

EXPLORE PROGRAMME

Empowering e**X**ploratory **P**aths and **L**earning
Opportunities by **R**edefining **E**ducation

MISSION

Equity in Education using Innovative Teaching and Learning

VISION

Creating Inclusive Education for Those who Think and Learn Differently



INTRODUCTION

The **EXPLORE programme**, which stands for **Empowering eXploratory Paths and Learning Opportunities by Redefining Education**, is thoughtfully designed to support students who benefit from a more tailored approach to accessing the standard curriculum at their grade level. This innovative initiative adopts a profoundly personalised approach, tailoring the curriculum to harmonise with the distinct learning profiles of participating students. The **EXPLORE programme** focuses on creating an engaging and supportive learning environment where each child's unique developmental needs are recognized and nurtured. The programme introduces key concepts in literacy and mathematics at an ability-appropriate level, ensuring that students build a strong academic foundation while enjoying the process of learning.

Essential Literacy and Mathematics is structured across **five levels** to support the progressive development of foundational and functional skills. Levels 1 and 2 serve as the foundational and bridging stages, helping students strengthen core skills and reinforce fundamental concepts introduced in the Young Explorers Programme. As students progress to Level 3 and beyond, they build upon this foundation, deepening their understanding and applying key concepts with increasing confidence. Each level is designed to provide appropriate challenges and opportunities for students to demonstrate their learning throughout their journey in the **EXPLORE programme**.

In addition to academics, the **EXPLORE programme** integrates a holistic **Exploration and Life Skills** component that incorporates **Executive Functioning Skills**, which includes Occupational Therapy (OT) and Speech and Language Therapy (SLT), and Social and Emotional Learning (SEL). This comprehensive approach supports the development of interpersonal skills, fostering a sense of collaboration, empathy, and inclusivity among peers.

Progression Pathway

	Young Explorers Pathway (YEP)		EXPLORE										
Year	1	2	3	4	5	6	7	8	9	10	11	12	13
Level	A	B	1		2		3		3*	4		5	

Checkpoint 1

Checkpoint 2

Checkpoint 3

Checkpoint 4

EXPLORE Level 1 & 2

Year 3 (age 7-8)	Year 4 (age 8-9)	Year 5 (age 9-10)	Year 6 (age 10-11)
Level 1		Level 2	

EXPLORE Level 3

Year 7 (age 11-12)	Year 8 (age 12-13)
Level 3	

EXPLORE Level 3 (Express)

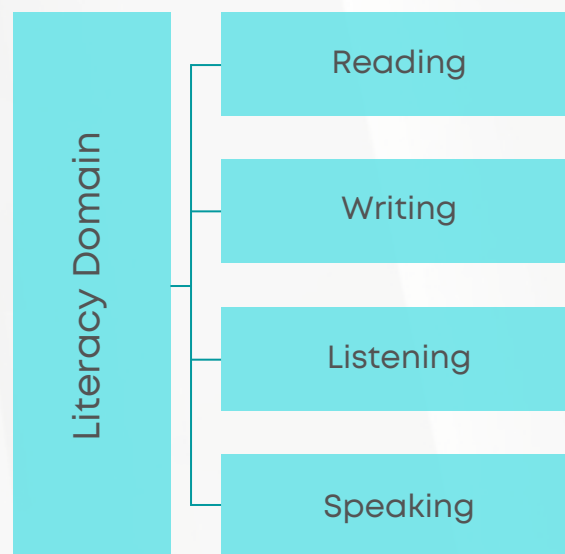
Year 9 (age 13-14)
Level 3*
*Level 3 includes an additional Level 3 Express, totaling 3 years

EXPLORE Level 4 & 5

Year 10 (age 14-15)	Year 11 (age 15-16)	Year 12 (age 16-17)	Year 13 (age 17-18)
Level 4		Level 4	

ESSENTIAL LITERACY

The **EXPLORE Essential Literacy** goes beyond basic reading and writing skills. It equips students with the ability to effectively use literacy skills in real-life situations, such as understanding and interpreting texts, communicating ideas clearly, and engaging in meaningful conversations. Here at The Winstedt School, we prioritise functional literacy to ensure that our students can confidently navigate the complexities of the modern world.



