



English Policy – Key Stage one and above (inclusive of EYFS)

Ratifying Committee	Curriculum & Standards Committee
Date	February 2025
Review	Annually

English

English includes Speaking, Listening (comprehension) Reading, Writing for pupils in Key Stage one and above. Within EYFS it's broken down into the educational programmes under the prime area of Communication and Language and the specific area of Literacy.

Communication and understanding is the foundation of all work in English and throughout all other areas of school life. Pupils build on their prior skills and knowledge and may progress in wider areas of English including reading and writing.

Intent

In EYFS and at all key stages, the overall intent is that pupils engage, achieve and make the most personal progress in order to have a fulfilling, enjoyable and most independent life as possible.

The school has mapped out:

- the intended progression of fundamental key skills and knowledge for EYFS pupils at the Bridge. This can be found in the EYFS Curriculum Progression booklet.
- the intended progression of fundamental key skills and knowledge for pupils working at below pre-key stage standards that are pre-subject specific (**Appendix A**).
- the progression/intended sequence of learning of early foundational skills and knowledge including linked key vocabulary and concepts for English (**Appendix B**) working towards the NC programmes of study (**Appendix C**) and links to the relevant area of the EYFS Curriculum (**Appendix D**).

The progression of the curriculum is closely aligned to the Bridge Early Years curriculum map of skills and knowledge progression.

For each pupil their next step will be based on their assessed previous skills and knowledge rather than for their age or year group- it will be highly personalised. The lead adult may need to break steps down into smaller steps or widen. Due to the particular special needs of an individual pupil, some pupils may not have an even profile and steps may be broken down and further personalised. The curriculum provides the opportunity for pupils to access a broad and balanced curriculum at a differentiated level meeting statutory requirements including the provision and priorities set out in each pupil's EHCP.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions and relationships with others.
- independence including life-skills

Progress within the Curriculum

- For our pupils, progression is not necessarily only movement up a ladder of skills and knowledge. Lateral progression is also important in being able to apply the skills and knowledge they have learnt, e.g. to different contexts, situations, with different people, in different environments.
- Retention of the foundation fundamental learned skills and knowledge to embed into the long-term memory is also important for our pupils- to know more and remember more.
- It is also clear that some pupils may have particular spikes in some aspects, e.g. word recognition but alongside this there is an importance to ensure that pupils understand and can use the skills in an increasingly functional way (whilst still building on an area of skill strength).

Overall implementation of English for KS1 and above (Implementation related to English Stands are in later sections below)

- English is taught as a specified timetabled subject and teachers set lesson targets to be achieved within the lesson or across a series of lessons/over time. The time allocation could be varied based on a pupil need and would be agreed with Head of Phase.
- English strands are also taught in a wide range of other contexts: functional skills, child initiated, work on 12 month outcomes, through other subject delivery and everyday routines and experiences.
- Pupils have either cross curricular 12 month outcomes (non-subject specific) or English strand related outcomes in their 12 month EHCP outcomes that are priority areas to work on at home and at school.
- The work in English enables the lead adult to:
 - Consolidate existing skills and knowledge to retain them and embed in the long-term memory.
 - Work on next steps (understanding for some pupils this can be an uneven profile linked to their SEND) and break steps down further if needed.
 - For some pupils expose them to the foundations of higher skills as pupils may have particular strengths or motivations and it may lay foundations for later learning.
 - Work on the application of the skills and knowledge, e.g. using in a different context, with different materials, with different people or apply within a different task.
 - Work on early underpinning foundational knowledge that build into different types of knowledge.
 - To have varied content to widen engagement and experiences of pupils.
- Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. It is understood that some pupils do have particular learning strengths and interests and may not have an even profile.
- High quality teaching with engagement strategies outlined in Support Plans and EHCP outcomes, communication systems and integration of therapy advice where relevant.
- Time in a lesson if required to target and consolidate a specific skill, this may include a skill covered in a previous unit that may be learned or mastered with continued repetition but not covered in the current unit.
- There are activity cards to support teachers delivery of the curriculum and reduce workload linked to the intent
- Correct modelling by staff and addressing of any misconceptions linked to English.
- Exciting, motivating and varied content to support engagement and opportunities are taken to enhance cultural capital within curriculum delivery in school and out of school when possible.

The school annually celebrate World Book Day and KS1 celebrate Nursery Rhyme Day (with EYFS).

- Key areas of speaking, listening, reading and writing will be covered each week. For pupils working below Pre-Key Stage Standards skills and knowledge will be cross curricular.
- There are planned work packs to support remote learning and the lead adult of the class can provide specific work linked to the pupil and skills as needed.
- Primary and Secondary phase have a coordinator that is linked to the English curriculum. EYFS has coordinators for the linked areas of the EYFS curriculum (Communication and Language and Literacy). The Primary and Secondary phase coordinators alongside the Heads of Phase (who oversee the phase curriculum). See **Appendix F** for roles and responsibilities
- There are a wide range of interventions and strategies that may support pupils in their progress and many are referenced in this policy.
- Some pupils may have specific needs that need to be carefully considered and planned for to access the English curriculum, for example, physical disabilities, sensory impairment or sensory issues such as tactile defensiveness.
- Alternative access where appropriate, e.g.
 - Use of software story telling programmes
 - Use of adapted books – larger print/highly contrasting background/tactile elements
 - Providing opportunities to participate and engage with adult support to ensure pupil has access to any relevant curriculum opportunities based on prior assessment
 - Alternative activities to work on the next steps of skills and knowledge.

Health and Safety

- Lead staff members are responsible for checking that there are no obvious breaches of Health and Safety guidelines.
- Lead staff member will consider pupils individual risk assessments and their ability level when planning use of tools and equipment and assess hazards and risks specific to individual pupils' pupil.
- All staff will dynamically risk assess throughout delivery and seek advice or stop if they have concerns.
- Risk assessments in relation to equipment will be followed but with an understanding that the risks for each pupil in relation to pupil's individual profile need to be dynamically risk assessed.
- Visits risk assessments need to be completed and agreed.
- Lead adult needs to ensure that COSHH assessments have been carried out and known for materials use- see Health and Safety Support Assistant
- Electrical item checks should be carried out as per risk assessment and checks on equipment and environments for safety before use

Time Allocation for English (KS1 and above)

Time allocations are an outline as pupil need will be the over-riding priority.

Key Stage 1

- Four directed English lessons per week
- Daily child-initiated sessions which integrates key priority English work and linked EHCP outcomes.
- Work integrated into other subject delivery.
- Work integrated during the day within routines.

- A minimum of three weekly targeted Phonics sessions usually linked directly to the Twinkl scheme- see later section on Phonics in policy. Other activities that teach the fundamental skills of Phonics will be taught according to pupil needs throughout the week as decided by the class teacher e.g. Attention Bucket activities, Intensive Interaction, Musical Interaction (all linked to the level of the pupils within the Twinkl Scheme).

Key Stage 2

- Daily Functional Skills sessions which integrates key priority English work and linked EHCP outcomes.
- Four directed English lessons per week
- A minimum of three weekly targeted Phonics sessions linked usually directly to the Twinkl scheme- see later section on Phonics in policy. Other activities that teach the fundamental skills of Phonics will be taught according to pupil needs throughout the week as decided by the class teacher, e.g. Attention Bucket activities, Intensive Interaction, Musical Interaction (all linked to the level of the pupils within the Twinkl Scheme).
- Work integrated into subject delivery.
- Work integrated during the day within all routines.

Key Stage 3 and 4

- Daily Functional Skills sessions which integrates key priority English work and linked EHCP outcomes.
- A minimum of three weekly targeted Phonics sessions linked usually directly to the Twinkl scheme- see later section on Phonics in policy. Other activities that teach the fundamental skills of Phonics will be taught according to pupil needs throughout the week as decided by the class teacher, e.g. Attention Bucket activities, Intensive Interaction, Musical Interaction (all linked to the level of the pupils within the Twinkl Scheme).
- Two directed English lessons per week
- Work integrated into subject delivery.
- Work integrated during the day within routines.

The school has a whole school motto of 'No missed opportunities'.

Policy and guidance for individual English strands – see below.

Implementation of English Strands (KS1 and above) and Communication and Language / Literacy educational programmes (EYFS)

The fundamental priority for all pupils at the Bridge School is the development of their understanding and communication. Alongside and building on this is the development of the skills and knowledge that may lead to early reading and writing skills.

The Bridge School recognises and understands that the fundamental foundation for communication and development of reading and writing is understanding of language. Therefore, the development of understanding is a key cross curricular priority for all pupils at the Bridge.

In this next section we clarify the key areas and also examples of strategies that may be used at the Bridge School to support the development of pupil's language. For all pupils this is personalised.

Speaking and Listening (KS1 and above)

Communication and Language (EYFS – Listening, attention and understanding / Speaking)

At the Bridge School we focus on:

- *Receptive language* – The ability to understand words or sentences and underpinning foundational learning such as contextual and routine understanding, representational use of symbols, photographs, objects etc.
- *Expressive language* – The language that we use to convey our thoughts, emotions, or needs. This may include speech, facial and body reactions/gestures and alternative and augmentative communication. This may be pre-intentional or intentional.

Listening/Receptive Language

Understanding of language including vocabulary and early concepts

Pupils at the Bridge understanding of language may be pre-verbal and at early level of understanding. The understanding part of the English has key sequenced progression in skills and knowledge are in the attached Appendices (**Appendix A**). This also includes reflex responses that staff working with pupils at early levels of development need to be aware of so that they do not attribute intentional meaning to reflex.

The progression of understanding can broadly be described as:

- Reflex responses that are reactions developmentally rather than intentional responses
- Understanding of context and routines
- Understanding of objects and that they represent something and then being able to anticipate what is going to happen when seeing the object.
- Understanding of words when linked to routine contexts
- Understanding of gestures and facial expression
- Understanding of photos and symbols
- Understanding of words without context or other clues
- Vocabulary expansion
- Understanding words in more complex sentences, e.g. information carrying words
- Concept expansion- generally following the usual developmental pattern (reflected in the skills and knowledge progression of the curriculum).
- Increasing complexity

Teachers will complete the vocabulary tracking document for pupils who are understanding words. This is accessed in the following location on the school drive T:\Bridge\Bridge K Drive\SHARED W\CENTRAL - Assessment, Planning and Reporting Documents\Vocabulary Tracking

Examples of strategies

Examples of strategies/interventions which may be used at the Bridge school to support pupils who are not yet understanding words are:

- Adults emphasising the key word in a sentence, e.g. 'Give me the ball', 'Ball'.
- Adults adding language to pupils exploration and play, "Go", "Stop".
- Use of repetition, e.g. as a pupil is coming down steps "Down, down, down".
- Agreeing consistent words, e.g. drink rather than multiple words such as pop, drink, milk, water etc
- Use of key single words, e.g. 'Drink' and not using other words
- Use of objects of reference (OOR)
- Use of photos of reference (POR)
- Use of symbols or reference (SOR)
- Use of regular routines
- Use of simple schedules such as 'Now and Next'.
- Use of other schedules with longer sequences
- Use of animated facial expressions or exaggerated gestures
- Exposure to regular targeted words with regular intervention and repetition which may include the use of a consistent object, e.g. same colour cup for drink before it is then widened.
- Exposure to language through the wider curriculum as pupils may have specific engagement and interests and may take in understanding of words without being able to demonstrate this (until communication systems further develop)
- Development of imitation skills.
- Use of Makaton signs, some may be specifically targeted as an intervention
- Use of specific interventions and environments to develop listening and attention and understanding which will also link to engagement and interest such as:
 - Listening with Lucy
 - Intensive Interaction
 - Attention Autism
 - Sensory Stories
 - Multi-sensory delivery with language added
 - Use of rooms and equipment such as sensory rooms, omni-vista etc
 - Soundabout
 - Use of stories, rhymes, drama games and songs

Examples of strategies used at the Bridge school to support pupils who have emerging and expanding understanding of language:

Language can be described as 'A system of symbols that is used to communicate with others or in our thinking' (Levine and Munsch, 2013). It is important that all pupils experience early language, to strengthen their processing and develop an understanding of vocabulary.

The four basic aspects of language are:

- Phonology: The sound of a language.
- Semantics: The meanings of the words.
- Syntax: The grammar of a language.

- Pragmatics: The rules that guide how we use language in social situations.

As pupils demonstrate understanding of words the strategies that are listed as examples above may continue to be used. Understanding of vocabulary can continue to be developed in a wide range of ways which may include the following.

- Targeting vocabulary and early concepts in 12-month outcomes or within teachers planning for specific subjects with the aim that this will embed in the long-term memory.
- Exposure to wider vocabulary through the curriculum to capitalise on spontaneous learning, engagement, and interests. This may be retained or may be more easily recalled if not retained but revisited in the future.
- Use of stories, songs, rhymes and drama games
- Interaction with others, e.g. parallel play and turn-taking games.
- Staff matching their language to the level of understanding of pupils and modelling next level where appropriate, using the structure of information carrying words
- Use of the tracking sheets on vocabulary (**Appendix H**)
- Use of the mapped-out skills and knowledge progression (**Appendix A and B**)

Opportunities to demonstrate understanding

Assessment of pupils understanding can depend on many factors and this can include ability to follow adult direction, understanding of the 'task', attention, concentration and behaviour etc.

