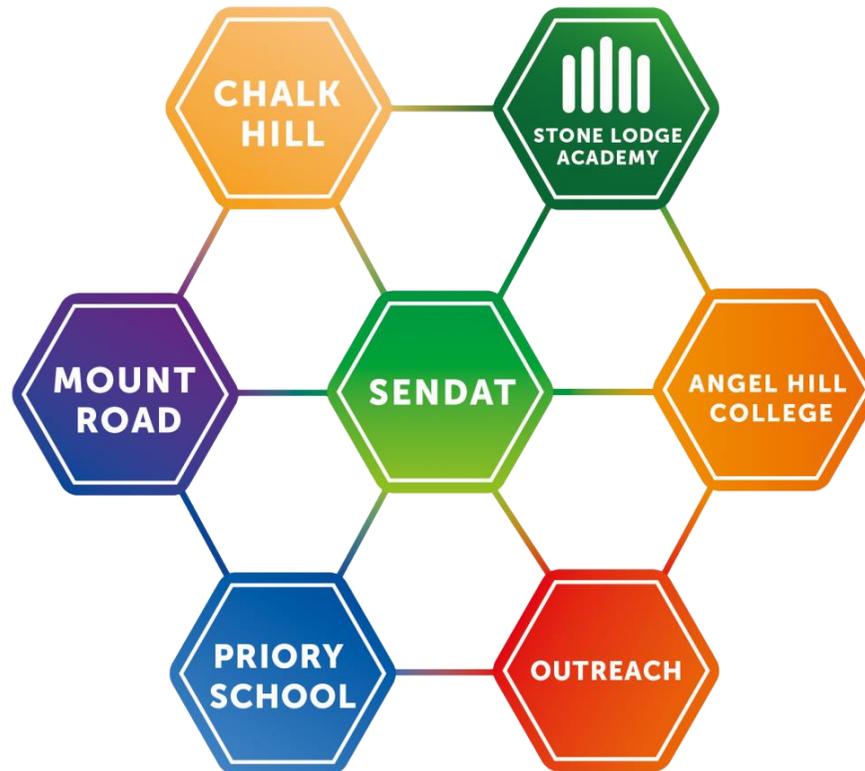




SENDAT Outreach 2020

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

Writing 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

| LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES |
|--|--|
| <p>SPELLING, PUNCTUATION AND GRAMMAR</p> <p>Correctly form the letters of the alphabet.</p> <p>Understand and apply very basic punctuation e.g. capital letters used for pro-nouns.</p> <p>Spell some CVC words.</p> <p>Spell some common exception words e.g. I, the, he, said, of</p> <p>Spell some High frequency words.</p> <p>Understanding importance of written communication.</p> | <p>Support students to use a multiply layered approach to spelling new words e.g phonics plus whole word recognition and mnemonics</p> <p>Use small white board to model and decode words. Support them to segment sounds into their constituent phonemes in order to spell them correctly.</p> <p>Support good letter formation by using lined paper, pencil grips and regular writing practice.</p> <p>Encourage formal writing structure and punctuation rules when using a keyboard.</p> <p>Regularly practice high frequency words. Have these as part of classroom displays or highlight them in displays using agreed colour.</p> <p>Have a new key word each week or day. Encourage students to explore language. Use word mats or displays with key words for a subject area.</p> <p>Create a key word book or bank for students</p> <p>Writing and homework clubs that give time to practise handwriting.</p> <p>Drawing and practical activities that support development of hand eye coordination e.g. tracing images and letters. Following lines on puzzles and graphs</p> <p>Use a small white board to model correct letter formation.</p> <p>Have weekly sessions to support use of ICT e.g. in homework club</p> |



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

A student at this level would typically: Be able to write short, straightforward sentences and notes, and demonstrate a basic grasp of spelling, punctuation and grammar.

| AREA | LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES |
|--|--|--|
| SPELLING, PUNCTUATION AND GRAMMAR | <p>Punctuate simple sentences with a capital letter and a full stop.</p> <p>Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns.</p> <p>Use lower-case letters when there is no reason to use capital letters.</p> <p>Write the letters of the alphabet in sequence and in both upper and lower case.</p> | <p>Use class displays, prompt cards and bookmarks to remind students of basic punctuation rules.</p> <p>Support understanding of formal/informal communication and language. Model the difference between "text talk" and formal sentence structure.</p> <p>Use games and adult modelled activities that embed understanding of sentence structure.</p> <p>Use sequencing and sorting activities that develop proficiency in understanding alphabetical sequence.</p> <p>Provide regular activities that support students in practising correct letter formation and pencil control.</p> |



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| | <p>Spell correctly words designated for Entry Level 1 https://www.gov.uk/government/publications/functional-skills-subject-content-english</p> | <p>Support students to use a multiply layered approach to spelling new words e.g. phonics plus whole word recognition and mnemonics.</p> <p>Use a small white board to model and decode words for the student.</p> <p>Create a key word book or bank for a students.</p> <p>Use games and sequencing activities to support the learning of high frequency words.</p> <p>Create subject specific sentences with connective words missing.</p> |
| AREA | LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES |
| WRITING AND COMPOSITION | <p>Communicate information in words, phrases and simple sentences</p> | <p>Use the “colourful semantics” model to support understanding of single clause sentence structure.</p> <p>Learner should practise creating different types of texts. These could include short, simple messages.</p> <p>Focus on functional writing which supports the learner ability to convey meaning e.g. a simple recipe or instructions for a game.</p> <p>Encourage the use of technology to support independent writing. These could include Clicker, predictive text software and audio note taking and speech recognition programmes.</p> |



