Literacy and Numeracy for Learning and Life
Literacy Session 2
Moderate General Learning Disability
Communication and Language Seminar Outline

1. Overview
2. Challenges
3. Assessment
4. Strategies / Interventions
Link Teacher

Leading Literacy Core Team
Support & CPD
Raising Awareness & Understanding
SSE
Assessment
Literacy
Resource Building
Communication
Collaboration
Teaching
Handout - Reflection
Literacy and Numeracy for Learning for Life

Definition of Literacy

Literacy includes the capacity to read, understand and critically appreciate various forms of communication including spoken language, printed text, broadcast media, and digital media.

*Literacy & Numeracy for Learning and Life* 2011, p.
Skill in oral language a developmental pre-cursor to reading acquisition

Planned language learning experiences can enrich vocabulary
The Cognitive Foundations of Learning to Read: A Framework

The Cognitive Foundations of Learning to Read: A Framework

1. **big picture understanding**

2. **good assessment**

3. **focused and purposeful interventions**

Handout 2: Framework
What do we mean when we talk about communication and language?

How do we communicate?

What does communication look like in your school?
Communication is the exchange of ideas, information, thoughts and feelings.
Importance of Communication

• Crucially important for social and emotional development
• Gives control over social and emotional world – to relate to others
• Underpins the development of friendships, negotiating the world
• Words are knowledge – every new word learned is a concept learned. Words become a tool for thinking.
• Important for learning and being able to access the curriculum
Channels of Communication
What are the challenges for your students?
Communication Process

Intention
Idea
Message

Sender Encoding

Behaviour

Receiver Decoding

Acknowledge
React
Respond

Special Education Support Service
Stop and Think..

Communication

Collaboration

Assessment

Literacy

SSE

Support & CPD

Resource Building

Raising Awareness & Understanding

Learning

Teaching

Handout - Reflection
Ensure that schools prioritise the tracking, assessment and analysis of the achievement of students with special educational needs as part of the school’s self-evaluation and improvement process.
‘If I had to reduce all of educational psychology to just one principle I would say this: the most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly.’

A Continuum of Assessment Methods
Assessment in the Primary School Curriculum NCCA Continuum of Methods

- Concept Mapping
- Questioning
- Teacher Observation
- Teacher designed tasks and tests
- Standardised Assessment
- Portfolio Assessment
- Conferencing
- Self-Assessment

STUDENT

Student leads the assessment
Teacher leads the assessment
Assessment
Communication and Language

What assessment procedures are used in your school?

What assessment tests have you found useful?

What other type of assessment information do you gather?

Activity: Discuss Handout
Key to Assessment

What do I already know

What do I need to find out?

Will the assessment add to your knowledge and understanding of what to do next?
Assessment: Formal

- Standardised Norm Referenced Tests
- Criterion-Referenced Assessment
- Diagnostic Testing

Glossary of Terms used in Assessment – www.sess.ie
Formal Language Assessments
Derbyshire Language Scheme

www.derbyshire-language-scheme.co.uk
A revised edition of the UK's leading vocabulary assessment for standard English.

GL Assessment's leading vocabulary assessment for standard English, the *British Picture Vocabulary Scale: Third Edition* (BPVS3), can play an important role in assessing a child’s receptive (hearing) vocabulary, from as young as 3 years right up to 16 years of age. Its simple, appealing format and ease of administration belies the significance of the assessment and how it can help identify any delay in vocabulary development, even before children are in full time education.

*BPVS3* is a one-to-one test that assesses a child’s receptive vocabulary: for each question, the teacher says a word and the pupil responds by selecting a picture from four options that best illustrates the word’s meaning.

As no reading is required, *BPVS3* can be used to assess language development in non-readers and especially pupils with expressive language impairments. Because no spoken response is required, the assessment may be administered to pupils with autism and other related communication difficulties or those with English as an Additional Language (EAL). To help with administration to pupils who may be colour blind the illustrations have black outlines and the colours are vivid.

gla.gl-education.com/.../british-picture-vocabulary-scale-third-edition
New Reynell Developmental Language Scales

http://www.gl-assessment.co.uk/products/new-reynell-developmental-language-scales
Assessment of Comprehension and Language

http://www.gl-assessment.co.uk/products/assessment-comprehension-and-expression-6-11
ASD

PEP – 3

VB-MAPP

ABLLS-R
The Pragmatics Profile

www.edit.wmin.ac.uk/psychology/pp/children.htm
Communication Matrix

http://www.communicationmatrix.org/
Routes for Learning

www.education.gov.uk/complexneeds/modules
Using the Curriculum

Guidelines for Teachers of Students with General Learning Disabilities

Communication and Language
Guidelines for Teachers of Students with MODERATE General Learning Disabilities

www.ncca.ie
Performance Scales – P Scales

Literacy Skills

• Reading
  - Diagnostic Reading Analysis
  - York Assessment of Reading for Comprehension
  - Neale Analysis of Reading Ability
Literacy

- **Phonological Skills**
  - Sound Linkage
  - Phonological Awareness Profile
  - Phonological Abilities Test
  - South Tyneside Assessment of Phonology (STAP)

- **Spelling**
  - Diagnostic Spelling Tests 1–3
  - Graded Word Spelling Test
## Analytical Assessment of Deaf Children’s Writing

### Time: ____________________________  Class: ____________

### Date: ____________________________

#### Does the child . . . ?

1. **Include spaces between groups of alphabetical letters to resemble words?**
   - No evidence (rakfl eosanch Fevkdsormbir)
   - Beginning to (evident once, e.g. wmsm amsdmri)
   - Sometimes (evident two or three times)
   - Mostly (evidence present under most pictures)
   - Systematically and correctly (all writing resembles words)

2. **Put words in subject–verb order (e.g. ‘mum put’ or ‘boy go’)?**
   - No evidence
   - Beginning to (evident once)
   - Sometimes (evident two or three times)
   - Mostly (evidence present under most pictures)
   - Systematically; may have one or two errors (appropriate subject–verb order)

3. **Form noun and verb phrases (e.g. ‘clothes in car’ or ‘going holiday’)?**
   - No evidence (uses isolated words, not forming noun or verb phrases)
   - Beginning to (evident once)
   - Sometimes (evident two or three times)
   - Often (at least three-quarters of text shows some connection)
   - Systematically; may have one or two isolated words (appropriate noun–verb phrases)

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www.education.ox.ac.uk/ndcs/
Assessment Workshop
Stop and Think.

- Leading Literacy Core Team
- Support & CPD
- Raising Awareness & Understanding
- Collaboration
- Communication
- Assessment
- SSE
- Literacy
- Resource Building
- Handout - Reflection
- Teaching
Key Messages

• The link teacher for literacy is a facilitator of change for improvement

• A number of key components inform the planning, teaching and assessment of literacy in the context of your school.