Opportunities for the pupils to demonstrate their understanding of language are carefully planned into the school day. Teachers plan activities that allow the pupils to respond to language that may be motivating, familiar or previously learnt. Additionally, incidental observations are also recorded where pupil's respond to language spontaneously. Use of alternative communication systems maybe needed.

Some pupils may not respond to direct adult requests or adult-led tasks, this will be identified in their individual Engagement and Behaviour support plans with the appropriate strategies to support their learning. Therefore, planning should consider opportunities that also allow for spontaneous use of individual language, for example, inviting extension activities, providing individual communication resources for pupil's, encouraging staff to record any incidental observations of pupil's demonstrating their understanding of language.

Speaking (Communication)

Speaking (Expressive Language and Communication)

Communication is built on understanding. Developing a pupils' ability to communicate is fundamental. The aim for all of us is to have a communication system that is understood people around us. This maybe speech but for some pupils this may be other forms of communication as they move towards using speech or it could be that alternative and augmentative forms of communication are used throughout life. Some pupils may have pre-intentional communication and need adults to interpret their responses. For all pupils the ability of those in their lives to understand and learn their forms of communication is also important.

Attention and listening

Attention and listening skills are the foundation for all language and communication development. It is about being able to listen and focus on specific tasks using senses. Children need to develop the ability to understand others and express themselves using words, gestures, or facial expressions.

Throughout school, teachers plan a variety of activities and use varying strategies to develop the attention and listening skills of pupils. The Twinkl Phonics programme has a strong focus on development of early attention and listening. Lead adult plans and integrates attention, listening and engagement through all work.

Communication including speaking- progression of skills and knowledge

Speaking at the Bridge School means all forms of communication from pre-intentional communication (interpreting behaviour) to intentional communication using gestures, body language, AAC (Alternative and Augmentative communication) and speech. The skills and knowledge progression has been mapped out (**Appendix A & B**) using a range of research and in consultation with Speech and Language Therapists.

In addition, some pupils may have additional progression steps for specific areas, and this may include specific therapy programmes.

Staff members use consistent systems and strategies, implementing them throughout school day, ensuring they are personalised to each pupil due to their needs and abilities. The pupils' abilities are detailed in their annual review report and the strategies used are also documented within the report and support plans.

How does the school support communication?

For pupils at pre-intentional level of communication this may include:

- Careful assessment of the pupil's existing form of communication through discussion with parents/carers/staff and other professionals. This will be informed by on-going observations and maybe informed by specific assessment tools such as ACA assessment (Advice can be given by Heads of Phase or SALT team).
- Agreeing the interpretation of reactions and responses and adults attributing meaning consistently, e.g. behaviour and reactions for like, dislike, happy, sad, hungry, thirsty, in pain, more/no more.
- Adult modelling next steps.

- Targeted skills and knowledge set in 12 month EHCP outcomes with regular work.
- Use of specific approaches and interventions- see section below.

For pupils learning or using alternative or augmentative means of communication:

- Speech is used and modelled alongside alternative or augmentative means of communication which may be used for pupils who are not using speech, do not use speech in the longer term or as a support for them learning speech.

Examples of systems that may be used to support a pupil include:

- Agreed and consistent whole school Objects of Reference (OOR) (**Appendix I**)
- Makaton (**Appendix J**)
- Agreed and consistent use of symbols in the environment (**Appendix K**)
- PECS (Teachers are usually trained in induction year at certificated course and support staff receive internal guidance).
- Communication Level Books
- Simple communication aids, e.g. BIGMacks, Partner 2
- More complex aids such as IPAD with ProLo2Go Software
- Symbol curriculum boards
- Adapted keyboards for typing.
- Software for writing, e.g. Clicker
- Keep talking AAC games (**Appendix Z**)

NB - Alternative and Augmentative Communication: This term is used to describe the different methods that can be used to help people with learning difficulties communicate with others. As the term suggests these methods can be used as an alternative to speech or to supplement it.

Strategies to support development of speech or other forms of communication

At the Bridge School the following strategies are used to support the development of speech:

- Staff may model words and language at assessed level of pupils
- Staff will add language, e.g. if the pupil says "Door", the adult may say "Open door".
- Staff emphasise the key word in a sentence, e.g. 'Give me the ball'
- Staff add language to pupils' exploration and play, e.g. "Car", "Ball", "More."
- Use of repetition in staff modelling, e.g. as a pupil is coming down steps "Down, down, down".
- Agreeing consistent words, e.g. drink rather than multiple words such as pop, drink, milk, water etc
- Use of key single words, e.g. 'Drink' and not using other words
- Creation of opportunities to communicate -including Hanen language approach (**Appendix L**)
- Use of alternative communication systems, for example, AAC

The following activities are examples of strategies/interventions used to support the development of communication

- Intensive Interaction
- Listening with Lucy.
- Musical Interaction.
- Soundabout.
- Intensive Interaction
- Games and songs to encourage sound making.
- Opportunities to communicate to adults, peers and in range of groupings, situations, and contexts.
- The broad access to the National Curriculum
- Targeted work in functional skills sessions to allow for the regular repetition of core skills
- Use of Hanen Language strategies
- Creation of opportunities to communicate e.g. putting things in sight out of reach, not opening a packet, giving one orange piece not several, waiting by door rather than just opening it.
- Keep talking AAC games (**Appendix Z**)

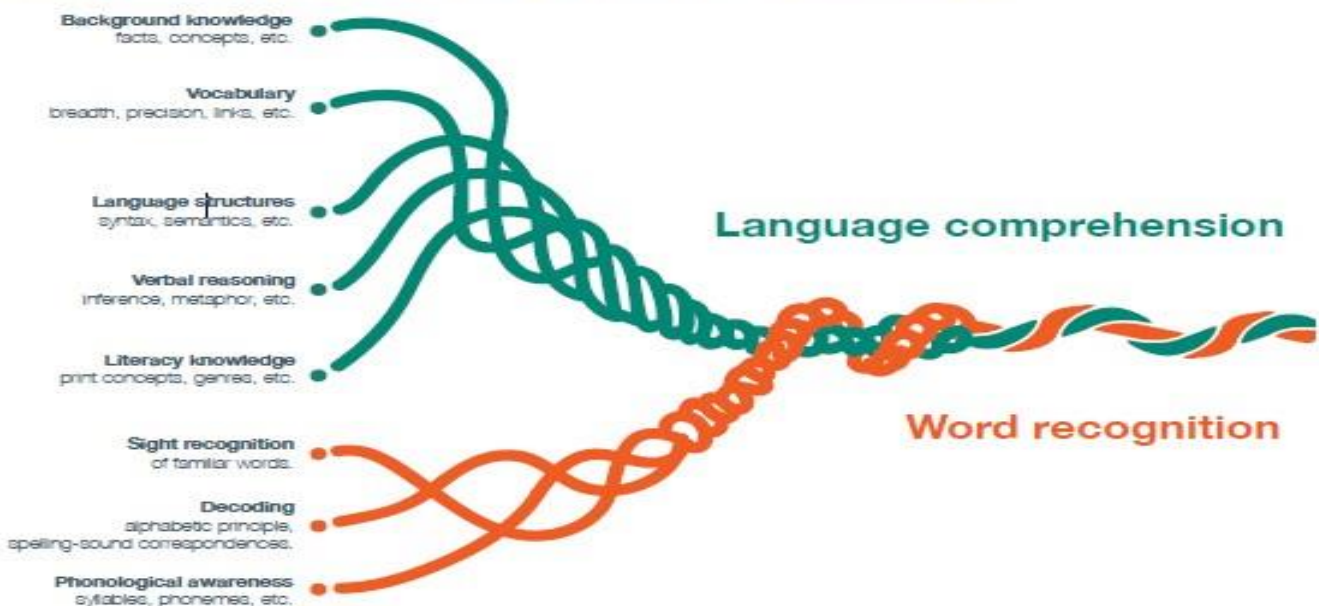
Some pupils who do use speech may have a delay in specific speech sounds. Some pupils may have a specific difficulty with production of specific speech sounds and may work on a therapy programme (**Appendix M** has Speech Sounds Development Chart).

Reading (KS1 and above)

Literacy (EYFS – Word reading / Comprehension)

As illustrated below, there are many strands that are woven together to develop children's reading skills. At the Bridge School, we further break down the individual strands and identify small-steps to enable the pupils to encounter/engage in/develop these skills. Teachers use highly differentiated approaches that align with the pupils assessed previous skills and knowledge rather than their age or year group and ensure learning in highly personalised base on the pupil's particular special needs.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING⁷



Key research

The Reading Framework 2022

In relation to reading, the Reading Framework 2022 ([link](#)) recognises that:

- Children who begin school with a poor understanding of language will need considerable support to develop their spoken language.
- language comprehension and composition are developed by talking, listening to and talking about stories, and by learning poetry and songs
- decoding and encoding can be taught through a systematic synthetic phonics (SSP) programme

Bold Beginnings 2017 ([link](#))

During 2017, Her Majesty's Inspectors (HMI), carried out a review in the reception year provision in a number of successful primary schools, it was identified that:

- Reading is at the heart of the curriculum in the most successful classrooms.
- Listening to stories, poems and rhymes fed children's imagination, enhanced their vocabulary and developed their comprehensions.
- Systematic synthetic phonics played a critical role in teaching children the alphabetic code.

There are two significant parts to the reading approach at the Bridge:

- The love of reading where the focus is on engagement of pupils, development of communication and the opportunity to expand understanding of vocabulary including vocabulary that may not be part of the pupils everyday life. Books shared are by adult rather than books that the pupil would access to read themselves.
- The teaching of reading that is through a systematic synthetic phonics approach. Pupils access reading scheme books beyond level one of the scheme when they can decode and blend linked to the levels of linked sound sets.

Promoting a love of reading and increasing pupils vocabulary

Across EYFS and all Key Stages pupils have multiple exposures to shared reading experiences through whole class shared texts/ rhymes/songs and drama games, classroom and department reading areas. These opportunities are created with the intent for pupils to become familiar with these stories, encouraging engagement, enjoyment, and the exposure to familiar and new vocabulary in context.

A range of books are accessed that are read by the adult.

Story time

Story time is a context for many different aspects of learning. The intent will be individual to each pupil (linked to their prior skills and knowledge) and may include:

- developing the skill to sustain their attention and engage in an adult-led activity in small and large groups with appropriate levels of adult support.
- the development of engagement of pupils and with repetition over time pupils may react consistently or anticipate.
- opportunities to introduce pupils to familiar vocabulary but in a different context.
- opportunities to introduce new key vocabulary using key photographs or symbols of reference or Makaton signs.
- opportunities for pupils to communicate e.g. more/ finished/ want/ don't want extending through to more complex communication.
- opportunities for decision making and choice. Repetition of stories may encourage consistent preferences that can be used in wider contexts and shared with parents/carers.
- opportunities to use symbols/communication boards to communicate what they can see, hear, touch, either verbally, by pointing or eye gaze.
- Opportunities for sensory exploration
- opportunities for developing listening skills, responding to sound effects, key words, and repetitive phrases, e.g., a pupil may display anticipation to the phrase "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man".

Delivery of story time

Teachers use their professional judgement on their class engagement and learning when planning their story time. All classes are different and how pupils access story times may vary, for example:

- Whole class or small group circle time with shared story props and a 'Big Book'. Use of Big Books and for some pupils copy of small book to follow
- Whole class or small group circle time with shared story props and illustrations shared on the Interactive Screen
- Pupils sitting in circle time on their chairs or sitting at tables to access story props.
- Individual story props shared with a 1-to-1 support adult.
- Movement and music being used to share the story
- Story Massage sessions where repetitive massage movements are used to deliver the story.
- Use of a book scanned onto computer interactive screen
- Use of sensory stories- teacher written or published
- Use of drama games, songs, rhymes may be used by all pupils and for some may be necessary foundation before they can engage in an individual or group story time.

Teachers need to ensure that pupils are not waiting long for a turn although individuals may need time to respond. This can be achieved by e.g. dividing class into small groups and rotating for the story time, producing sets of props and using support assistants to engage pupils while story is shared, using props that are not turn-taking like sounds.

Across all Key Stages children will have multiple exposures to story time sessions in relation to their whole class shared text. The texts are shared at least twice per week (rotation of texts information below – Programmes), with opportunities for the children to become familiar with the story, encouraging engagement and exposure to vocabulary and the language of stories.

Teachers will share the 'Supporting Children's Thinking in Reading' (DfE, Reading Framework, January 2022) guidance sheet with their support staff to ensure all adults know and understand the strategies used to support pupils in their thinking and engagement with texts. **See Appendix R**

Hands Up

The DfE (January,2022) note that 'hands up' is a common part of schools' teaching but it can cut down opportunities for learning and talk as some pupils will not have the confidence or the skills to respond appropriately to questioning.

In school, teachers use the appropriate strategies to ensure that all pupils can communicate their thoughts/feelings/understanding during story time. This includes teachers and supporting adults having a clear understanding of pupil's pre-intentional and intentional communication strategies, e.g. eye-pointing, reaching, leaning away, AAC Devices, PECS books with pictures/symbols of reference, differentiated communication boards/books, written word boards, opportunities for verbal discussion where appropriate.

