



14-19 - Foundation Learning
Curriculum Intent & Rationale
Orange Class



Literacy

Improving our pupils' literacy is essential to improve their life prospects.

We recognise that reading can take a variety of contexts and may not always involve verbal speech. Recognising logos, matching letters and words all fall under the heading of reading.

Reading skills are taught through phonics, guided and whole class reading, comprehension and shared reading across the curriculum. One of our main priorities is to encourage our children to read for pleasure. While we use phonics we also recognise and note research states learning has to be tailored to the needs of the individual pupils so some pupils will receive more support with the recognition of word orthographies (Ise & Schulte-Korne, 2010; O'Brien et al., 2011).

We use a variety of appropriate packages including Read, Write inc. and Lexia Power Up to support pupils' progress in reading. Our aim is to move them towards automaticity. Research shows Lexia helps improve the reading gap for more than 50% of those surveyed. We often combine the use of phonics and 'real books' in varying degrees based on the pupils' capacity and levels of engagement. Though this approach may typically be seen as mutually exclusive research highlights this approach as particularly impactful for raising reading, writing and spelling attainment (Solity, J.E. & Vousden, J. (2009) Real Books and Reading Schemes: A perspective from Instructional Psychology. Educational Psychology, 29, 4, 469-511).

Students learn in a variety of contexts, every element of their learning experience is intended to prepare students to be complete the Functional Skills examinations from Entry Level 1 to Level 2. The general focus for all students should be to develop their independence at all levels.

Students have the opportunity to take part in weekly work experience and life skills trips into the community, which further reinforce the skills they learn in a classroom based setting.



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Our pupils are supported to access various accreditation such as ELCs, Functional Skills and GCSEs as appropriate to their abilities and intentions moving forward.