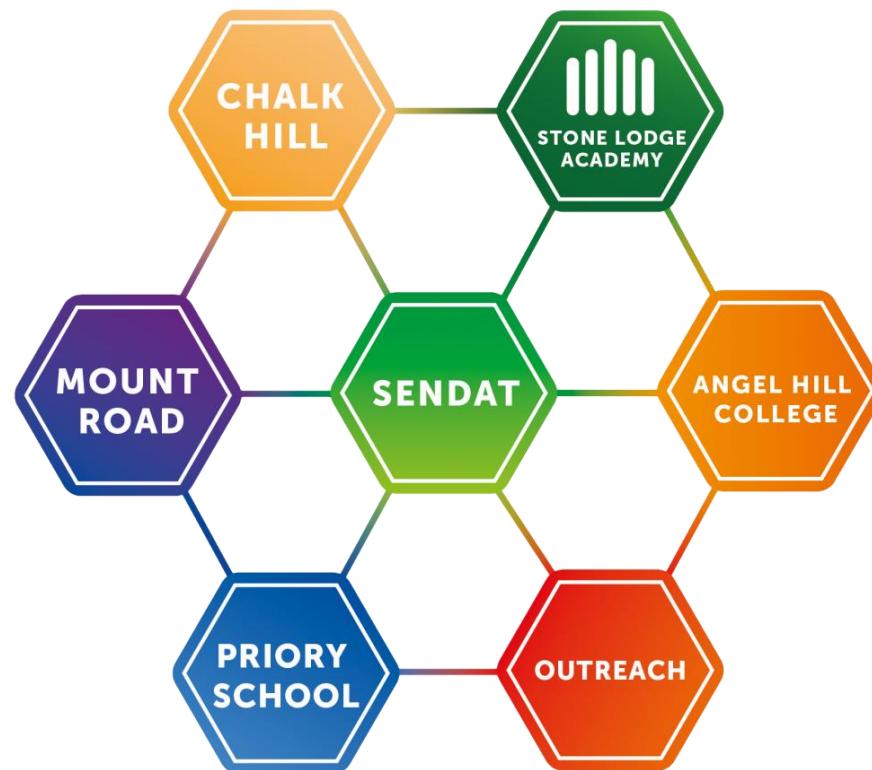




SENDAT Outreach 2020

Guidance for planning, teaching and assessing Literacy skills in pupils working at pre-entry and Entry level.

Speaking and listening Secondary KS3/4





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**Subject content
functional skills:
English**

February 2018

This free guidance is a combination of resources from The Suffolk Outreach team and the learning outcomes taken from the Department of Education guidance for “Subject content functional skills: English”. The advice and activities suggested in this document have been matched to the English Functional skills, Entry level 1, 2 and 3.

<https://www.gov.uk/government/publications/functional-skills-subject-content-english>

This guidance is designed to support staff who have identified students whose level of need requires that their “curriculum is designed to be ambitious and to meet their needs”*. This is a practical guide to literacy that could be used across the whole curriculum for those students with “high levels of SEND”*. This resource has been written to assist with curriculum planning across all secondary subject areas and by all secondary teachers. It could also be used by

teaching assistants as part a small group intervention.

This scheme in no way attempts to be comprehensive but aims to offer some ideas of the different areas of literacy development. There are a small range of possible teaching activities to promote the development of these skills which can be used as starting points. It is intended that you use it as a springboard for ideas to adapt in your own settings and subjects. We have included an appendix of suggested resources and web links to support the development of your own resources.

**P.9 Education inspection framework, Ofsted, May 2019*



Below is an outline of the linear development of literacy skills matched to the equivalent qualification or national level.

The government's [**2011 Skills for Life survey**](#) defines literacy across five levels:

- **Entry Level 1** is equivalent to literacy levels at age 5-7. Adults below Entry Level 1 may not be able to write short messages to family member or read a road sign.
- **Entry Level 2** is equivalent to literacy levels at age 7-9. Adults with below Entry Level 2 may not be able to describe a child's symptoms to a doctor or read a label on a medicine bottle.
- **Entry Level 3** is equivalent to literacy levels at age 9-11. Adults with skills below Entry Level 3 may not be able to understand labels on pre-packaged food or understand household bills.
- **Level 1** is equivalent to GCSE grades D-G (3-1). Adults with skills below Level 1 may not be able to read bus or train timetables or understand their pay slip.
- **Level 2** is equivalent to GCSE grades A*-C (9-4). Adults with skills below Level 2 may not have the skills to spot fake news or bias in the media.

Taken from The National Literacy Trust website.