Environment considerations for story times

To support pupil's attention and engagement during story times, teachers ensure that the circle time environment has limited sensory stimuli to reduce the likelihood of distractions. Teachers use their professional judgement of the pupils in their class to identify if story times should be delivered to small groups/in distraction free areas/in other environments e.g. interconnecting quiet rooms. Teachers are considerate of noise levels when delivering story times and utilise the above strategies to maintain a suitable environment to support pupils in encountering/participating in shared texts.

Using music to support the English curriculum

Music is used across EYFS and all Key Stages in a range of contexts to support pupils knowledge and understanding. Teacher's use their professional judgement in how to use music for their individual classes to engage them in their learning, daily routines and support their processing and retention of information.

'Cue in' songs have been carefully selected throughout the school to support pupils in their daily transitions into activities, experience in hearing key vocabulary linked to the subject area/activity and develop understanding, e.g., 'Tidy Up' songs in EYFS and the Primary department, subject specific songs and English and Number songs.

To support pupils' knowledge and understanding in English, a selection of whole school cue in songs have been chosen with a focus on Phonics. Teachers use their judgement to choose the appropriate phonics song for the pupils in their class to cue in the English lessons. The songs cover phonics content from Level 1, Level 2, Level 3 and Level 4, with fidelity to the Twinkl Phonics scheme. Class teachers must choose the song that all pupils can access (choosing the lowest level, for all pupils to revisit and review taught GPCs in each twinkl phonics level), or carry out split group phonics lessons. Cue in songs are advised as an additional support for pupils understanding alongside verbal language, visual aids etc., however teachers will use their professional judgement on how they use the selected phonics songs with their pupils.

Whole School English cue in songs - [..\..\SHARED_W\CURRICULUM\Literacy\Whole School - Twinkl Phonics Cue in Songs](#)

Text Selection for story time

The teacher should be clear why they are selecting the books they are going to share for pupils. This will link to the Engagement Policy and may be about accessing sensory elements to engage, work on known and next vocabulary.

Some pupils may not show an interest in books or engage particularly when they start school. Teachers may need to:

- Begin with interactions with a pupil
- Pupil engage in a group but with continuous stimulus such as songs, blanket and parachute games
- Pupils engaging in activities where they focus on an event such as a drama game following the adult.
- Highly motivating stories and use of range of story-telling.

At the Bridge School texts will be organised into Programme 1 and Programme 2 in both the Primary and Secondary departments. The organisaion of EYFS texts can be found in the Bridge Early Years Curriculum Delivery Overview.

Programme 1 – Created for pupils who are identified as non-subject specific learners, working within Band 1 to 4. These texts have been chosen based on their capacity to be made into multi-sensory stories, with opportunities for whole-body learning and sensory experiences that encourage decision making and choice. The chosen text will provide a context/theme for pupils to engage in learning and to achieve pre subject cross curricular specific skills and knowledge/targeted outcomes linked to EHCP set with parents/carers and from any advice from other professionals.

Programme 2 – Created for pupils who are identified as subject specific learners, working within Band 5 to 9. The texts have been chosen to create opportunities for a range of learning activities, with familiar and unfamiliar stories, illustrations and written text that is appropriate for the pupils' level of understanding. The texts include story props for sensory experiences, with matching symbols and communication boards that encourage listening, reading, and writing. There are opportunities for recognising and joining in with familiar phrases, sequencing, retelling the story, identifying/ labelling characters, and comprehension tasks.

All texts have been carefully selected to ensure that we foster a love for reading by including a wide range of stories, non-fiction texts, and poems. The programmes will also include a range of stories set in the UK and around the world, both traditional and modern, with engaging illustrations from different backgrounds and cultures. Additionally, the texts have been chosen to create opportunities that incorporate our schools identified key areas of learning for our pupils, these are:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions, and relationships with others.
- independence including life-skills

Programme	Length of time texts are used (class teachers to use their professional judgement on their class engagement):
Programme 1	One chosen text is often shared over a half term to support pupil's engagement, development of consistent preferences and consolidation of skills.
Programme 2	Two to three texts are available and shared over a half term. Each text is worked on between two to three weeks. Class teachers can revisit the text in the next half term to support knowledge and understanding.

Text selection considerations:

Due to the needs of the pupils at our school, teachers may select books from either programme based on their professional judgement on their class engagement and learning. Additionally, a specific text may be selected based on pupil's interests or previous texts may be revisited within the year for repetition and extending the learning. Whilst the school has provided the above programmes, the essential starting point will be the pupils prior knowledge, the individual intent and engagement. Teacher can liaise with English Co-ordinators and HOP's if the programmes for individuals and classes need amending.

Texts many lend themselves to cross-curricular opportunities and teachers may choose to link their chosen book to their math of foundation subject lessons to put the text in a wider context and support engagement.

Texts may also have key vocabulary links and teachers may choose texts based on pupils next steps on the Onwards and Upwards Voabularly Tracker.

Reading Areas

All pupils have opportunities to access reading areas within school. This may be a designated area in their classroom or the central library area. These areas all have common features, with adaptations based on teachers' professional judgement of the needs of the pupils in their class. The guide below identifies strategies for both pupils working on non-subject-specific skills and subject specific skills.

NB - It is the teacher's professional judgement as to how books are accessed to support the needs of pupils working in support classes or who require reduced sensory input to maintain their engagement and support learning. Teachers will discuss the needs of the pupils with the department reading coordinator to identify the appropriate strategy for individual pupils to access texts. For example, the use of a reading cabinet/trolley being placed outside of the classroom to reduce distraction or the class teacher bringing books into the learning environment when it is appropriate for the pupil.

Common features of reading areas across the Bridge School:

- Classrooms have a designated area for pupils to access a range of reading materials appropriate for their learning needs, unless linked to base provision and a pupil has a need for this to be modified (this will be agreed with SLT and English co-ordinator so access to curriculum can be

sustained). This may be on a bookshelf, trolley or cabinet with closing doors to support behaviour needs. As identified above teachers discuss with department reading coordinator if they require alternative strategies to support pupils in accessing texts that take into consideration specific learning and behaviour needs.

- the area looks inviting; books are placed at an appropriate height for pupils to see and placed with the front cover of the text facing forward and standing up for pupils to make choices and show interest (**Appendix S** – examples).
- an appropriate number of books are displayed in the area, ensuring the shelves are not overcrowded. Teachers select the appropriate number of books to be put on display dependent on the pupils in their class (roughly between ten and twenty books).
- the Whole Class Shared Text is on display in the area, both as a visual sign/POR and the book.
- it is encouraged that books are changed at the end of every half term. Some books may be linked to the whole class shared text or foundation subjects and can remain in the area until the end of the topic. It is also a teacher's professional judgement if books remain on offer in the reading area for longer than a half term, this may be to support specific pupils engagement due to their motivation and interest in particular books, length of half term etc.
- a small selection of non-fiction texts are available in the area and chosen to reflect the whole class shared text or foundation subjects.
- any damaged books are removed and repaired or replaced. **Teachers discuss with department reading coordinator if they require replacement books.*
- all reading areas are labelled consistently across the whole school (**Appendix S – link to folder**).
- differentiated visual aids are used in the area to encourage the pupil's engagement with the texts. Teachers select the appropriate resources to support pupils in making choices, communicating about the texts they are reading and to extend their learning. For example, pictures/symbols of reference of the books are available for children to request preferred, AAC devices are used in the area, books are labelled so the children can match the books to the correct genre displayed on the bookshelves etc.
- the pupil's individual decodable books are kept separate from the shared reading area.
- seating appropriate to pupil needs. For example, the use of bean bags so that pupils can access texts specifically within the reading area independently or alongside peers.

Differentiated features of the reading areas across the Bridge School

It is understood that pupils at early engagement may not independently engage with books and teachers may be working on early skills linked to attention and motivation. For some pupil's engagement may be through cause and effect, e.g. sound books or lift the flaps. Therefore, teachers carefully select, and display books based on the pupils needs within the class.

Additionally, there may be strategies that can be used in all classes displayed in the guide below. Not all texts/resources may be in the area at one time to reduce sensory overload. Preferred texts/resources can be shared in the area more regularly to support individual pupil engagement and texts/resources may be revisited through the year.

Class	Guide to setting up a differentiated reading area (there may be features overlapping):
EYFS Classes	<ul style="list-style-type: none"> - a selection of sensory books that can be shared with an adult that includes auditory, visual and tactile elements. - sensory story bags with corresponding OOR/PORs/symbols for children to choose their preferred stories/props. - TONIE Box POR request board (TONIE Box in rotation between 2 EYFS class bases). - Story Massage books for tactile activities in the area. - Books relating to characters of interest to children in class. - Books relating to theme 'All about me' (sub themes throughout the year).
Specialist Classes	<ul style="list-style-type: none"> - sensory story bags with corresponding OOR/PORs/symbols for children to choose their preferred stories/props. - sensory story umbrellas to support visual attention. - audio books/song books on a CD player, e.g., Animal Boogie, We're Going on a Bear Hunt. - Story Massage books for tactile activities in the area. - a selection of sensory books that can be shared with an adult that includes auditory, visual and tactile elements.
Classes with non-subject specific learners O&U: Band 1 – 4	<ul style="list-style-type: none"> - a selection of sensory books that can be shared with an adult that includes auditory, visual and tactile elements. - sensory story bags with corresponding OOR/PORs/symbols for children to choose their preferred stories/props. - Story Massage Books - picture books, early reading books and a small selection of non-fiction books linked to Foundation Subjects. - corresponding OOR/PORs/symbols for children to choose their preferred stories.
Classes with subject specific learners O&U: Band 5 - 7	<ul style="list-style-type: none"> - a small selection of sensory books that can be shared with an adult that includes auditory, visual and tactile elements. - a selection of picture and early reading books, alphabet and number books, comics, information books, fiction and non-fiction. - corresponding communication boards available. - books are consistently labelled so the children can request a preferred genre and return the book to the correct genre displayed on the bookshelves with adult support.

<p>Classes with subject specific learners O&U: Band 7 - 9</p>	<ul style="list-style-type: none"> - a selection of early reading books, alphabet and number books, comics, rhyming books, information books, fiction, non-fiction. - corresponding communication boards available. - books are consistently labelled so the children can request a preferred genre, and return the book to the correct genre displayed on the bookshelves etc. - reading area symbols to match on arrival to the area/to request to visit the area etc. - key features of a book displayed in the area for the children to comment on, e.g., title, front cover etc. - 'challenge cards' available in the area to encourage discussion and intentional exploring of the different texts, for example, 'Find a book about a castle'.
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Central Library Areas

Both Primary and Secondary have a central library area within their department that contain a wide range of fiction and non-fiction texts for pupils to access. In addition, there is a selection of sensory stories with props for pupils to access as appropriate.

The library and designated reading areas are set up to promote pupil independence and to foster a love of reading. Books are labelled and grouped (by symbols) in terms of topic and genre to enable pupils to select and sort books accordingly.

The central libraries provide an opportunity for shared reading to take place and for pupils to access books with or alongside their peers in an environment that is different to the classroom and home. It promotes reading as a leisure activity and provides pupils with the opportunities to make choices/preferences for particular books.

If the central library cannot be accessed due to unforeseen circumstances teachers in the Primary and Secondary department can collect and use a variety of carefully chosen books from the central libraries in their class designated reading areas. Pupils will continue to have regular opportunities to experience and explore appropriate texts that are linked to their areas of learning, their interests and abilities that can be mediated by an adult.

Each class will have a timetabled session in the central library area each week and it can also be accessed as necessary dependent on pupil need in liaison with Literacy Coordinator/Head of Phase.

Reading for information

Teachers at the Bridge School use a range of strategies to develop pupils ability to recognise and to obtain information from objects, photographs, pictures, symbols and text which are personalised to pupils. This may help pupils to: -

- access information from a wide variety of sources.
- choose, select and handle books with care and use a library.

- understand terms about books and print and use correctly e.g. - cover, beginning, end, page.
- recognise and name different types of non-fiction and non-literacy texts, e.g. newspapers, magazines, dictionary, code books.
- identify, understand, and use subject specific and specialist vocabularies
- use some of the organisational features of non-fiction texts to find information, e.g. headings, captions, contents, index

Stories are shared in many ways, such as, sensory stories, story massage, use of ICT to deliver, through drama games and role play etc.

All texts have been carefully selected to ensure that we foster a love for reading by including a wide range of stories, non-fiction texts, and poems. We have also included a range of stories set in the UK and around the world, both traditional and modern, with engaging illustrations from different backgrounds and cultures. Additionally, the texts have been chosen to create opportunities that incorporate our schools identified key areas of learning for our pupils, these are:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions, and relationships with others.
- independence including life-skills

Staff training to support reading and love of books

Teachers and supporting adults all engage in training during their induction period to the Bridge School and access updates during the year. Specific training is organised by Heads of Phase and department coordinators when updates are needed.

All staff have access to subject knowledge, knowledge and understanding training packs, as well as constant access to support from class teachers or department reading coordinators.

Parent/carer training is offered and delivered annually to support knowledge and understanding of early language skills, communication, phonics, reading and writing.

