

Glyne Gap School Functional Literacy Assessment

Guidance for staff

Context

- The purpose of functional literacy for our pupils at Glyne Gap School is develop knowledge and skills that will prepare them for their future lives, to enable them to gain as much independence as possible.
- This assessment tool is not designed as a bridge to lead into the National Curriculum and the programmes of study for English reading and writing because by the nature of our pupils' severe, profound and multiple learning (including cognitive) disabilities they will not be able to achieve national standards in these areas at the age appropriate key stage.
- The Glyne Gap Assessment (GGA) for Functional Literacy is not a curriculum but it will provide guidance for planning and enable more accurate assessment of pupils' progress in the area of literacy through developing functional skills.
- Every Functional Literacy level has been cross referenced with other Glyne Gap subject assessments e.g. Personal Autonomy, Communication, etc. to give consistency of expectations across the levels as far as is possible. (There are some anomalies with ICT as technology has moved on since that was last updated)
- All p scales 5-8 were withdrawn at the end of July 2018 and therefore will no longer be used for assessment. All our assessments will now be called Glyne Gap Assessments (GGA) and will have levels 1-17 incorporating the old P levels 1-4.

Organisation of the GGA for Functional Literacy

- The GGA for Functional Literacy currently starts at level 1 and continues up to level 17 (previously approximately level 2A). (See Conversion Chart)
- Levels 1-6 may be revised and reissued next year once the DfES Engagement Profile Pilot has been completed this year 2018-19 and new guidance and statutory has been issued for 2019-20. Until then please use levels 1-6 (which were the old Glyne Gap Expanded p- scales p1i- p3ii for Reading and Writing amalgamated together).
- For **Levels 1-6** there are no separate strands
- For **Levels 7 - 10** it is divided into 4 strands:
 - ❖ **Independence and Organisational Skills**
 - ❖ **Leisure**
 - ❖ **Mechanics of Reading and Writing**
 - ❖ **Core Vocabulary**
- For **Levels 11-17** it is also divided into strands but the mechanics of reading is replaced by independent living:
 - ❖ **Independence and Organisational Skills**
 - ❖ **Leisure**
 - ❖ **Independent Living**
 - ❖ **Core Vocabulary**

How the assessment tool works

Core Vocabulary

- From level 7 within the strand of core vocabulary there is specific functional **core vocabulary written in bold** taken from the Glyne Gap core vocabulary which will need to be systematically taught to read at each level and **forms part of the level assessment**.
- There is also space to write examples of additional symbols/words that the pupils can read linked to specific aspects within the level such as timetable, activities, places, play and leisure. This additional vocabulary does not form part of the assessment for the level.
- For levels 12-17 core vocabulary is linked to independence and organisational skills out in the community and may include vocabulary personal to the pupils' interests etc.

Mechanics of Reading and Writing

- The Mechanics of Reading and Writing Strand is only present within levels 7-10. It has been written to help pupils develop early reading skills and to begin to use strategies to decode words.
- For levels 7, 8 and 9 the Mechanics of reading and Writing stand will be assessed as part of the overall level as is usual.

End of Key Stages 1 and 2 (years 2 and 6) statutory assessment

- We continue to have a statutory duty to assess and report Teacher Assessment data for English (and mathematics) for pupils at the end of key stages 1 and 2 (or pupils in year 2 and year 6) to the DfES and parents.
- A simple way to collect this data using the new Pre-Key Stage Standards is included in this assessment, which can be found in the bottom box on the right hand side under the core vocabulary strand.
- For levels 7, 8 and 9 assess and date these Pre-Key Stage Standard statements as usual and they will form part of the overall level assessment.

Level 10 Assessment

- **At this level you will be assessing pupils to decide:**

1) will they move straight onto level 11 which has been written keeping in mind the skill of functional independence vs actual reading e.g. you are able to follow an onscreen menu (self-service payment) without being able to actually read the text, as you learn the routine.

Or

- 2) if they have the potential to learn further strategies to develop more specialised literacy skills including reading with understanding and potentially writing in addition to continuing through the GGA for Functional Literacy

This is done by assessing the strand Mechanics of Reading and Writing together with the NC standard 2 for language comprehension reading and writing creating a percentage see flow chart.