<https://literacytrust.org.uk/parents-and-families/adult-literacy/what-do-adult-literacy-levels-mean/>



General advice and ideas for supporting literacy for pupils functioning at below age expectation

The following social skills may need to be taught specifically to pupils with SEND, in particular to those with a communication disorder:

- turn taking
- complimenting
- negotiating
- responding
- inviting
- waiting
- greeting
- repairing breakdowns
- joining others
- accepting answers of others
- accepting success of others.
- taking the lead
- following others' ideas
- joking and 'teasing'.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES
<p>Learning grammar in the relevant order e.g. learn 'ball' before 'throw'.</p> <p>Using and understanding figurative language.</p> <p>Ensuring pupils have help to overcome theory of mind issues. What does someone mean when they say something?</p> <p>Teaching language to ensure an understanding of meaning.</p> <p>Give opportunities to improve social understanding by having speaking opportunities to practice for real life challenges.</p>	<p>Pre-teach vocabulary, not just around new nouns in a subject but also the linked verbs.</p> <p>When there is an emphasis on figurative language, use a visual (draw the meaning) or kinaesthetic (act out the meaning) approach to help understanding.</p> <p>An adult should help a student to explore statements, questions or comments so that they can decide what the speaking person wishes to convey, and do not presume automatic comprehension.</p> <p>Plan to develop understanding of the meaning of words that SEND pupils come across in everyday life e.g. 'online safety', 'danger', 'budgeting', 'saving'; use real life situations and discussions to support understanding.</p> <p>Role play and practice with peers/adults - events like visiting the dentist, asking for directions, getting money at the Post Office. Link to activities like practicing filling out a form, give opportunities to practice being asked about what is on the form, e.g. a simple interview following a job application. Ensure practice is embedded and confidence increases.</p>



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Acknowledge that SEND students have difficulty when words have multiple meanings.	When words have multiple meanings use clear explanations, use either/or, draw or select pictures to help.
Support students when they have to deal with 'implication', 'vagueness', 'irony/sarcasm'.	When speech includes these things, identify them for the student and explain that it makes it hard to understand then help them to work out the real meaning and check it with the speaker.
Overcoming sensory difficulties.	Ask the student where they will be most comfortable sitting in the classroom. The environment and fellow students can be overstimulating for the SEND students' senses and so getting the seating position right can make all the difference. Avoid changing seating plans without consulting them first - change can cause huge anxiety.
Making following instructions independently manageable.	Give instructions in lists, breaking down the task into manageable chunks. If the student finds open-ended questions difficult then make it more concrete for them to begin with, or provide them with some vocabulary, structure or ideas. Executive functioning, the brain's ability to organise, plan, predict and monitor, can be an area of difficulty for some SEND students.
Processing verbal information effectively.	Use visuals and structured tasks, incorporating the student's own interests wherever possible. Verbal information is fleeting and the person has to remember it whilst working out what they should do with it. Some SEND students cannot follow the fast pace of verbal information so backing it up with a written account, list or picture can help enormously. Other SEND/ASD students have excellent verbal memories but may find it difficult to apply that information to another situation, and may need support to do this.
Telling the difference between fact and fiction	The difference between fact and fiction will require explanation. Inferences will not be drawn and abstract concepts may not be understood. SEND students will take meaning from what the words say and not from what the speaker means.



Working towards Entry Level 1 - equivalent to literacy levels at age 5-7

A student at this level would typically: Use appropriate language to communicate effectively. Understand and participate in simple discussions. Make clear statements about basic information.

AREA	LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES
SPEAKING	Use appropriate language to communicate effectively.	Adults model and ask pupils to repeat when they are developing appropriate language. As confidence increases, adults begin a sentence and pupils complete them before being able to speak in a new situation with confidence.
	Use presentation skills to communicate.	Give opportunities to present a simple diagram, piece of work etc. Give a structure so that the student has a list of things to say, use picture prompts where needed. Practice before hand with an adult, ensure the same adult is present as they give the presentation.
	Compare ideas.	Give opportunities to compare ideas where the student has been given time to formulate the idea with help first, give the 'listen first then give your idea' rule.
	Say the names of the letters of the alphabet.	



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	<p>Make requests and ask straightforward questions using appropriate terms and registers.</p> <p>Make clear statements about basic information and communicate feelings and opinions on straightforward topics.</p> <p>Understand and participate in simple discussions or exchanges with another person about a straightforward topic.</p>	<p>Practice asking questions and role play to get the correct inflection for a question, practice listening to the answer and responding. Record students' voices and play back to listen for and improve register.</p> <p>Use strategies like spidergrams to collect information, feelings and opinions in one place to aid speaking.</p> <p>Ensure ideas are well formed before engaging in a discussion.</p>
AREA	LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES
LISTENING AND RESPONDING	<p>Listen and respond to questions and feedback.</p> <p>Identify and extract the main information from short statements and explanations.</p> <p>Follow single-step instructions, asking for them to be repeated if necessary.</p> <p>Respond to questions about specific information.</p>	<p>When giving feedback, ensure that limited language at the correct level is used, give the feedback in simple written sentences, diagrams or emojis at the same time, allow for time to assimilate and coming back with a response.</p> <p>Help pupils to listen by giving ideas/themes to listen for beforehand.</p> <p>Ensure instructions are reinforced by images, symbols, diagrams so they can be remembered independently.</p> <p>Create real situations where the instructions are given without distraction, give the opportunity for the student to ask for repetition.</p>



Working towards Entry level 2 – equivalent to literacy levels at age 7-9

A student at this level would typically: Clearly express straightforward information and communicate feelings and opinions. Follow the gist of a group discussion.