Teachers will work with support staff so that they know the linked skills for the pupils in their class. Wider training is provided that supplements this and so that staff know the wider contexts and progressions.

Examples of wider training provided for staff at the Bridge:

Induction training for new staff during their induction period includes:

- Reading, Phonics and Writing training with English department coordinators
- Communication, Questions and Answers training
- Colourful Semantics with SALT
- Information Carrying Words and Expressive and Receptive Language with SALT
- Visuals and AAC (Alternative Augmented Communication) with SALT
- Speaking and Listening with SALT
- Makaton

Updates and revision training is provided throughout the year during weekly staff meeting time for all staff members.

Class Teacher training:

- 'Developing and Understanding Language - Pre-intentional communication'
- Phonics and Writing Update training sessions
- Early Communication training with SALT
- 'Listen with Lucy - Attention and Listening in the Early Years'
- Intensive Interaction Concept Training
- 'Story Massage'
- 'Write Dance'

Professional Development Days/Events may include e.g. :

- "A Sensory Blast Off" with Flo Longhorn
- "Inclusive Sensory Story Sharing" Joanna Grace
- "Attention Autism" with Gina Davies
- Observing story telling within school

Staff have access to subject packs devised by Co-ordinators. Time is allocated to staff to complete the packs. Staff also have their own laptop devices so they can revisit the packs as they need. Staff can ask teachers, subject co-ordinators, training co-ord or Heads of Phase for support and advice as needed and also training can be identified linked to staff appraisal.

Phonics

The DFE (January 2022- The Reading Framework) identified that 'children with profound and multiple learning difficulties (PMLD) might not be able to access direct literacy instruction but might access alternative activities to teach children how letters correspond to sounds within the context of a pre-formal sensory curriculum'.

- All pupils at The Bridge access an accredited Phonics program which provides a Systematic Synthetic Phonics approach.
- The named program selected by The Bridge is Twinkl Phonics ([link](#)).
- Twinkl Phonics provides an inclusive program beginning with listening and attention (Level 1) and progressing through to all levels of decoding and encoding which subsequently supports reading fluency and accuracy (Level 2 to 6).
- Staff will be trained on understanding the teaching of reading and the schools Phonics programme. The priority for teaching assistants is in relation to the ability range of the pupils they are currently working with.
- All teachers and support staff engage in phonics training during their induction period to the Bridge school and have updates through the year to refresh any skills or identify any misconceptions.
- Every class in school has a timetabled phonics session at least 3 times per week. The length of the session will be dependent on the needs of the pupils in class.
- Teachers based on their knowledge and understanding of their class needs and the systematic, synthetic phonics approach, may discuss with English Co-ordinator / Literacy Learning and Development Co-ordinator and Head of Phase whether they deliver three direct Twinkl Phonics lessons for Level 1 or use a range of agreed listening and attention

strategies alongside the Twinkl Phonics scheme to support pupils' engagement and progression within the levels.

- In addition to direct phonics teaching, all pupils access daily opportunities to encounter/participate in early phonic skills that relate to attention, understanding of language and communication which underpin the whole English / Literacy (EYFS).
- If a pupil demonstrates decoding/blending skills, class teachers to speak English / Literacy (EYFS) coordinator and Head of Phase to discuss the pupil accessing additional phonics interventions. These interventions/ activities will be tailored to the pupil's phonemic awareness, supporting progression and embedding skills.
- Pupils will also regularly experience activities in a wider context that reinforce phonics teaching that have been linked to their assessed level, e.g. Attention Bucket activities and Sensology.
- All classes will have a Twinkl Phonics overview document and poster, identifying the systematic progression through the levels and the identified 'Rhino Readers' books that are linked to the Grapheme Phoneme Correspondences (GPCs). This is displayed in the classroom for staff. **Appendix Q and O**
- Classes will display the GPCs that their pupils are currently learning. Class teachers must select and display the appropriate grapheme, phoneme correspondences for pupils to have opportunities to see and hear the GPCs. These displays are 'working walls' in which new GPCs can be added as the class progress through the levels and sets. Class teachers to label on the display using pupil photographs/ name labels, which GPCs individual pupils are working on. This may be modified, for example, for the base provision for specific pupils (this will be agreed with SLT and English co-ordinator so access to curriculum can be sustained). Class teachers to discuss this with department reading coordinator if they require alternative strategies to support pupils that take into consideration specific learning and behaviour needs.
- Displays within the classroom environment will support the teaching of Phonics through early reading skills, e.g. labelling of environment with symbols, labelling of pictures. The display policy can be accessed: <T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A WHOLE SCHOOL POLICIES>

NB Twinkl Phonics have identified that the use of 'alien word'/ nonsense/ pseudo words are not a 'core' skill within the synthetic, systematic skills required for fidelity to the Phonics scheme. It has been agreed with reading coordinators and HOP that 'alien word' activities and resources are not used with our pupils unless discussed for specific pupils.

Please see **Appendix P** for information on Twinkl Phonics and Phonics terminology.

NB Teachers in the secondary department use their professional teacher judgement to differentiate the provided Twinkl Phonics resources, ensuring that lessons planned are age appropriate in KS3 & 4. Teachers will ensure the fidelity of the Twinkl Phonics programme by following the systematic progression outlined in the scheme whilst adapting the topics/themes of the lessons for their pupils.

Teachers in KS4 will work with their Head of Phase and department reading coordinator to ensure that phonics is delivered appropriately alongside the KS4 curriculum which is centred around their relationships, their wellbeing, and preparation for post 16 provision.

Pupils have access to decodable books that have been matched exactly to the order in which GPCs are introduced in line with Twinkl Phonics Programme Levels 1-6.

NB - Pupils are only given decodable reading books that are in line with their individual current knowledge and understanding, this is when they can segment and blend words using the GPCs they have learnt in their current phonics level:

- Currently online Twinkl books (Whole school)
- Rhino Readers – Twinkl hard copy books (Whole school)
- Collins Big Cat (Whole school)
- Dandelion Readers (Primary)
- Dockside Reading (Secondary)

When a teacher assesses in accordance with Twinkl Phonics Scheme that a pupil needs to access phonic decodable books or move to next set of phonics decodable books they MUST see their Phase English Co-ordinator. They will do a brief observation of the pupil segmenting and blending using the GPC's learnt in their level and then agree the progression or provide support and advice or seek other ways of seeing the pupils achievement (e.g. for those pupils who find it difficult with different people).

NB Teachers will use other books, fiction and non-fiction in story time, lessons and to support home work – these are read by adult and are for engaging pupil and building vocabulary. They are not for teaching decoding, word guessing etc.

For pupils who are able to decode and blend the sounds in a letter phase, school have selected a range of sources for decodable books to enable pupils to have lateral progression and also to capitalise on motivation and engagement.

- Teachers select the books using the reading book progression chart and match the books to the pupil's identified phonics level and their ability to decode words using segmenting and blending.
- Teachers select books in relation to each individual child's phonic development and they ensure that they do not encounter words that include GPCs that they cannot decode.
- Teacher's will use Onwards and Upwards to record pupil's individual assessment, following the Twinkl Phonics skills and knowledge progression descriptors. **Appendix R**
- Class reading logs are kept in an identified yellow reading folder in each classroom with reading record sheets.

Use of objects, photographs and symbols to support reading

For pupils with severe and profound learning difficulties objects, photographs and symbols can support the understanding of language/communication by providing visual information. Please refer to section in Communication and Understanding (above) on the use of objects, photographs and symbols to support language understanding. Additionally, photographs and symbols can be used to a) support the development of skills and knowledge progression for reading and b) for some pupils, provide a degree of independence and enjoyment before they learn decoding or if they are unable to learn decoding.

See and Learn

All pupils will have access to daily (timetabled as phonics or integrated throughout the day) phonics teaching. The current guidance is not to teach reliance on word shape recognition, this includes not asking pupils to identify/match/sort/read words that do not match pupils current phonics skills (GPCs known).

We currently do have a small number of pupils who may access the 'See and Learn' teaching programme that incorporates a step-by-step scheme to support children with Down syndrome through evidence-based activities and guidance to help them develop in their speech, language, reading and numeracy skills. This is when the scheme has been recommended to us by our Speech and Language Therapist team. The programme teaches early vocabulary and phrases through a sight-reading approach, incorporating matching, selecting, and identifying whole words. The identified children will also continue to encounter/participate in daily phonemic awareness activities to support their knowledge and understanding.

Further advice is being sought in relation to this approach for the small number of pupils who may currently access it.

Social Sight Recognition

The teaching of reading at The Bridge is through Phonics linked to personal and social development and safeguarding.

Key community words and safety symbols may be taught in KS4 to support learners' individual independence and life skills. Below KS4, class teachers will discuss with department reading coordinators if an individual pupil needs to be taught to read specific words using word shape recognition skills.

Younger children may learn recognition of their name through alternative approaches as part of personal and social development and linked to safeguarding.

Reading at home

The Bridge encourages engagement in books, stories, rhymes, drama games and songs. The policy for the Bridge related to reading for home is individual for each pupil and may link to the following:

- a) For some pupils the focus on engagement at home and homework will be on fundamental areas of communication including behaviour or other areas of fundamental knowledge and skills. Homework is set in Annual Review meetings and agreed with parents and recorded on their outcomes document. All pupils have 12 month outcomes set with parents in EHCP Annual Review meetings. Strategies on how to support the outcomes are detailed. The outcomes will have areas that for many pupils build on the fundamental skills linked to understanding and communication and for some more specifically linked to literacy- this depends on the pupils assessed prior knowledge and skills. All pupils will therefore not have a reading book sent home but they will have personalised and appropriate agreed shared areas to work on at home.
- b) For pupils who are not yet working at a decodable level but show an interest in books the class teacher will liaise with the parents over a specific home reading approach. Through conversation with the parent, the class teacher/parent will decide if the pupil has sufficient access to range of appropriate books at home or if a book will need to be sent home with the pupil. Where appropriate the class teacher will send books home that link to Level 1 of the Twinkl Phonics programme (picture books). (Other books may also be sent home for adults to read to child linked to interests and engagement).
- c) For pupils with profound and multiple learning difficulties, homework may include access to stories through multi-sensory such as sensory book bags/ story massage etc. These can be

created to be shared between a parent/carer and their child at home again linked to the priorities agreed with parents/carers.

- d) For pupils who are accessing decodable books relating to their phonic knowledge, books should be sent home. There may be some pupils where it is agreed with parents that due level of engagement or behaviour that other alternative priorities are worked on at home including other life-skills. For those pupils who are taking books home, they are changed dependent on the pupil's progression and engagement, and this will be down to the individual teacher's judgement and parent agreement/feedback. Decodable books may also include linked activities for parents to work on that directly relate to the text and matched phonic level. For pupils who are working at the level of decodable books but are unable to access the usual books due to specific needs or behaviours then alternative copies/access may be provided e.g. laminated or online copies. Some pupils may access a particular level of decodable books for a long period of time, they will revisit some of these but alternative decodable books that are an appropriate level can also be accessed linked to the fidelity of the principles of the scheme.

When it is appropriate pupils will access carefully selected decodable reading books both in school and at home from the identified reading book schemes (see above):

- class teachers will select the appropriate book/e-book in line with the pupil's individual current knowledge and understanding, this is when they can segment and blend words using the GPCs they have learnt in their current phonics level.
- 'Home Reading Log' books will be sent home for parents to engage their child in reading.
- parents will be offered training and support in how to engage their child with the decodable texts sent home, with information on the level they are working in, from the class teacher and/or the Phase English coordinator.
- pupils will engage in regular reading sessions in school. For the pupils who it is appropriate for, decodable reading books will be chosen from the same reading scheme progression chart ensuring that it reflects the learning in the home reading book. Shared reading opportunities are provided for all pupils where the adults will read the text and engage the pupil in stories that support engagement and interests.

Class teachers will liaise with individual pupils parents to discuss pupils engagement and enjoyment for sharing the phonics books at home. Teachers will check that parents are confident with the letter sounds and blending and provide support where appropriate (teacher can link with coordinator and parents can also attend training on Phonics) . Teachers can provide ideas and resources that will support the text being shared at home and monitor pupils engagement with the text. Parents will be encouraged to return the book weekly with the home reading log to ensure the teacher can provide the appropriate texts and resources regularly. If the book is not returned, the class teacher to discuss with parents if they need any additional guidance, time spent on a book or support in engaging their child in the home reading.

Pupils reading information from home will be recorded in their individual 'Home Reading Log'. Guidance given in the 'Home Reading Log' in relation to what might be useful for a parent to record in there and also advice on assessing pupils understanding of the text where appropriate. What information is recorded will be dependent on the individual pupil needs and the class teacher will liaise and support the parent. The 'Home Reading Log' is the

opportunity for communication between the parent and class teacher and is separate from the in-school recording system. If a parent requests a change of book due to engagement, then the book will be changed. Prior to the book being sent home the teacher will arrange for the staff member to have an engagement session with the pupil to introduce the book.

Support for parents in supporting their child in Early Reading

Regular opportunities during the year are organised for training sessions for parents and carers and this includes development of understanding and communication as well as early reading and writing. Early reading includes the wide range of ways in which stories and love and books and engagement can be promoted and developed. Sessions include the curriculum and the reading scheme including phonics development.

