



NCCA

An Chomhairle Náisiúnta
Curriculum agus Measúnachta
National Council for
Curriculum and Assessment

Senior Cycle Level 1 Learning Programme: Communication and Literacy Curriculum area and modules

For consultation

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Introduction

The Senior Cycle Level 1 Learning Programme (SCL1LP) consists of a range of curriculum areas, each designed on a modular basis. There are six curriculum areas at the heart of the SCL1LP: Numeracy; Communication and Literacy; Personal Care; Being Part of the Community; Music and the Arts; and, Being Active.

The curriculum area of Communication and Literacy consists of three modules. It is designed for a minimum of 180 hours of teaching time/class contact time over two years. Each module is designed for approximately 60 hours of teaching time/class contact time.

Module title	Recommended hours per module
Exploring Communication	60
Communicating with others	60
Exploring Expression	60

Rationale

Communication is an umbrella term for all forms of receiving and expressing information including text,¹ symbols and visuals. Communication underpins all learning and enables students to interact with others and make sense of their world. It is very important for the purpose of living more independently. It is also inextricably linked to student wellbeing, happiness and self-esteem.

Communication focuses on connecting with others through text, listening, oral and written language, and other sign systems such as mathematics, art, sound, pictures, Braille and sign language. Literacy focuses on reading, writing and the process of constructing meaning from text.

The development of students' communication and literacy contributes to the development of key competencies in senior cycle and vice-versa. When this happens, all learning across senior cycle is supported and the development of important life skills that are essential to student independence are promoted. Students stand to benefit in many ways as they progress in their learning pathways and transition to life beyond school.

Continuity and progression

This curriculum area is designed to consolidate and progress communication and literacy skills and knowledge that students developed in junior cycle. This curriculum area is structured to provide continuity from the Level 1 Communication, Language and Literacy Priority Learning Unit (PLU) at junior cycle in order to enhance, progress and deepen learning in senior cycle. This helps to provide a continuous learning experience for students as they add to their competence in communication and literacy throughout senior cycle. It is important to make connections to prior learning at junior cycle and also to other senior cycle modules. This helps to reinforce and progress students' learning, and enable them to develop a sense of achievement and confidence in their learning.

Teaching and learning

Students will need to be supported in their individual, preferred way of communicating. While students should experience many modes of communication, they should be enabled to

¹ Text refers to all modes of communication such as oral, gesture, sign, written, visual, electronic and digital means.

communicate in ways that are most appropriate to them, to build upon their communicative ability. Supports may include augmentative and alternative communication aids (AAC) such as embossed symbols, writing devices, electronic devices, visual and object cues.

Module: Exploring Communication

Module descriptor

Students will be supported as they demonstrate an awareness of, and react to, their environment, people and varying activities.

Students learn about	Students should be able to
<p>Communication</p> <p>Identifying and expressing their wants and preferences while also identifying personal functions and needs in ways that are dignified and pro-social.</p>	<ul style="list-style-type: none">a. Demonstrate awareness of sensory stimuli in the learning environmentb. Interact with familiar and unfamiliar people in their environmentc. Respond to verbal and nonverbal cues relating to familiar communicative routinesd. Respond to familiar questions and statementse. Express contentment, happiness, sadness or upsetf. Communicate with a communicative partner by using devices or other communicative meansg. Communicate own interests, preferences, choices or opinionsh. Communicate needsi. Communicate to ask questionsj. Demonstrate an understanding of the use of gestures, tone and volume of vocalisationsk. Maintain patterns of attending to stimuli, sensory stimuli, people and activities in their environmentl. Show signs of anticipation and prediction to familiar activity when presented with stimuli and sensory stimuli.

Module: Communicating with others

Module descriptor

Student agency is promoted and nurtured in this module through increasing engagement with others and the student's environments.

Students learn about	Students should be able to
<p>Communicating with others</p> <p>Demonstrating preferences, choice and the ability to follow instructions in a variety of interactions and settings.</p>	<ul style="list-style-type: none">a. Demonstrate choice to preferred activities and/or objectsb. Request repetition, change of objects, activityc. Participate in turn taking with othersd. Engage in a range of interactions and exchanges with others including in playe. Respond to increased use of words and vocabulary, spoken and in textf. Show signs of engagement and enjoyment to a text being sharedg. Demonstrate recognition of some familiar words, symbols, visuals, signs and objects of referenceh. Independently or with support, follow simple instructions, verbal and non-verbal.

Module: Exploring Expression

Module descriptor

The promotion of self-expression is supported here using text, symbols, pictures, visuals and music. Students identify, interact and explore various forms of text, symbols, visuals and sounds while also engaging and interacting with different materials or instruments across a range of domains.

Students learn about	Students should be able to
<p>Expression</p> <p>Students engage with important letters and words personal to the student such as their initials or names. Students are active participants in their own work and learning,</p>	<ol style="list-style-type: none">a. Engage with the mechanics of creating a text, appropriate to the studentb. Indicate enjoyment or dislike while creating an appropriate form of text, verbally or non-verballyc. Use a variety of materials and surfaces for creating textsd. Indicate or choose a material to create texte. Indicate verbally or non-verbally the understanding that texts, symbols, visuals and music carry meaningf. Show understanding of the left to right and top to bottom orientation of written text and page turningg. Indicate awareness of important and familiar letters, words, sounds, music, smells or tastesh. Engage with the creation of letters of personal importancei. Progressively use signs, symbols or text to share experiences, thoughts, opinions, preferences with othersj. Demonstrate an ability to engage with the process of drawing with some level of control and direction.