PHONOLOGY AND SPELLING

Students at The Winstedt School are introduced to phonology at the offset taught via synthetic phonics. For our EXPLORE Programme, we aim to cultivate a love of reading through a structured and multisensory approach, focusing on essential literacy skills such as decoding, phonemic awareness, and blending. Our method is designed to break down words into sounds, recognize patterns, and blend these sounds together, building a strong foundation in reading. We understand that every student learns differently, so we adapt our teaching to meet individual learning styles, including whole-body engagement. By incorporating movement, tactile experiences, and visual aids, students can engage with reading on multiple levels, making the process more dynamic and effective. This personalized, hands-on approach not only strengthens literacy skills but also instills confidence, ensuring students develop the tools and passion for lifelong reading success.

Reading

In our EXPLORE Programme, reading is not only about fluency and expression but also about fostering reading for understanding. In the post-COVID landscape, many young readers have developed the ability to read fluently, yet struggle with fully comprehending the text. Our literacy goals focus on strengthening comprehension through systematic instruction, beginning with foundational skills and progressively building toward more complex comprehension strategies. Throughout their progress, students continually revisit and reinforce the skills they've learned to ensure long-term mastery.

Key components of comprehension include the use of contextual clues to make sense of unfamiliar words, and the development of a robust vocabulary. Expanding vocabulary is critical, as it enables students to access a wider range of texts and enhances their overall understanding. We focus on teaching vocabulary in context, helping students grasp not only the meanings of individual words but also how they contribute to the meaning of sentences and passages. This layered approach to reading ensures that students are equipped with the skills necessary to engage deeply with a variety of texts as they advance through the programme.

Language Structure

Language Structure is central to developing students' understanding of grammar and sentence mechanics. In the EXPLORE Programme, students are introduced to the fundamental components of language, such as word classes (nouns, verbs, adjectives), sentence structure, and syntax, which help them form basic sentences. Additionally, the proper use of punctuation is emphasized throughout the course, as it is essential for literacy development. Through these foundational elements, students build the skills necessary to communicate effectively in both written and spoken language.

Writing

Writing in the EXPLORE Programme encompasses two critical components: penmanship and writing for communication. Both are vital to building literacy skills and fostering a comprehensive approach to written expression. For penmanship component, our team of occupational therapists (OT) integrate activities and sessions within the curriculum to ensure that every student develops a strong foundation in the mechanics of handwriting. Penmanship is more than just legibility—it is about developing fine motor control, eye-hand coordination, bilateral hand use and postural stability, all of which are essential for efficient writing. Through individualized screenings and group interventions, our OT help students develop:

- **Proper pencil grip and hand positioning** to improve control and reduce fatigue.

- **Correct letter formation** and consistency in size, spacing, and alignment, ensuring written work is both legible and organized.
- **Endurance for writing tasks**, fostering the ability to write comfortably over extended periods without experiencing discomfort or loss of quality in their handwriting.
- **Awareness of writing pressure**, allowing students to write with appropriate force, which minimizes smudging or light, difficult-to-read text.

The goal is to nurture a solid motor foundation, ensuring that handwriting becomes an automatic skill, freeing cognitive resources for higher-level writing tasks.

Writing extends beyond mechanical accuracy to include the ability to express thoughts, ideas, and information clearly. Within the EXPLORE Programme, we take an expert and holistic approach to meaningful communication in all forms. Speech and Language Therapy (SLT) focuses on speaking and listening skills as a foundation for functional communication. At the same time, we support the integrative use of these skills within a written task.

Our integrated approach incorporates the expertise of both speech and language therapist (SLT) and occupational therapists (OT) to address the following:

- **Planning and organisation** of ideas, helping students structure their ideas logically and cohesively.
- **Sentence construction** and **grammar skills**, ensuring that students can convey their messages effectively.
- **Vocabulary development** to enhance clarity and precision in written communication.
- **Expressive fluency**, which involves expressing written ideas with appropriate speed while maintaining legibility and coherence.

Through a combination of expertise and language instruction, we aim to develop not only students' ability to write legibly but also their capacity to communicate effectively in both academic and real-world contexts.

Listening

While the majority of students are able to hear what is being said clearly, the ability to listen and process what is being said is a skill. Teachers together with our team of SLTs have merged attaining these skills throughout the literacy curriculum.