Class teachers are also available for individual parent/carer support to support their children at home.

Throughout school and home life the goal is to encourage the enjoyment of books and reading so that the children develop a life-long love of books.

Symbols and photographs

The use of symbols and photographs can support pupils develop skills in reading or supported reading, communication and understanding. Additionally, it can give pupils increasing levels of independence. The photographs or pictorial information in symbols can support pupils to use print as a support for communication, understanding instructions, reading simple symbolised texts or support written recording (See section on Writing).

The use of photographs and symbols as an intervention can also support pupils who may not learn to decode words and for others can support the development of abstract understanding, decoding and simple rules such as going from left to right in their progress towards reading word texts.

How are symbols used at the Bridge School?

Symbols are images that represent words or concepts and help pupils visualise the meanings of words. Sometimes it is hard to remember the meanings of new and difficult vocabulary, and with symbols the pupil can be sure they are using the right word.

Symbols are used to support pupils at many different levels. At the simplest level, they are used to enable communication and choice – by pointing to the one you want. By signposting the environment, such as by labelling rooms, cupboards, and drawers the pupil is given help to be more independent. Symbols used to support vocabulary can help with learning new words and can separate understanding of concepts from decoding spelling. Most importantly, they are used to help pupils by increasing their independence and building their self-esteem. Symbols can communicate ideas quickly and simply.

Examples of how photos and symbols are used at the Bridge School:

- Matching photo to photo
- Matching symbol to photo

- Matching symbol to photo
- Recognition of photos
- Recognition of symbols
- Reading photos and symbols in a sequence when adult points to each one
- Reading photos and symbols in a sequence left to right
- Ordering symbols to communicate using the colourful semantics approach.

Examples of how photos and symbols incorporated into the school day to support pupil's communication:

- consistent used of symbol labels in the classroom environments
- Use of key rings to show pupils key symbols or photos with repetition and consistency over time
- The use of PECS (Picture Exchange Communication System) as advised by the Speech and Language Therapy team
- Systems such as the TEACCH model
- Pupils may have an individual picture of reference folder or now and next folder using either photos or symbols to support understanding of the daily routine.
- Colourful Semantics

Classroom environments should be symbolised for pupils and the whole school display policy should be followed. This can be accessed here- <T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A WHOLE SCHOOL POLICIES>

Word recognition and symbolic knowledge

It is important to support pupils in developing the ability to attend to objects, patterns, pictures, symbols and words. Pupils can be encouraged to link these to people, situations, objects and actions and to learn how they can provide cues to an activity and to make choices.

Teaching this aspect across key stages may help pupils to:

- Discriminate between different representations.
- Distinguish between text and illustrations.
- Match and identify a range of familiar representations, for example, signs, symbols and words of importance, high frequency words, content words or phrases from familiar books or reading schemes, social and environmental vocabulary, cross curricular and subject specific vocabulary.

Writing (KS1 and above)

Literacy (EYFS – Writing)

The intended key knowledge and skills related to writing – see Appendix A & B, and Intent section at the beginning of this policy.

Writing has two dimensions – composition and transcription. Both are necessary for competent and confident independent writing.

Composition - pupils need to be able to say (verbally or non-verbally) what they want to write (expressive language).

Transcription – pupils need to know how to spell the words and how to form letters in the words (handwriting).

Writing at the Bridge school is interpreted as an activity that communicates and records events, experiences, information, thoughts and feelings. The most appropriate form of recording is then selected according to the pupil's needs for example, using objects, picture, photographs, symbols and text, drawing, typing and ICT, working with an adult as a scribe or a combination of these.

Implementation

The school uses consistent systems and strategies that should be implemented throughout school by all staff. The system and strategies used with pupils are personalised to each pupil due to their needs and abilities. The pupils' abilities are detailed on their annual review report / 12-month outcomes and the strategies used are also documented within the report and support plans.

Lead adults need to be clear that when they are asking pupils to record they do have the component parts to do this and they do not overload the working memory and are clear on the purpose of the task. For example, if a pupil is being able to recall something they have done e.g. at the weekend, in the lesson etc, the focus is on the recall and the oracy. If they are then asked to record it but do not understand the symbols, the words or are able to write then what is the purpose or the purpose should be clear. The pupil can work on their symbol or writing skills in a separate activity.

A range of interventions are used to support pupil's engagement in writing, such as:

- development of gross / fine motor activities to promote skill development. This may include use of Brain Gym, Cool Kids, Sherbourne Movement, following guidance detailed in curriculum documents.
- use of symbols – The use of PCS colour (Picture Communication Symbols) – Boardmaker, for all symbols to be consistent across school.
- labelling of classroom and corridor environments with symbols and words
- labelling and reading of symbolised text in environment
- consistent and correct modelling of letter formation / letter sounds.
- use of ICT hardware (e.g. switches, microphones, keyboards) and software to record information (e.g. Clicker 6, Purple Mash).
- approaches that encourage the use of both gross motor and fine motor movements, as appropriate, that incorporate both mark making and writing opportunities supported by music and actions: Write Dance and Dough Disco.
- following the curriculum activity cards that support the development of composition, spelling, punctuation, comprehension, vocabulary, appropriate to pupils' ability.
- the colourful semantics approach that supports pupils in their sentence building and to develop their understanding of sentence structure. As advised by the Speech and Language Therapy team.

- providing symbols for pupils to label or sequence to communicate what they can see/hear/want etc.
- scaffolding sheets, that allow pupils to work on underwriting skills.

How do we support handwriting skills at the Bridge School?

All teachers understand the early elements of writing and small steps to develop handwriting skills. Lessons are highly personalised and may incorporate movement activities, making marks in any media or using appropriate supporting visuals to engage pupils in letter formation and handwriting tasks.

To promote the development of motor skills, supporting staff may utilise hand over hand support where appropriate. We define hand over hand support as gentle adult physical guidance to support accessibility and formation within writing activities. All staff understand that it is crucial to respect the consent of a pupil when offering hand over hand support. If a pupil communicates clearly that they do not want the support, the adult will explore and pursue alternative methods to support the pupil's writing development, as outlined within this policy.

If appropriate, hand over hand support can be a valuable strategy for developing writing skills, particularly for pupils who have physical or sensory impairments. The aim of hand over hand support is to:

- Build confidence with materials/tools to support writing.
- Refine pupils' motor skills (see Gross and Fine Motor sections outlined below).
- Provide effective modelling opportunities.
- Encourage independence by gradually reducing support.

Considerations when delivering a handwriting lesson:

Gross Motor Skills

Upper body control and development is significant in supporting handwriting skills. We must initially work to find ways to engage pupils appropriately in using the larger muscles in their shoulders, this supports stability in the arm and hand.

Pupils have many opportunities to work on gross motor skills, this term is used to describe the development of controlled movements of the whole body, or limbs (arms or legs). This is of particular importance in relation to writing as it supports the development of posture, core strength and balance.

Examples of gross motor activities used at the Bridge School:

- Movement activities on the playground and in Soft play including, moving over stepping-stones, climbing up steps, crawling through a tunnel, jumping and stretching.
- Dancing sessions that incorporate movements that encourage reaching, stretching, grasping, and releasing.
- Rolling on large exercise balls to develop core strength
- Carrying out activities that require crossing their midline, e.g. picking up and releasing balls into open containers.
- Writing approaches such as 'Write Dance' (information below).

Fine Motor Skills

Following their engagement in gross motor activities, pupils have opportunities to practice and develop their fine motor skills across the school day. This term is used to describe smaller movements, usually of the hand, wrist and fingers in coordination with the eyes. Fine motor control is best developed through activities which involve small-scale movements, which will support progression in mark making with hands, fingers and for some pupils in holding mark making/writing tools.

Examples of fine motor activities used at the Bridge School:

- Exploring sensory media with their hands/fingers
- Puzzles, e.g. inset puzzles, peg puzzles, and jigsaw (connecting) puzzles
- Posting activities
- Using tweezers to pick up small items
- Exploring bricks, e.g. stacking non-interlocking blocks, connecting inter-locking Duplo bricks
- Scissor skills using adapted scissors
- Tearing paper for collage activities
- Dressing dolls or self, e.g. pulling their zip, unfastening Velcro straps on their shoes
- Holding art tools
- Writing approaches such as 'Dough Disco' and 'Write Dance' (information below).

Practical considerations when engaging pupils in handwriting activities

In preparation of engaging pupils in mark making/ handwriting tasks it is essential to ensure that physical needs and adaptations are considered. For example:

- The pupil's feet are on the floor or they are sat comfortably in their wheelchair
- The table/tray is the correct height for the pupil
- Consider their position in relation to the lighting and window/ ensure there is no shadow/sunlight reflecting on their table
- The table and the paper/mark making tray is at an appropriate angle for the pupil to engage in the task.
- Consider if the pupils needs a raised/sloped board to bring the task into their eye-line to support their engagement in the task
- Consider the mark making/ handwriting tools for individual pupils, e.g. using chunky paintbrushes, pencils and crayons to support the pupil's grasp.
- Consider pupils sensory impairment and physical needs, e.g. selecting brightly coloured paint and a highly contrasting paper (black) to support a pupil who has a visual impairment.

Mark Making

Mark making is a crucial stage of pupil's development of early handwriting skills. At the Bridge School we have broken this skill into small steps as shown in our mapped-out pre-subject specific skills and intended skills and knowledge progression (**Appendix A & B**). All pupils have opportunities to engage in mark making activities that are planned into writing lessons as well as in cross-curricular subjects. Pupil's will experience a wide variety of sensory media to explore with their hands, feet, fingers, and toes (as appropriate). Opportunities to encounter different textures, media and tools

are created encouraging pupils to make choices, demonstrate consistent preferences and initially engage in mark making at a cause-and-effect level.

NB It is important for teachers and supporting adults to consider ways to engage pupils in mark making who experience tactile defensiveness. Strategies may include sensitive modelling and awareness of pupil's toleration, placing wet/dry media into clear food bags for exploration, providing an art tool when exploring sensory media, opportunities to experience different materials in Tac Pac sessions and sensory stories to make choices and communicate their likes and dislikes.

Carefully selected programmes used to support early writing skills at the Bridge School:

Dough Disco –

This is a fine motor exercise that involves pupils manipulating playdough with their hands and fingers. The lead adult may model or share a video of different movements using their fingers to intentionally change the shape or create a mark in the playdough, for example, roll a ball, squeeze, splat, pinch and press. Dough Disco is often accompanied by selected music and the movements are carried out in time with song.

To find Dough Disco resources, [click here](#).

Write Dance –

This is an exciting music and dance approach used to develop the skills needed for writing. It is an approach that can be adapted for all pupils at the Bridge School and is used across the EYFS, Primary and Secondary departments. The approach provides both gross and fine motor movement opportunities so children can develop the physical skills needed to develop their handwriting skills. The movement is driven by the music and the underlying principle is enjoyment to build confidence.

To support the whole school approach, each department has a selection of Write Dance stories and songs that are appropriate for the pupils. Teachers will adapt these resources for the pupils in their class based on their learning, sensory and physical needs.

To find Write Dance resources, [click here](#).

There are many opportunities in both Dough Disco and Write Dance that can support small step mark making progression in the mapped-out pre-subject specific skills and intended skills and knowledge progression (**Appendix A & B**).

Letter Formation –

We do not join our letters at the Bridge School to support pupil's understanding of written words and support their development of handwriting skills. It is therefore important that all staff model good letter formation when writing and model sounding out words correctly as this may be noticed by pupils and they may imitate (See **Appendix T** for letter formation practise sheets).

Teachers and staff are aware of the different types of pencil grasps children may use and how they may develop. The pencil grasps information is displayed in all classrooms to inform supporting adults when completing assessment feedback for teachers to plan next steps (**Appendix U**).

Teachers understand the development stages of handwriting as pupil's begin to make intentional marks with writing tools on paper (**Appendix V**). This informs teachers in planning next steps and adapting resources and activities appropriately to support pupils' individual progression.

Phonics and handwriting

There is an important link between handwriting development and phonics. Research states that when children write letters by hand, they learn them more effectively. The letters of the alphabet require knowledge of their features such as the lines and curves to form the letter and spatial orientation (Terepocki, Kruk, & Willows, 2002).

Both reading (decoding) and writing (encoding) require pupils to segment and blend words. When teaching phonics skills, class teachers are developing pupil's potential in writing for meaning. Therefore, handwriting is a core skill and should be incorporated in pupil's daily routine at an appropriate level based on pupils individual small step progression.

Teaching is carefully planned to support pupils individual writing skills that reflect their NSS or SS writing small steps and their current phonics ability. Class teachers do not ask pupils to write words/sentences that contain words that do not match their phonics ability. Adaptions can be made to activities to support pupils in their composition whilst reflecting pupils phonics and writing ability, e.g. using symbols/teachers scribing for pupils.

Strategies that teachers use to support phonics and handwriting:

- All adults are aware of the importance of correctly modelling letter sounds when segmenting and blending words, using 'pure sounds' to support spelling.
- Repetition of activities to practise letter formation on hearing phonemes at the appropriate phonetic level of the pupil. This can be done in a range of media or with different mark making tools.
- A variety of kinaesthetic activities to engage pupils in letter formation during phonics lessons, for example, air writing using fingers, scarves or ribbons, using tools in sensory media, overwriting tactile letters, following the formation of a letter by popping bubble wrap etc.