AREA	LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES
SPEAKING	<p>Use appropriate language to communicate effectively.</p> <p>Use presentation skills to communicate.</p> <p>Compare ideas.</p> <p>Make requests and ask clear questions appropriately in different contexts.</p>	<p>Allow student to communicate using different methods e.g. Q and A, reflection, 'if this... then'</p> <p>Presenting using some support and practice opportunities; the student is beginning to be able to suggest and carry out parts of a presentation independently.</p> <p>Students should be able to present their idea verbally to a peer and listen to the other opinion, they may need support to maintain a dialogue or to hold their position. Adult support should be light touch here and given when needed.</p>



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AREA	LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES
LISTENING AND RESPONDING	<p>Listen and respond to questions and feedback.</p> <p>Identify and extract the main information and detail from short explanations.</p> <p>Follow the gist of discussions.</p>	<p>Give different contexts for the requests to be made. Question asking is very difficult for pupils with SEND so there is a need to practice and build confidence in this, real situations are best for this, like setting up collecting a package for you from the school office.</p> <p>Avoid pressure around questioning, allow for more thinking time, give the question in a structured form using images, symbols, diagrams. Always ask a question using pupil's name before the question is framed, offer to come back to them in a little while.</p> <p>Communicating feelings and opinions needs to be practiced, R.E. and P.S.H.E lessons are ideal for this, designing activities to give a pupil with SEND a sensitive peer listener to practice and build confidence is ideal rather than always speaking to a TA</p> <p>Practice the contributions with an adult before having to speak in the group to build ideas and confidence.</p> <p>Allow students time to listen and repeat the listening process, then formulate their questions with a mentor before having to question in a larger context.</p> <p>Encourage students to use recording methods to aid listening, like lists, spidergrams, iPad/tablet notes or photos</p> <p>Check understanding by asking for key words/themes rather than full explanations.</p>



Working towards Entry Level 3 – equivalent to literacy levels at age 9-11

A student at this level would typically: Use presentation skills to communicate effectively. Make requests and ask questions using appropriate language in different contexts.

AREA	LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES
SPEAKING	<p>Use appropriate language to communicate effectively.</p> <p>Use presentation skills to communicate effectively.</p> <p>Make requests and ask concise questions using appropriate language in different contexts.</p> <p>Communicate information and opinions clearly on a range of topics.</p>	<p>Expand vocabulary by pre-teaching vocabulary and reinforcing with key word grids. Help student to recognise new words and praise the use of new vocabulary. Give high 5s so that there is kinaesthetic reinforcement of new words.</p> <p>Encourage pupils to use ICT to present like Powerpoint or Mindmaps, it will help them prepare their thoughts and remember as they present, ensure the Powerpoint is more visual than word based, use images and symbols as much as possible.</p> <p>Help students to prepare requests; they can be helped to make their language more appropriate or concise.</p> <p>Practice communicating about themes of interest to the student to improve skills, then apply the new skills to more difficult areas for the student.</p>



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	<p>Respond appropriately to questions on a range of straightforward topics.</p> <p>Make relevant contributions to group discussions about straightforward topics</p>	<p>Allow more time and support, where needed, to answer a question. Ensure students are not questioned at the beginning of a topic or area of learning, wait until they have built their confidence and knowledge.</p> <p>Give more time and opportunities for a student to make a contribution to a discussion, ask peers to help meet their needs for more time and support.</p> <p>Encourage the student to take the lead in a discussion when they have the confidence to do so.</p>
AREA	LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES
LISTENING AND RESPONDING	<p>Listen and respond appropriately to questions and feedback.</p> <p>Listen to and respond appropriately to other points of view, respecting conventions of turn-taking.</p> <p>Identify and extract relevant information and detail in straightforward explanations.</p> <p>Follow and understand the main points of discussions.</p>	<p>Allow students time to listen and repeat the listening process, then formulate their questions without a mentor before having to question in a larger context. Responding to feedback when it is challenging may need support from an adult.</p> <p>Students with social understanding difficulties often need reminding about the conventions of turn taking, they may need help to recognise when it is their turn to speak and when it is their turn to listen in a group.</p> <p>Encourage students to use recording methods to aid listening, like lists, spidergrams, IT support. Rejecting irrelevant detail and selecting important detail is a sophisticated task and will need support for a pupil with communication difficulties. Use preidentified themes, pre-teaching, researching beforehand to increase capacity in this area.</p> <p>Check understanding by asking for key words/themes rather than full explanations. Ask for a short sentence to explain an idea. Use back chaining, so the adult starts the summary sentence and the student completes it.</p>