Within the EXPLORE Programme, the therapy team focuses on developing essential listening skills that set a strong foundation for academic and social learning.

Through collaboration with teachers and in group settings, our SLTs will focus on:

- **Active Listening:** This can be built through interactive activities that promote focused attention and concentration. Storytelling, songs, and play-based exercises can also help children tune in to sounds, recognize speech patterns, and understand conversational cues. In the classroom, visual supports like pictures or gestures can also reinforce auditory input, helping children remain engaged and attentive during listening tasks.

- **Following Instructions:** Games and structured tasks that gradually increase in complexity supports children to listen for key details and follow multi-step directions. During OT-SLT group sessions in the gym, this could involve activities like following a series of actions during play or completing tasks that require careful listening to instructions - integrated into obstacle courses, sensorimotor play and roleplay activities. In the classroom, repetition, modelling, and visual aids ensure that children can process and retain information effectively.
- **Critical Listening:** To develop critical listening skills, the Speech Therapist can support children in distinguishing between relevant and irrelevant information. This may involve listening to short stories or problem-solving activities where children are encouraged to analyse what they hear, make decisions based on auditory input, and ask clarifying questions. These exercises help sharpen comprehension and auditory discrimination, which are crucial for academic success.

By addressing these listening skills in a structured and supportive environment, the SLT helps children develop the communication foundations necessary for school readiness and lifelong learning.

Speaking

Oral communication in the EXPLORE Programme touches on presentation skills, debating and negotiating skills.

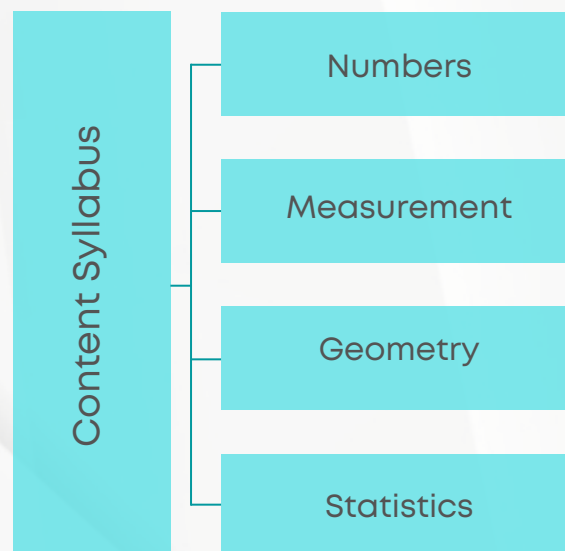
Speaking encompasses many listening and communication skills that foster meaningful interaction and learning. Alongside teachers in the whole class and small group sessions, the Speech and Language therapist supports:

- **Effective Communication:** The SLT works with children to enhance their ability to listen actively and respond appropriately in conversations. Through activities like turn-taking games, role-playing, and interactive storytelling, the therapist helps children learn how to express ideas clearly and listen to others. Visual cues, repetition, and modelling are often used to help children understand and use appropriate language in different contexts.
- **Participation in Discussions:** To encourage participation, the SLT creates opportunities for children to engage in group discussions. Through structured group activities, the therapist supports children in listening to peers, taking turns, contributing relevant comments, and building confidence in verbal expression. The SLT may also teach strategies like asking for clarification or building on others' ideas to foster collaborative communication.
- **Presentations:** The SLT helps children prepare for and participate in simple presentations, such as sharing personal experiences or interests. The therapist may use visuals, scripts, or practice sessions to build children's confidence in speaking clearly and organising their thoughts. Children are supported to speak clearly, listen for key feedback, ask questions, and respond, promoting a well-rounded communication experience.

These skills prepare children to interact effectively in classroom settings, laying the groundwork for academic success and positive social experiences.

ESSENTIAL MATHEMATICS

The EXPLORE programme Essential Mathematics goes beyond traditional arithmetic and algebra and focuses on practical, real-life applications of mathematical concepts, which play a vital role in your child's life beyond the classroom also known as functional maths. One significant aspect of functional mathematics is its relevance to everyday life skills. By engaging in functional maths activities, students learn to navigate daily tasks such as telling time, managing money, measuring ingredients for recipes, and understanding basic spatial concepts. These skills are fundamental for independence and success in various real-life situations. As they apply mathematical principles to solve practical problems, they develop critical thinking and resilience, essential qualities for facing challenges in both academic and personal life.