How do we support writing for a purpose at the Bridge School?

As pupils display an emerging attempt at demonstrating writing conveying meaning in recording work teachers at the Bridge ensure that the resources/activities they provide are highly personalised for the individual child. Writing activities incorporate systematic instruction, direct instruction, scaffolding and modelling. This may look like providing the appropriate AAC resources, symbols or words for sequencing, scaffolding worksheets with visual prompts and/or overwriting words, scribing sentences that pupils verbalise etc.

Activities that may be seen at the Bridge school when a pupil begins to write for a purpose:

- matching symbols to photographs of favourite toys, activities or places.
- whole group sessions naming and matching symbols to objects/resources/props in a variety of contexts.
- match and order timetable symbols to activities.
- pupils help to label pictures/ display with symbols or words in line with their current phonics knowledge etc.
- making simple I see, I hear sentences using symbols or written words (in line with their current phonics knowledge) to go with story illustrations, objects and sounds associated with stories and poems.

- pupils make independent PECS sentence about a shared story.
- pupils may verbalise sentences about part of the story poem with less support for an adult to scribe.
- pupils to use switches to generate pictures coactively and independently.
- pupils given access to free writing activities to write and display their own work.
- dictating a sentence to an adult.

Alternative writing strategies

It is important to note that writing at the Bridge School is highly individual and strategies are carefully selected for pupils. This is based on their assessed previous skills and knowledge, their targeted outcomes linked to the EHCP set with parents/carers and from any advice from other professionals. Subsequently, the teacher may break the steps down further and differentiate linked to individual pupil access and profile.

Examples of adaptations in teaching early writing and handwriting skills:

- Pupils may use cause and effect software and eye-gaze equipment to engage in mark making on Interactive Screens.
- The use of alternative or augmentative means of communication, e.g. voice aided devices, communication books, PECS, eye gaze, photo, symbol or written word communication boards etc.
- Underwriting scaffolding sheets
- Letters on building blocks to engage in segmenting and blending words
- Typing on a keyboard
- TEACCH approach resources including Velcro letter boards, matching activities, sequencing pictures/symbols
- Pupils dictating sentences to adults to identify what they can see/ what they have made etc.

Teachers use a wide range of strategies to support the pupils in identifying and writing their name based on their needs:

- matching using self-registration boards during daily routine activities
- matching their own and peers names
- activities using physical resources to build their name, e.g. building blocks with the pupils name on to match, plastic/wooden/magnetic letters, balls with the individual graphemes written on.
- typing their name on IT technology software, e.g., tablets, iPads, computer keyboards.
- underwriting using writing tools
- scaffolding sheets

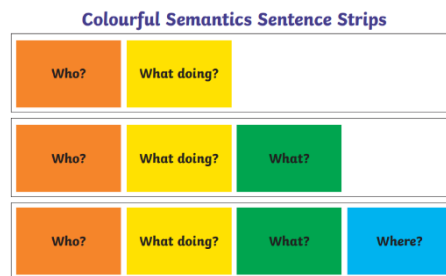
It is crucial to note that it is important to first develop pupils' skills in phonemic awareness and not the rote learning of letter names. Letter names are labels, but they do not represent how the letter actually sounds. By teaching pupils the appropriate grapheme-phoneme correspondences first it will

support them in decoding and spelling words. Therefore, we follow the systematic order of the Twinkl Phonics program in choosing which letter names to teach alongside the phonemes, and when.

Colourful Semantics

This is an approach used at the Bridge School as advised by the Speech and Language therapy team. It is a method for developing the pupils understanding of sentence formation and structure. The approach uses a colour code on symbols or words to identify each element of a sentence using an associated question prompt. This supports the children in recognising patterns during sentence construction. See **appendix W** for guidance and examples of colourful semantics activities.

Question Prompt	Colour
Who?	Orange
What doing?	Yellow
What?	Green
Where?	Blue
When?	Brown



By using colourful semantics to support pupils they will experience and learn to use a wide variety of language, they may develop the use of nouns, verbs, adjectives and prepositions, it will support commenting and answering questions in a range of contexts and can be transferred to written sentences and language comprehension.

Experiencing early language

Teachers actively model speech sounds and use consistent key vocabulary that is appropriate and in context to the activities they deliver and the daily routine. At the Bridge school this may also look like, using Makaton signs, sharing pictures of reference or symbols that communicate the key vocabulary.

Opportunities are created for pupils to engage in play and focussed activities that incorporate hearing and imitating sounds, for example, during small world play adults may model car sounds, e.g. “Brum”, “Beep”, pupil’s also experience voice sounds during Level 1 Phonics sessions, hearing familiar sounds in the environment.

The Education Endowment Foundation ([Improving Literacy, 2020](#)) states that to support the development of language the following is required ‘a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children’s language and thinking during interactions and activities’. The pupils at the Bridge School are exposed to a range of strategies, noted above, in their classes or in small groups and supporting adults observe their engagement and learning from this exposure, which can then be built on. Additionally, a pupil may have specific strategies that are targeted through 12-month outcomes or through lessons in a progressive way.

OTHER

Research on embedding to memory

The DfE (2019) state that it is 'good practice to block learning and repeat practice over time as this leads to better long-term retention of knowledge'. At the Bridge school repetition and reinforcement is a major pedagogy for pupils with additional learning needs, therefore emphasis is placed on practicing skills in a variety of contexts that are motivating to the pupil's but also introduces new concepts and ideas following the sequential intended skills and knowledge progression maps (**Appendix A & B**)

Overall Impact

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development. All pupils who attend the Bridge School, have severe/ profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in 6-month review meetings with parents/carers.
- Pupils making progress/achieving in the Reading and Writing curriculum planned by teachers either demonstrating subject specific skills and knowledge or pre subject cross curricular skills. Progress and achievement in all subjects are within reports to parents in either EHCP (Annual Review) report or annual Curriculum report.
- Achieving external accreditation for secondary aged pupils, e.g. OCR accreditation.
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.

NB - This policy is set alongside the Curriculum (Key stage one and above policy), Teaching and Learning Policy, Engagement Policy, Planning Assessment and Reporting Policy (EYFS / Primary / Secondary) and subject curriculum policies.

Appendix A - Mapped-out pre-subject specific skills progression.

Please note that teachers, based on needs and profile of pupil, can break down into small steps or widen and apply laterally.

Appendix B - The intended skills and knowledge progression for pupils who attend the Bridge.

The teacher may break the steps down further, differentiate linked to individual pupil access and profile. Some pupils may have uneven profiles based on their strengths, abilities and needs.

Appendix C - Attainment targets for each key stage for English.

Click below for – National Curriculum in England: English programmes of study – Key stages 1 and 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

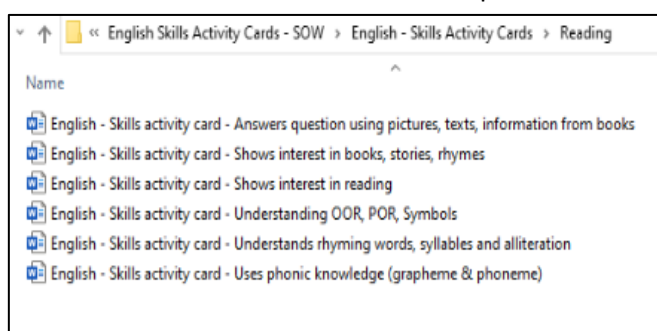
Appendix D – EYFS Curriculum

Click below for – Early Years Foundation Stage Curriculum




https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Appendix E – English Curriculum – Activity Skills Cards

See below for examples



Click here for [English Curriculum Activity Cards](#)

Skill Band	Shows interest in books/ stories/ rhymes
	Enjoys looking at books and other printed material with familiar people e.g. May appear interested in a particular page due to content or colour. May attempt to turn pages, a number at a time E1
	<ul style="list-style-type: none">Make a wide range of books available in the class e.g. sensory (tactile, sound button, lift the flap), picture books, early reading books, alphabet and number books, comics.Make sure books are available to share in an effective classroom reading corner/ area (if appropriate for your class). See English Policy for guidelinesHave shared reading times in the day/week.Children to participate in one to one and whole class shared reading sessions.
	
	Listens and engages with familiar rhymes and stories
	<ul style="list-style-type: none">Share familiar texts on a regular basis.using sensory stories / story messages / soundabout boards / soundabout stories/story messageWeekly whole class shared texts to be delivered 1:1 to small groups/ whole classClicker 6 Stories
	
	Desktop Menu – Click Software – Clicker 6 – Explorer – Shared Tales
	<ul style="list-style-type: none">Use stories/ song stories on the computer to share and enjoy stories e.g. 'Debbie and Friends' – Fairy tales http://www.viewpure.com/search?q=debbie-and-friends&dateisarchitect&ortrelevance'Barefoot Books' – Story Songs http://www.viewpure.com/search?q=barefoot-books&dateisarchitect&ortrelevance
	Join in with some actions or repeat some words, rhymes and phrases when prompted. Familiar story 1:1 or small group S1
	<ul style="list-style-type: none">Teacher shares story and encourage pupils to join in at appropriate times.Develop interactions during certain sections of stories to develop enjoyment and anticipation, for example, blowing bubbles during the Rainbow fish story, exploring sticks/ sensory mud/ water spray during the Bear hunt story etc.
	
	<ul style="list-style-type: none">Encourage pupils to join in with familiar parts of story using props, symbols, signs and repetitive phrases.Make BTPMasks available to the pupils who join in with the repetitive text e.g. processed the

Appendix F – For pupils who have English as an additional language.

The class teacher of a pupils who has English as an addition/ second language will liaise with Head of Phase and EAL whole school Co-ordinator. The approach will be personalised.

For some pupils it may be:

- Parents and or SALT, with school staff, may prioritise English only. This may be due to parents only speaking English at home with the pupil.
- Parents and or SALT, with school staff, may decide to prioritise English only. This may be due to the pupil early level of understanding in English and the need for consistency.
- Parents and or SALT, with school staff, may target only key words.
- Parents and or SALT, with school staff, may agree a provision of EAL regular support to expand from single word understanding, if the support can be accessed.
- School will arrange assessments to review understanding in the home language, if the support can be accessed.

Support may link to parent/s communication and literacy needs.

Strategies to support the pupil will be provided at the annual review and incorporated into 12 monthly outcomes.

A summary of need and provision will be completed for each pupil by teacher and Head of Phase and sent to the EAL Co-ordinator and saved to pupil files.

The form (Appendix G) should be completed on entry and reviewed, at a minimum, at each annual review of EHCP.

Appendix G-

English as an Additional Language (EAL) Need and Provision

Name of Pupil:

Home language:

DOB:

Date of Annual Review:

Year Group of Annual Review:

Date summary of need and provision form completed:

Action	Reason for action and any other information	State Yes or No
Prioritise English only	Early level of understanding in English	
Prioritise English only	English only spoken at home	
Prioritise English only	Parent request	
Regular EAL support required	Noted in annual review paperwork and strategies within 12 monthly outcomes.	
Assessment to take place to gather information on understanding in both home language and English	Is understanding in home language equal to English? Is understanding in English greater than in home language? Is understanding in home language greater than in English?	

Form to be completed with copies to:

1. EAL Coordinator
2. Head of Phase
3. pupil file alongside EHCP (hard copy)
4. pupil file on system.

To be reviewed as a minimum at annual review of EHCP or teacher request.

Appendix H – Roles and Responsibilities

The Primary and Secondary phases have a coordinator who is linked to the Reading and Writing curriculum. EYFS has a coordinator for the linked area of the EYFS curriculum. The Primary and Secondary phase coordinators alongside the Heads of Phase (who oversee the phase curriculum):

- Ensure that the curriculum meets the statutory requirements
- Ensure the rolling programme provides coverage of the key aspects required
- Ensure the planned activity cards are reviewed prior to delivery in relation to the breadth of ability, the special educational needs of pupils in relation to their access to the curriculum, any progression in technology/research and any internal data.
- Review the intended skills and knowledge progression in relation to any changes to the school population, research, advice from professionals and teacher/parent/carer feedback.
- Ensure that they are professionally up to date in their subject area including self-identifying required training opportunities.
- Provide training for teachers and support staff including highlighting any common misconceptions.
- Liaise with the schools ECT coordinator/mentor to provide training and support for newly qualified teachers.
- Liaise with Head of Phase to support new teachers.
- Work with whole school assessment coordinator on internal moderation.
- Work with Heads of Phase on use of curriculum coordinator time to observe practice and carry out deep dives in Reading and Writing.
- Ensure that the shared book bags are well resourced including online shared resources.
- Complete annual self-evaluation reviews to inform whole school improvement planning.
- Liaise with the EYFS coordinator for the linked area of the curriculum.
- Design and deliver training to parents/carers as part any agreed parent offer.

