

Functional Literacy

Rationale

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.

“The National Curriculum for English reflects the importance of spoken language in pupils’ development across the whole curriculum- cognitively, socially and linguistically. The document goes on to say that ‘spoken language underpins the development of reading and writing’ it therefore should not be seen as a separate subject but as an integral pre-cursor to “literacy”.

The New National Curriculum (2014) does not contain a definition of literacy, however the English framework divides ‘literacy and language’ into three sections; spoken language, reading and writing and vocabulary development.

The Department of Education does not contain a definition of literacy as schools are free to develop their own literacy practice around statutory requirements.

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.

However, we have endeavoured to ensure that all elements of content of the programmes of study for English, reading and writing years 1 and 2 that can be broken down into smaller steps of learning that are meaningful and functional for pupils have been included.

Communication is assessed separately using the school assessment tool which covers both elements of speaking and listening.

When working at an appropriate level pupils will be assessed at the end of key stages 1 and 2 using the new pre-key stage standards due for implementation in 2018-2019.

There may be a small number of more able pupils who show a potential to develop formal reading skills, these pupils are likely to be identified whilst working within or having achieved the school assessment level 7 in functional literacy and will then follow a/the supplementary reading assessment alongside the school functional literacy assessment.