Functional mathematics can help in refining decision-making skills. By analysing numerical information and interpreting data, students can make informed decisions, whether it's comparing prices at the store or understanding measurements for a DIY project. These decision-making skills are invaluable for future success.

Furthermore, by linking Maths objectives with all the other subjects, students can create meaningful connections and see how these skills relate to real-world scenarios, reinforcing their understanding and deepening their learning. Additionally, this approach provides teachers with opportunities to reinforce concepts naturally throughout various lessons, ensuring a more cohesive and engaging learning experience.

EXPLORATION AND LIFE SKILLS

The EXPLORE programme curriculum is guided by thematic units that transform foundational skills learned in the classroom into real-world, functional abilities. Through diverse thematic units, students will explore a wide range of skills, from learning how to grow vegetables to applying this knowledge by using them in a recipe. This integrated, hands-on approach reinforces concepts across multiple disciplines, encouraging students to connect their learning to practical, everyday contexts. By engaging with a variety of resources and activities, students develop not only academic skills but also critical thinking, creativity, and problem-solving abilities in a meaningful and experiential way.



Therapy Support

Life Skills Speech-language and Occupational Therapy (SLT and OT) will be an extension of foundational school readiness targeted in the EXPLORE programme. SLT sessions will have an extended focus on functional communication for classroom engagement and community access. These skills directly impact social interactions, academic performance, and overall well-being. OT Sessions will focus on independent functioning in tasks of daily living. These skills will equip them with application skills that complement their literacy and mathematics foundations.

Students will receive 2 hours per week of combined OT/SLT group intervention. Therapists will also provide “push-in” support for 1 lesson every week (1 SLT push-in and 1 OT push-in), as determined by therapists in collaboration with class teachers at the beginning of each academic year for optimal SLT/OT input and benefit to the students.

Speech Language Therapy will focus on:

- **Functional communication skills:** Functional communication skills enable students to advocate for themselves, seek assistance when needed, and navigate tasks independently. Being able to ask for clarification, request accommodations, and express needs and preferences fosters self-advocacy and empowers students to take an active role in their education. These skills are particularly important for students who benefit from additional support. Functional communication will be targeted through hands-on and practical activities.

- **Expressive language skills:** Clear and effective expression of thoughts and ideas is essential for academic participation. Students need to articulate their understanding of concepts, express opinions in discussions, and communicate their thoughts/ideas. Expressive language will be supported through focus on essential vocabulary, concepts, and carrier phrases.
- **Receptive language skills:** Understanding and processing information presented by teachers and peers are crucial for learning. A focus on receptive language skills supports an ability to follow instructions, comprehend reading, and grasp concepts. These skills are fundamental for participation in learning tasks.
- **Pragmatic language skills:** Social communication skills are essential for navigating classroom and community interactions, collaborating with peers, and building relationships. Students with strong pragmatic language skills can engage in classroom discussions, ask questions, seek help when needed, and collaborate on projects. These skills can be targeted through facilitated social/play sessions that give focus to Social Thinking concepts such as the size of the problem, flexible thinking, group planning, and sharing an imagination.

Occupational Therapy will focus on:

- **Functional writing skills:** This lesson aims to instruct students on learning, identifying, and recording their personal information, which is essential for real-life scenarios. It promotes awareness of filling out forms and encourages active participation in tasks such as creating shopping lists, writing cards, and composing letters. Additionally, it lays the groundwork for students to advance their skills by learning to write emails and text messages as they progress in their learning journey.
- **Food Health and Meal Preparation:** This lesson will centre on educating students about food labels, food categorisation, and sorting food items into appropriate categories. Additionally, it will extend to teaching students how to read and identify labels accurately. Moreover, students will gain practical skills in sorting and organising food items in a refrigerator, a fundamental appliance in their everyday lives. They will also receive instruction on healthy eating models and acquire basic meal preparation skills, such as making sandwiches, salads, and baked foods, to apply their knowledge towards maintaining a nutritious diet.
- **Travel and Transportation:** This lesson will guide students in reading and comprehending various traffic and road signs crucial for developing road safety awareness. Additionally, students will be empowered to interpret and navigate community signs independently, enhancing their ability to manoeuvre in community spaces such as shopping malls, MRT stations, and restaurants. This holistic approach not only fosters road safety skills but also promotes autonomy and confidence in navigating real-world environments.