Teachers:

- Ensure that they have current subject knowledge to effectively teach their designated group of pupils.
- Ensure that they follow the activity cards for Reading and Writing and liaise with subject coordinators over any content or specific resources.
- Ensure they differentiate and set appropriate objectives/lesson targets in line with pupils assessed levels and the intended skills and knowledge.
- Extend content/context for their designated group of pupils if necessary and feeds back to the Reading and Writing coordinator.
- Ensure that Reading and Writing work in other subjects links to the pupils assessed level of skills and knowledge.
- Ensure that they contact coordinators or Heads of Phase for any specific advice or to ask questions.
- Ensure they assist their support staff in their understanding of the Reading and Writing curriculum and their subject knowledge.
- Complete assessment, recording and reporting in relation to whole school policy.

Support staff:

- They engage with training and self-identify if they require further training, advice and support in relation to the delivery of Reading and Writing to their designated group of pupils.

They implement the teachers planning and direction and follow the whole school policy on assessment.

Appendix I – Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

Cultural capital gives power. It helps children achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

Therefore, gradually widening pupil's experiences as they progress through school is an important step in providing rich and engaging learning across the curriculum. We plan carefully for pupils to have progressively richer experiences throughout each phase at the Bridge.


Exciting, motivating and varied content is planned to support engagement with opportunities taken to enhance cultural capital within the English curriculum delivery in school and out of school when possible.

Examples of different types of experiences we provide within the context of English:

- all texts have been carefully selected to include a range of stories set in the UK and around the world, both traditional and modern, with engaging illustrations from different backgrounds and cultures.
- access to classroom reading areas and department libraries
- multiple opportunities during the school week to learn and practise skills in different environments – sensory rooms, library areas, wildlife area, food technology room, swimming/Hydro-therapy pool.
- opportunities created during the school day, in a wide range of contexts, for pupils to practise and develop their early literacy skills, speaking and listening and reading, e.g. during snack and lunch time, visiting the sensory rooms and library areas, during both core and foundation subject lessons.
- educational visits to local parks / libraries/ cafe's/ garden centres/ farms/ woodland area etc.
- educational visits in school including visits from the 'Exotic Zoo', 'Ice Cream Van' and 'Specialist Musicians'.
- opportunities in the secondary department to participate in the 'School Council', encouraging pupils to sharing their thoughts, ideas and emotions about their school.
- specialist curriculum days/events, e.g. 'World Book Day' celebrated as a whole school annually.

Appendix J – Vocabulary tracking sheets

Example -

Core Vocab Sheet 	Linked Curriculum Areas											Comprehension				Communication	
	Science	Geography	History	D&T	Art	Music	P.E	R.E	PSHE	MFL	Computing	Object	Photo	Symbol	Understands	Says word in imitation	Uses word spontaneously
Category 2	Animals																
Bird	✓	✓					✓										
Cat	✓	✓							✓								
Chicken	✓	✓					✓	✓		✓							
Cow	✓	✓						✓									
Dog	✓	✓							✓								
Duck	✓	✓						✓									
Fish	✓	✓						✓									
Monkey	✓	✓					✓										
Pig	✓	✓							✓								
Rabbit	✓	✓							✓								
Badger																	
Bear																	
Bee																	
Budgie																	
Butterfly																	
Camel																	
Crocodile																	
Deer																	
Donkey																	
Elephant																	
Fox																	
Frog																	
Giraffe																	
Goldfish																	
Goose																	
Hippo																	
Horse																	

[Click here for Vocabulary knowledge tracking sheets](#)

Appendix K – Agreed and consistent whole school Objects of Reference (OOR)

Use of Objects Of Reference (OOR)

What is an OOR?

An Object Of Reference (OOR) is any object which is used systematically to represent an item, activity, place, or person. Understanding real objects is the first stage of symbolic development. Therefore, using objects is considered the most concrete way of representing a word. Objects of reference are used with pupils at the Bridge who find it difficult to understand spoken words, signs, symbols or photographs. They are used to:

- To increase understanding of the spoken word
- To signal the beginning of a new activity
- To enable pupils to make their own choices
- To enable the pupils to request items and activities
- To provide a visual representation of their day (when used in a sequence)

Smells and sounds of reference can also be used to provide multisensory feedback – however, these must be used in line with whole school policy to ensure consistency.

How should an OOR be used?

‘OOR should hold meaning for individual pupils’ (Ashdown, R., 2001. Ockelford, A., 2002., Park, K., 1997)

Consistent OOR are used across the whole school for learning environments pupils may access (see chart below), every class base has a box containing these OORs that should be used with identified pupils (through SALT reports, SIS reports and Annual Review reports)

Transitions to new learning environments:

Appropriate time, in line with pupils processing abilities, should be planned into transitions to new environments. This will enable the pupil time to handle, attend to and process the OOR in preparation of the transition – the appropriate level of physical support should also be given to maximise engagement. When the OOR is given, the adult leading the communicative interaction will use the keyword which the OOR represents e.g. pupil handles armband and adult reinforces ‘Swimming’. When reaching the swimming pool, this will then be reinforced by sharing the OOR and key word once again.

Introduction of activities.

OOR’s are used to signify the start of an activity, these OOR’s are items which are accessed during individual activities to support pupils understanding. The OOR is linked to the activity clearly and consistently, for example, when the individual is engaging in exploring soil during an activity about plants/seeds– soil would be the consistent OOR for the activity, the pupils’ personal spoon would be used at mealtimes, the parachute would be held and explored before beginning parachute games etc.




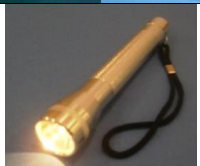





Appropriate time, in line with pupils processing abilities, should be planned into introducing activities, this will enable the pupil time to handle, attend to and process the OOR in preparation of the new activity – the appropriate level of physical support should also be given to maximise

engagement. When the OOR is given, the adult leading the communicative interaction will use the keyword which the OOR represents e.g. pupil handles the parachute and adult reinforces 'Parachute'

Making choices:

Pupils may also use OOR to support making choices (food / drink / activities). It is essential that all staff working with the pupil are aware of a pupil's preferred methods of communication to ensure they respond promptly and correctly to the pupil. For example pupils may reach, gesture, eye point to their preferred object when offered a choice of two

Agreed Object of Reference (OOR) List

Places		
Swimming Pool/Hydro Pool		
Toilet		
Whiteroom		
Darkroom		
Nurses Office		
Soft Play		
Classroom		 OR
Outside		
Wild Area		

Appendix L- Makaton guidelines

MAKATON Guidelines

Makaton is a language programme that is designed to support communication, development of language skills and to aid understanding.

Evidence based research indicates that:

- Signs help in learning words.
- Signs build on normal patterns of communication development.
- There is a relationship between manual signs and expressive language development.

How are Makaton signs used in school?

At The Bridge School we use Makaton signs to support and develop receptive, expressive, and functional communication skills. It is used by staff as part of an inclusive communication approach to support students understanding of language and facilitate and encourage their expressive communication.

There has been significant evidence-based research into the effectiveness of using Makaton signs alongside speech in spoken word order. Therefore, Makaton signs are used alongside speech at all times

There are three formal levels of Makaton use:

- Functional
- Key Word
- Full grammatical

At The Bridge School we use Makaton anywhere between Functional and Key Word level. The use of Makaton at the Full Grammatical level is a literacy teaching and learning methodology and not used for everyday social context communication.

Makaton is used throughout the day by all staff, this is inclusive of break-time, snack-time, lunch-time and transitions.

There may be a very rare exception where a pupil is felt to be confused by staff signing or may display a negative reaction to staff signing where Makaton will not be used. However, this will be agreed through consultation with HoPs, Communication Leads, Makaton Regional Tutor and SaLT.

Whole class / Small group teaching

- Usually only the adult leading the session will sign when leading a whole class activity. The staff supporting pupils in the group will not sign unless responding to the person leading the group. The focus for the pupil should be the person who is speaking.
- One key exception to the above would be during singing activities when it is expected that all staff will sign to encourage pupils to join in with the activity.
- When meeting specific pupil needs e.g. visual impairment, a supporting member of staff may be directed by the teacher to sign to the pupil individually.

Individual Work

- Individual pupils who have Makaton signs as part of their personal communication system will have signs targeted through outcomes, planning and support plans.

Staff Training:

- Regional Makaton Tutor qualifications will be maintained.
- All teachers / HLTA's and STA's to be trained to a minimum qualification of Level one and two with the intention to train teachers to level 3 and 4.
- All classroom staff to be trained in Makaton levels one and two over time
- Lunch time supervisors and admin staff to be trained on a Makaton bespoke course.
- Visiting professionals to be offered places on a Foundation level course – no cost.
- Class teams to do practice of key signs with the priority linked to their everyday signs or signs linked to their curriculum focus. School Regional Tutor will send out the Makaton 'Sign of the Week' for classes to practice.

Resources:

- Trained Regional Makaton tutor – Claire Beckett.
- Resources for delivery of level 1-4 courses
- Makaton signs resource books.
- Access to Core Vocabulary Makaton signs which can be accessed here:

Support for parents

- Annual Level 1 and 2 workshops will be run for parents/carers in the Spring Term
- A refresher session will be offered in the Summer Term
- Parents will be supported by SaLT/teacher in learning individual signs their child is using.
- Materials will be available for loan through the Parent's Library.

Appendix M - Agreed and consistent use of symbols in the school environment

Environment Labelling

Displays in and around the Bridge reinforce the school's inclusive communication approach. Classroom, and whole school displays incorporate use of photos, symbols and text – where appropriate interactive sound buttons are also used to reinforce language and content.

The agreed font for the Bridge is Sassoon Primary Infant, this should be used for all labelling and resourcing. The agreed bank of symbol vocabulary is **InPrint 3 – Widgit Software**.

Focus and content for the corridors in Foundation, Primary and Secondary are agreed with each Heads of Phase. Classrooms are the responsibility of the class teacher. Shared areas are the responsibility of the Heads of Phase.

Classroom environment:

- Every class must display a daily timetable, using symbols agreed for the phase. Timetable symbols can be accessed here: [Timetable symbols](#)
- Drawers / Cupboards must be labelled using Sassoon Primary Infant Font size 50 in bold to identify what is in the drawer, this will then be supported by a symbol / photograph. Drawer labels can be accessed here: [Drawer labels](#)
- Peg labels are located outside of the classrooms and must display pupils photograph and name using the Peg Label template which can be accessed here: [Peg labels](#)
- Role play / small world areas should be labelled with symbols to support language development.
- Resources to support learning (e.g., number lines / Phonics Grapheme-Phoneme cards) should be readily available for pupils / staff to access as scaffolding tools (as appropriate to needs of the class).
- Schedules and visual supports should also be available (in line with support plans / pupil needs).
- Fire evacuation procedures must be clearly displayed (Health & Safety requirement)
- Designated Safeguarding Leads must be displayed (Safeguarding requirement)

Appendix N - Hanen language approach -

Click here for more information on the Hanen Approach

- https://integratedtreatmentservices.co.uk/wp-content/uploads/_mediavault/2015/01/Hanen-approach.pdf
- <http://www.hanen.org/About-Us.aspx>

Staff and parent library has published books. School have purchased videos. SALT can provide more information.

Speech Sound Development

This chart outlines the sounds a child will be learning around certain ages, examples of words containing those sounds and the most common errors they make.

STAGE (AGE)	SOUND	EXAMPLES			COMMON ERRORS HEARD	
		Initial position	Middle position	Final position	Substitution Used	Example
STAGE 1 (3 years)	m	<u>m</u> ine	ham <u>m</u> er	ar <u>m</u>		
	n	<u>n</u> o	honey	ma <u>n</u>		
	h	<u>h</u> air				
	p	<u>p</u> ear	happy	cu <u>p</u>	b	Pear becomes bear
	ng		finger	ri <u>ng</u>		
	w	<u>w</u> alk	flower		r/y	White becomes right
	d	<u>d</u> og	ladder	mu <u>d</u>	t	Dog becomes tog
	t	<u>t</u> ap	butter	si <u>t</u>		
	y	<u>y</u> es	yoyo		l	Yes becomes les
	b	<u>b</u> ig	baby	clu <u>b</u>		
g	<u>g</u> o	tiger	egg	d	Get becomes det	
k	<u>k</u> ar	pocket	loo <u>k</u>	t/d	Car becomes tar	
STAGE 2 (3 ½ years)	f	fire	tele <u>ph</u> one	rou <u>gh</u>	p/t	Four becomes pour
STAGE 3 (4 years)	l	lizard	yellow	ba <u>ll</u>	y	Light becomes yight
	sh	<u>sh</u> ip	pushing	fi <u>sh</u>	t/s	Shop becomes top
	ch	<u>ch</u> air	kitchen	cat <u>ch</u>	t/s	Chair becomes tair
STAGE 4 (4 ½ years)	s	<u>s</u> oap	rac <u>ing</u>	gr <u>ass</u>	t/d	Sun becomes tun
	z	<u>z</u> ebra	scissors	no <u>se</u>	d	Zip becomes dip
	j	<u>j</u> ump	sold <u>ier</u>	br <u>idge</u>	d	Jump becomes dump
STAGE 5 (5 years)	r	<u>r</u> abbit	or <u>an</u> ge		w	Rain becomes wain
STAGE 6 (6 years)	v	<u>v</u> an	se <u>ve</u> n	stov <u>e</u>	b/d	Van becomes ban
	consonant blends (i.e. 2 or more consonants together)	<u>spl</u> ash	ba <u>sk</u> et	as <u>k</u>		
		<u>tr</u> ee	li <u>br</u> ary			
		<u>bl</u> ue	aeropl <u>an</u> e			
STAGE 7 (8 years)	th (voiced)	<u>th</u> is	bro <u>th</u> er	<u>with</u>	v	Brother becomes brover

STAGE 8 (8 ½ years)	th (voiceless)	<u>th</u> umb	no <u>th</u> ing	mo <u>th</u>	f/d	Thin becomes fin
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At the Bridge School we follow ‘Twinkl Phonics’ a DFE validated Systematic Synthetic Phonics (SSP) programme. The programme offers a planned sequence of letters that supports the effective teaching of phonics.