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

A student at this level would typically: be able to write short and straightforward letters, emails and simple narratives. They can demonstrate an improving grasp of spelling, punctuation and grammar.

| AREA | LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES |
|--|--|---|
| SPELLING, PUNCTUATION AND GRAMMAR | <p>Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks).</p> <p>Form regular plurals.</p> <p>Use the first and second letters to sequence words in alphabetical order.</p> | <p>Use a range of texts to support understanding of punctuation. Play scripts or comic strips to embed understanding of speech marks.</p> <p>Use software to support independent writing. Scanning pens to support reading text plus checking spelling</p> <p>Touch typing courses or apps</p> <p>Offer a range of possible options for presenting work which help to develop IT skills</p> <p>Use physical movements as a prompt for punctuation rules e.g. Kung Fu punctuation.</p> |



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| | <p>Spell correctly words designated for Entry Level 2 https://www.gov.uk/government/publications/functional-skills-subject-content-english</p> | <p>Use the “synonyms” function in Microsoft Word to check meaning and support spelling. This can be accessed when you double click on a word.</p> |
|-------------------------|---|--|
| AREA | LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES |
| WRITING AND COMPOSITION | <p>Communicate information using words and phrases appropriate to audience and purpose.</p> <p>Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth).</p> <p>Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses.</p> <p>Use adjectives and simple linking words in the appropriate way</p> | <p>Support the learner to draw on their knowledge and experience of texts in deciding and planning what and how to write. Create word banks or mats around a subject.</p> <p>Use writing frames, timelines and visuals to maintain consistency in their writing, particularly around person and tense. Also use the planning documents to establish clear sections/structure in their writing.</p> <p>Use games to practise punctuation and sentence structure</p> <p>Examples, “But” jigsaw- students has to join two sections together to create whole sentence e.g. Gemma wanted to buy a new top <i>but</i> she had no pocket money left.</p> <p>Encourage the learner to make adventurous word and language choices appropriate to the style and purpose of the text. . Use words in different contexts. Use own social and contextual understanding.</p> |



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

A student at this level would typically: be able to write straightforward narratives, instructions, explanations and reports; effectively conveying information and intention. They should be able to demonstrate a sound grasp of basic spelling, punctuation and grammar, and be able to show increasing understanding of more complex punctuation and grammar.

| AREA | LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES |
|--|--|--|
| SPELLING, PUNCTUATION AND GRAMMAR | Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas) Form irregular plurals Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) | Use individual spelling books to record key words and high frequency words that the students find difficult to remember. Use prompt card or laminated bookmark spelling rules etc. to remind students. Develop a range of personal strategies for learning new and irregular words. Mnemonics are often a good way to remember these tricky words e.g. Said-Silly ants in dresses. |



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| | <p>Use the first, second and third place letters to sequence words in alphabetical order</p> <p>Spell correctly words designated for Entry Level 3 https://www.gov.uk/government/publications/functional-skills-subject-content-english</p> | <p>Learn homonyms and homophones using the same technique e.g. You hear with your ears, here is a place like where and there.</p> <p>Writing letters, filling in forms, writing own address, writing an email.</p> <p>Write a weekly or daily diary which summarises the day/week events/learning. This could be completed at the end of the day with TA. This is also a good opportunity for students to develop their speaking and listening skills.</p> <p>The understanding command words or statements can be developed by creating and following instructions.</p> <p>Create timelines or mind maps to plan and structure writing.</p> <p>Play scripts to understand speech marks. Model this through drama activities.</p> <p>Encourage the student to read aloud their writing as a way of checking meaning, flow and punctuation.</p> |
|-------------------------|--|--|
| AREA | LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES |
| WRITING AND COMPOSITION | <p>Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task).</p> <p>Write text of an appropriate level of detail and of appropriate length (including where this is specified).</p> | <p>Before beginning a piece of writing support the learner to make decisions about the form and purpose of the text. Jointly identify success criteria and support them to use them to evaluate their own and others writing.</p> <p>Use writing frames, symbols, comic strips or photographs to support creating a beginning, middle and end to written narratives in which events are sequenced logically and conflicts resolved.</p> |



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| | <p>Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points.</p> <p>Write in compound sentences and paragraphs where appropriate.</p> <p>Use language appropriate for purpose and audience.</p> | <p>Use word mats, writing frames, displays and keyword notes books to support the use a range of technical and descriptive vocabulary.</p> <p>Encourage experimenting with layout, format graphics and illustrations for different purposes</p> <p>Use settings and characterization to engage readers' interest but be conscious of students with ASD becoming over focused on their special interests. Use these as a motivator but set rules about staying on task and number of references.</p> <p>Use drama activities and role play to develop imagination and to increase use of language to create emphasis, humour, atmosphere or suspense.</p> <p>When creating a piece of text use a planning document to agree content and focus. This is useful for maintaining students focus and ensuring that they are not distracted by their own specialist interests</p> <p>Use photographs to prompt imagination and creative writing</p> <p>Use pictures, comic strip or key words to plan structure of the narrative</p> <p>Use newspaper, magazine and webpage layouts to explore different text formats.</p> <p>Encourage students to draw a picture of a character or setting to help develop ideas. Label picture to develop descriptive language.</p> <p>Use activities that involve ordering paragraphs or sentences into correct order.</p> <p>Use a "tell me more" board to support the use of adjectives to develop communicate ideas and opinions.</p> |
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