*All the above areas will also include functional aspects of topics being covered in Essential Literacy/Mathematics (for example, Financial literacy and Money management in purchases for meal preparation, paying for transportation, etc.)

Speech Language Therapy	Occupational Therapy
• Functional communication skills • Expressive language skills • Receptive language skills • Pragmatics language skills	• Functional writing skills • Food Health and Meal Preparation • Travel and Transportation

Social Emotional Learning

The Second Step programme at The Winstedt School plays a vital role in fostering social and emotional learning (SEL) among our students. This comprehensive, evidence-based programme is designed to promote skills such as empathy, emotion management, and problem-solving, all of which are crucial for academic and personal success.

One of the key benefits of the Second Step programme is its focus on building a positive school climate. By teaching students how to understand and manage their emotions effectively, the programme helps create a supportive and inclusive environment where students feel safe and respected. This, in turn, enhances their overall well-being and academic performance.

Another important aspect of the Second Step programme is its emphasis on teaching students how to build and maintain healthy relationships. Through interactive lessons and activities, students learn important skills such as communication, cooperation, and conflict resolution, essential for forming positive relationships with peers and adults.

Additionally, the Second Step programme helps students develop a strong sense of self-awareness and self-regulation. Students are better equipped to make responsible decisions and manage stress by learning to identify their own emotions and understand how they can impact their behaviour.

Overall, the Second Step programme is a valuable resource for promoting social and emotional learning at The Winstedt School. By providing students with the skills and knowledge they need to navigate the complexities of the social world, the program helps them develop into confident, empathetic, and resilient individuals.

Checkpoints

Learning Progress
Tracker

Formative
Assessment

Student
Portfolio

Checkpoints are a form of assessment designed to evaluate students' current levels of understanding. We assess students in three key ways:

- **Learning Progress Tracker**
- **Formative Assessment**
- **Student Portfolio**

The **Learning Progress Tracker** monitors students' progress according to the specific learning objectives they are working toward. Based on the assessment descriptors outlined below, students are assigned grades that reflect their attainment of these objectives.

- **A: ACHIEVING** – The student consistently demonstrates a strong understanding of the knowledge and skills outlined for this subject. Skills and learning outcomes are displayed independently and consistently.
- **D: DEVELOPING** – The student meets expectations for their ability level and shows a satisfactory understanding of the required knowledge and skills. Skills and learning outcomes are emerging with minimal support.
- **B: BEGINNING** – The student requires substantial assistance with developing the necessary skills and concepts in this area. Skills and learning outcomes are emerging but need direct support.

In addition to the **Learning Progress Tracker**, we also conduct **Formative Assessments** in an informal and flexible manner. These assessments may include learning stations, verbal responses, and other interactive methods that do not require traditional pencil-and-paper tasks. Our approach is grounded in ***Universal Design for Learning (UDL)** principles, ensuring that assessments are accessible and cater to the diverse needs of all learners in the **EXPLORE programme**.

The **Student Portfolio** serves as a crucial form of evidence for tracking and showcasing student progress over time. It provides a collection of each student's work, reflecting their growth across various areas of learning. By including samples of tasks, projects, and activities, the portfolio allows both teachers and students to monitor skill development and areas for improvement. This ongoing documentation offers a comprehensive view of each student's journey, highlighting their achievements and helping to tailor future learning objectives. The portfolio also plays a key role in supporting discussions with parents and educators, providing tangible examples of the student's progress throughout the EXPLORE programme.

**Universal Design for Learning (UDL) is an educational approach that ensures all students, regardless of their learning styles or abilities, have equal opportunities to succeed. It focuses on providing multiple ways for children to access information, engage with lessons, and demonstrate their learning. By offering flexible teaching methods, materials, and assessments, UDL helps create an inclusive classroom where every child can thrive at their own pace. This approach recognizes that students learn in different ways and aims to remove barriers to learning, making education more accessible and meaningful for everyone.*