Level 10 Assessment Flow chart

Independence and Organisational Skills, Leisure and Core Vocabulary

Mechanics of Reading and Writing and NC Standard 2 for Language Comprehension Reading and Writing

Less than 80% achieved

More than 80% achieved

More than 80% achieved

Less than 80% achieved

Continue working on GGA Level 10

GGA Level 10 has been achieved move onto GGA level 11

More than 80% achieved, tick YES box and move on to new Development of Reading and Writing Programme

Continue working on GGA Level 10

Review Mechanics of Reading and Writing Assessment and NC Standard 2 for Language Comprehension Reading and Writing

More than 80% achieved, tick YES box and move on to new Development of Reading and Writing Programme in addition to GGA Level 11

Less than 80% achieved, tick No box and just move on to GGA Level 11

Teaching

Tips

- Generally pupils who are PECS/AAC users are systematically taught the written/visual vocabulary as they are using symbolised communication methods. Pupils who are verbal are generally not systematically taught written/visual vocabulary in the same way.
- All pupils (including verbal) will need to have the same systematic teaching to learn the symbols/words and develop their vocabulary. Techniques such as teaching a sign and symbol of the week and having them on display which refers to the core vocabulary will provide opportunities for the whole class to learn.
- To ensure that pupils are not learning a routine rather than the word, teach the symbols/words in a range of contexts e.g. can the pupils read the symbol 'soft play' and go to it from the classroom? Can they also read it and go to there from different locations such as the hall or the office?
- Pupils recognise/know 'bus' symbol on a timetable at the end of the day, can they read it when shown out of context or identify it from a choice of symbols?
- The symbols for different leisure skills will need to be introduced and their meaning specifically taught before pupils can use them to make purposeful choices.
- After symbols/words are learned in the classroom context, check that words/symbols particularly in Levels 11 and 12 can be read/written in different formats and contexts, e.g. ladies, gents, toilet etc.
- The reading material referred to will need to be age appropriate for your pupils e.g. seniors magazines, juniors comics, infants picture books.
- Resources may need to be generated/adapted for pupils in your class to be reading specific to enable pupils to develop new functional literacy skills e.g. checklists using different steps, laminated names/days to choose from to complete outing forms, e.g. level 11 refers to copying names.
- **When using the GGA for Functional Literacy you are assessing the pupil's ability to read symbols/words including core vocabulary, not their understanding of the spoken word.** Remember the understanding of the spoken word is assessed under listening assessment. Therefore you will need to provide opportunities for the pupil to read the symbol/word in a context without any spoken language.

P Previous assessment N Glyne Gap Expanded P scales	New Glyne Gap Assessment (GGA) levels	Key features
P1i	GGA Level 1	<i>The previous Glyne Gap Expanded P scales for reading and writing have been Incorporated into the Communication and Language assessments.</i>
P1ii	GGA Level 2	
P2i	GGA Level 3	
P2ii	GGA Level 4	
P3i	GGA Level 5	
P3ii	GGA Level 6	
P4	GGA Level 7	<ul style="list-style-type: none"> Reference to photo/ symbol/word
P5	GGA Level 8	<i>R</i> Reference to NC end of key stage (year 2 & 6) statutory assessment- Standard 1 Language comprehension <ul style="list-style-type: none"> Reference to photo/ symbol/word
P6	GGA Level 9	<i>6)</i> Reference to NC end of key stage (year 2 & 6) statutory assessment-Standard 1 Language comprehension and reading/Standard 1 Writing <ul style="list-style-type: none"> Reference to photos/ symbol/word
P7	GGA Level 10	<i>&</i> Reference to NC end of key stage (year 2 & 6) statutory assessment-Standard 2 Language comprehension and reading/Standard 2 Writing <ul style="list-style-type: none"> Reference to symbol/word
P8	GGA Level 11	
Level 1C	GGA Level 12	
Level 1B	GGA Level 13	
Level 1A	GGA Level 14	
Level 2C	GGA Level 15	
Level 2B	GGA Level 16	
Level 2A	GGA Level 17	

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