖ Able to follow a story without pictures or prompts.
- ❖ Listens to and responds to ideas expressed by others in convocation or discussion.

Refer to Year 1 and 2 expectations when a pupil is working at a level beyond P8.

Team games

Drama activities inc sensory drama.

Group singing

Plan, do and review- discussions around choices, decision making and collaboration.

Small group tasks focusing on working in a team

Participation in productions, assemblies

High frequency words and symbols.

'Letters and Sounds' from Primary National Strategy.

Use of ICT, microphones

P16- ASDAN Towards Independence Award (Communication)

KS4 and P16- Entry Level 1

**Outside education**

Listening walks

Story telling chair

Drama activities

Team games

	Play based experiences. Role play, sand, water, construction, small world play, range of media- paint, play dough etc
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## Communication, Language and Literacy Curriculum APPENDIX.

The Communication, Language and Literacy Curriculum has been written with reference to the following documents and websites:

- ✚ Performance Indicators for Value Added Target Setting 4<sup>th</sup> Edition (PIVATS).
- ✚ P Scales 2014 <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>
- ✚ Development Matters. 2012.  
[http://www.lancsngfl.ac.uk/curriculum/early\\_years/download/file/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage1.pdf](http://www.lancsngfl.ac.uk/curriculum/early_years/download/file/Development%20Matters%20in%20the%20Early%20Years%20Foundation%20Stage1.pdf)
- ✚ Rochford Review. 2015.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/487099/Interim\\_Pre\\_Key\\_Stage\\_Standards\\_key\\_stage\\_1\\_171215\\_PDFa.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487099/Interim_Pre_Key_Stage_Standards_key_stage_1_171215_PDFa.pdf).
- ✚ Letters and Sounds. 2007.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf).
- ✚ LEXIA.
- ✚ Burt's Reading Assessment.