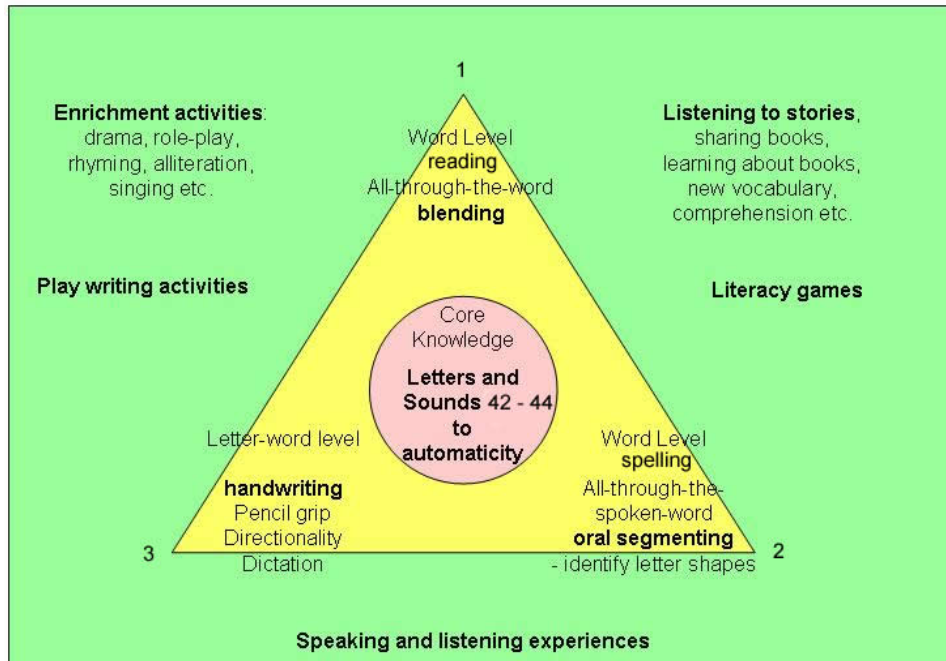


Teaching Models for STAGE ONE and STAGE TWO

The communication, language and literacy curriculum (reception/special needs)



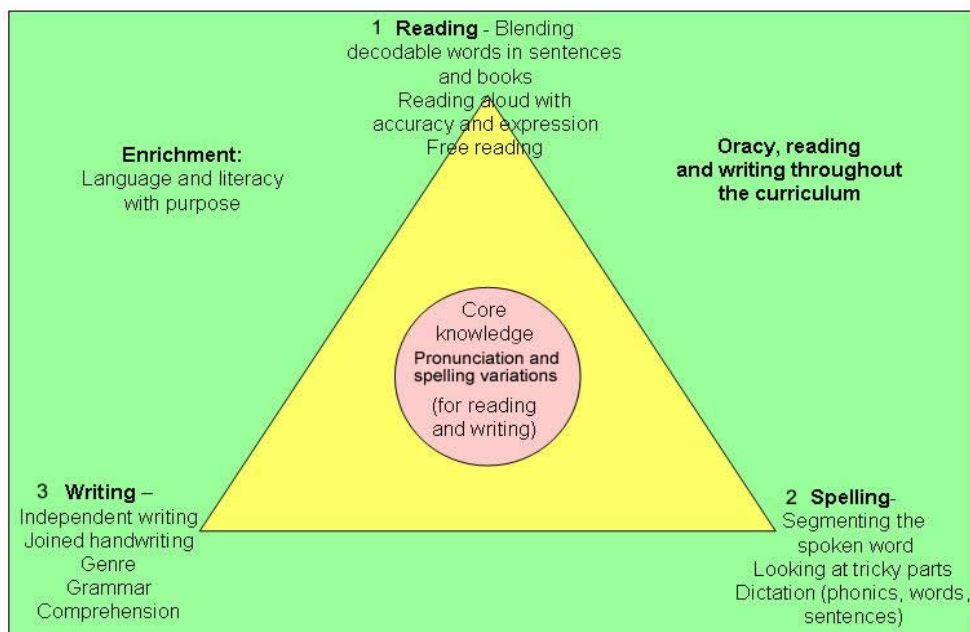
© Debbie Hepplewhite 2005

Timescale: up to one term – keep revising

11

STAGE ONE - The teacher identifies precise learning intentions for teaching the simple alphabetic code. This includes teaching the **core knowledge** of 42 - 44 letter/s-sound correspondences and the **three skills** of; 1) blending for reading, 2) segmenting for spelling and 3) handwriting. In addition, an enriched literacy curriculum is provided.

Progression



© Debbie Hepplewhite 2005

Timescale: one year – ongoing through KS1 and KS2

12

STAGE TWO - With progression to the complex code of the pronunciation and spelling variations, the pupils can increasingly apply their basic literacy knowledge and skills to the wider curriculum. A pupil may have the intellect of his/her peers but the alphabetic code knowledge and skills at, or less than, the simple code level. Teachers need to identify the individual pupil's level of code knowledge and three skills and provide additional teaching as appropriate whilst also addressing the intellectual needs of the pupil.