This programme has been carefully adapted to be used as a whole school approach to support our pupil’s individual phonemic awareness based on their assessed previous skills and knowledge rather than their age or year group.

Progression Map –

Intent – ‘The Twinkl Phonics Programme intends to not only provide children with opportunities to develop knowledge, skills and understanding essential for reading and writing, but also to develop each child’s confidence, resilience and engagement in phonics lessons and a love for reading and writing’. All pupils at the Bridge School have daily opportunities to encounter/experience/participate in phonics lessons/skills appropriate for their phonetic ability. These lessons follow a carefully planned sequence set out by Twinkl Phonics whilst also being highly personalised and of a high-quality to support all pupil’s engagement and learning.

Implementation – The Twinkl Phonics Programme has six levels that set out clear expectations for pupil progress. It provides high-quality lessons with an established structure that includes revisiting prior learning, teaching new grapheme-phoneme correspondences through engaging activities and practice opportunities to support embedding knowledge and understanding. All resources can be adapted to meet the needs of the pupils at the Bridge School to support pupil’s individual learning, physical and sensory needs. There are also a wide variety of resources to support teachers in the delivery of each phonics level, ensuring that both teachers and supporting adults feel confident in their own subject knowledge.

Impact – By following Twinkl Phonics, the Bridge school are ensuring that pupils consistently access a systematic synthetic phonics programme in line with the statutory requirements outlined in the 2014 National Curriculum. Teachers plan and deliver lessons based on pupil’s previously assessed reading skills and knowledge, their targeted outcomes linked to the EHCP set with parents/carers and from any advice from other professionals. Subsequently, the teacher may break the steps down further and differentiate linked to individual pupil access and profile. This is with the ultimate aim that as adults they have developed and achieved the skills that will enable them to have the greatest level of independence and most enjoyable and fulfilling lives.

An overview of the Twinkl Phonics Programme:

Level 1	<p>By the end of Level 1, pupils will:</p> <ul style="list-style-type: none"> • have experienced a wealth of listening activities including songs, stories and rhymes; • show a differentiated response to and may be able to distinguish between speech sounds and experience/participate in blending and segment words orally/using symbols/AAC. 	<p>There are 7 aspects of learning in Level 1:</p> <ul style="list-style-type: none"> Aspect 1 – Environmental Sounds Aspect 2 – Instrumental Sounds Aspect 3 – Body Percussion Aspect 4 – Rhythms and Rhymes Aspects 5 – Alliteration Aspect 6 – Voice Sounds Aspect 7 – Oral blending and segmenting
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<p>Level 2</p>	<p>By the end of Level 2, pupils will have had opportunities to:</p> <ul style="list-style-type: none"> • identify using their AAC/sign/verbalise, the phoneme when shown any Level 2 grapheme; • find any Level two grapheme, from a display, when given the phoneme; • engage in blending and segmenting CVC words by using their AAC to identify the word, orally or by matching the corresponding picture to the word; • blend and segment in order to read and spell (using letter resources) VC words, such as if, am, on, up and nonsense words, such as ip, ug and ock; • read the five tricky words - the, to, l, no, go. 	<p>Grapheme Phoneme Correspondences:</p> <p>s,a,t,p i,n,m,d g,o,c,k ck,e,u,r h,b,f,ff,l,ll,ss</p> <p>Tricky Words: to, the, no, go, l</p>
<p>Level 3</p>	<p>By the end of Level 3, pupils will have had opportunities to:</p> <ul style="list-style-type: none"> • identify using their AAC/sign/verbalise, the phoneme when shown all or most Level 2 and Level 3 graphemes; • find all or most Level 2 and Level 3 graphemes, from a display, when given the phoneme; • blend and read CVC words (single-syllable words consisting of Level two and Level three graphemes); • segment and make a phonetically plausible attempt at spelling CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes); • read the tricky words - he, she, we, me, be, was, my, you, her, they, all, are; • spell the tricky words - the, to, l, no, go; • engage in the letter formation activities when following a model, using a range of media – mark making, writing with a pen/pencil on paper, typing letters on a keyboard. 	<p>Grapheme Phoneme Correspondences:</p> <p>j, v, w, x y, z, zz, qu, ch sh, th, th, ng ai, ee, igh, oa oo, oo, ar, or ur, ow, oi, ear air, ure, e</p> <p>Tricky Words: he, she we, me, be, was, my, you they here, all, are</p>

<p>Level 4</p>	<p>By the end of Level 4, pupils will have had opportunities to:</p> <ul style="list-style-type: none"> • identify using their AAC/sign/verbalise, the phoneme when shown any Level 2 and Level 3 grapheme; • find any Level 2 and Level 3 grapheme, from a display, when given the phoneme; • be able to blend and read words containing adjacent consonants; • be able to segment and spell words containing adjacent consonants; • be able to read the tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what; • be able to spell the tricky words - he, she, we, me, be, was, my, you, her, they, all, are; • correctly write each letter (pen of paper/selecting the correct letter symbol/typing on a keyboard). 	<p>CVCC Words Adjacent Consonants Polysyllabic Words</p> <p>Tricky Words: said, so have, like, come, some were, there, little, one, do, when, out, what</p>
<p>Level 5</p>	<p>By the end of Level 5, pupils will have had opportunities to:</p> <ul style="list-style-type: none"> • identify using their AAC/sign/verbalise, the phoneme, when shown any grapheme that has been taught; • for any given phoneme, write/identify/type the common graphemes; • apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words that are not completely decodable; • read and spell phonically decodable two-syllable and three syllable words; • read automatically all taught tricky and common exception words; • accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words for reading; • form/identify/type each letter correctly; • use alternative ways of pronouncing and representing the long vowel phonemes. 	<p>Grapheme Phoneme Correspondences:</p> <p>'ay' saying /ai/ 'oy' saying /oi/ ie saying /igh/ 'ea' saying /ee/ a_e' saying /ai/ 'i_e' saying /igh/ 'o_e' saying /oa/ 'u_e' saying (y) /oo/ and /oo/ 'e_e' saying /ee/ 'ou' saying /ow/</p> <p>Long Vowel Sounds</p> <p>'ch' saying /c/ 'ch' saying /sh/ 'ir' saying /ur/ 'ue' saying (y) /oo/ and /oo/ 'ew' saying (y) /oo/ and /oo/ 'y' saying /ee/ 'aw'/'au' saying /or/</p> <p>'ow'/'oe' saying /oa/ 'wh' saying /w/ 'c' saying /s/ 'g' saying /j/ 'ph' saying /f/ 'ea' saying /e/ 'ie' saying /ee/</p> <p>adding -ed (root word unchanged) adding -s and -es adding -er and est (adj) 'tch' saying /ch/ adding -ing and -er (verbs) 'are'/'ear' saying /air/ 've' saying /v/</p>

		'ore' saying /or/ adding un-
Level 6	<p>By the end of Level 6, pupils will have had opportunities to:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables; read most words containing common suffixes; • read most common exception words; • read most words accurately, in age appropriate books, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words; • sound out most unfamiliar words accurately, without undue hesitation; • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others; • spell most common exception words correctly 	<p>Spelling Patterns:</p> <p>'y' saying /igh/ 'dge' saying /j/ 'ge' saying /j/ -es to words ending in y 'gn' saying /n/ 'kn' saying /n/ -ed, -ing to words ending in y 'wr' saying /r/ -le -er, -est to words ending in y -el -al, -il -ed, -er to words ending in e 'eer' saying /ear/ ture -est, -y to words ending in e 'mb' saying /m/ 'al' saying /or/ -ing, -ed to CVC, CCVC words</p> <p>'o' saying /u/ 'ey' saying /ee/ -er, -est, -y to CVC, CVCC words</p> <p>Contractions 'war' saying /wor/ 'wor' saying /wur/</p> <p>suffixes -ment, -ness 's' saying /zh/ 'wa' saying /wo/ 'qua' saying /quo/ tion suffixes -ful, -less, -ly homophones/near homophones prefix dis-</p>

Phonics Terminology

Phoneme	Smallest unit of sound in a word
Grapheme	Symbol of a phoneme, this could be one letter or a group of letters (i, ie, igh, i_e)
Grapheme-Phoneme Correspondences (GPCs)	The relationship between sounds and the letter or letters that represent that sound
Blending	Building up words from individual phonemes for reading
Segmenting	Breaking down words into individual phonemes for writing
Tricky (Common Exception) Words	Words that are not decodable at the child's current phonic level understanding.
Diagraph	Two letters that work together to make one sound (ee)
Trigraph	Three letters that work together to make one sound (igh)
Mnemonic	An illustration that is designed to support children's recognition of GPCs

Appendix Q– Twinkl Phonics Overview Document

Click here to access the Twinkl Phonics 'Whole Scheme Overview'

Appendix R – The Twinkl Phonics intended skills and knowledge progression

To support teacher assessment and pupil progress, Phonics assesment is completed on Onwards and Upwads for pupils working within the levels 1 to 6 of Twinkl Phonics.

See link for current hard copy of Twinkl Phonics skills of progression descriptors.

Appendix S – Individual pupil Reading Records -

Examples:

1

Decodable Reading Books - Tracking Sheet

Name:

Date started:

Book Title	Reading Scheme	Graphemes/ Phonemes covered	Common Exception Words	Date: (the corresponding assessment slip to be filed in the pupil's folder)
Level 2a - Twinkl Phonics / Collins BIG CAT - Band 1a				
Pat it	CBC	s, a, t, p, i, n	N/A	
Sit Sit	CBC	s, a, t, p, i, n	a	
Tip, Sip, Nap	CBC	s, a, t, p, i, n	N/A	
Tip it Tap it	CBC	s, a, t, p, i, n	N/A	
It Tips	CBC	s, a, t, p, i, n	N/A	
Sit Tip Tap	CBC	s, a, t, p, i, n	N/A	
Pit Pat	CBC	s, a, t, p, i, n	N/A	
Tap Tap	CBC	s, a, t, p, i, n	a	
Nap Tap	CBC	s, a, t, p, i, n	N/A	
Pat a Pat	CBC	s, a, t, p, i, n	N/A	
Tap Tip Sip	CBC	s, a, t, p, i, n	N/A	
Sit Sip Nap	CBC	s, a, t, p, i, n	N/A	
Sip it	CBC	s, a, t, p, i, n, d	a	
Tap it, Tip it	CBC	s, a, t, p, i, n, m, d	N/A	
Sit in!	CBC	s, a, t, p, i, n, m, d	N/A	
Tat	CBC	s, a, t, p, i, n, m, d	N/A	
Sid	CBC	s, a, t, p, i, n, m, d	N/A	

1

Decodable Reading Books - Tracking Sheet

Name:

Date started:

Book Title	Reading Scheme	Graphemes/Phonemes covered	Common Exception Words	Date: (the corresponding assessment slip to be filed in the pupil's folder)
Level 3b - Twinkl Phonics / Collins BIG CAT - Band 2b				
At the Fair (3b)	RR—Twinkl	/x/ /j/ /ng/ /sh/ /th/ /oo/ /oo/ /ar/ /aw/ /ee/	we, they, all, you	
Pink Boat, Pink Car	CBC	ar, ow, oa, oo, oo, ure, ur, oi, air, ee	the, I, are, my, we, they, are	
All for Dad (3b)	RR—Twinkl	/x/ /j/ /ng/ /sh/ /th/ /oo/ /oo/ /ar/ /aw/ /ee/	we, they, all, you	
A Bee on a Lark	CBC	ee, ar, oa, er, oo, tt	the, they	
Wow Cow!	CBC	oo, ee, oo, ar, ow, ear, oo, ur, nn, pp	the, no, her, you	
Get Set for Fun	CBC	oo, ar, ai, ow, oo, ear, ee, or, igh, er, dd	the, go, by, put	
Goat Got My Coat (3b)	RR—Twinkl	/w/ /qu/ /th/ /sh/ /oo/ /oo/ /oo/ /ow/ /ail/ /eel/ /igh/	be, we, my, was, here, you	
Back on the Road (3b)	RR—Twinkl	/j/ /x/ /ail/ /eel/ /oo/ /ar/ /oi/ /oo/ /oo/ /ear/	she, they, here, all	
Look at Them Go	CBC	ar, oo, ow, ear, er, oo, ee, ur, ai, air, tt, bb	the, go, pull, push, they	
Sorts of Dogs (3b)	RR—Twinkl	/sh/ /ng/ /th/ /ai/ /oo/ /oo/ /ar/ /ur/ /ai/ /oa/ /ear/	here, all, are	
Shoot a Hoop	CBC	ee, igh, oo, or, ur, air, ure, er	into, the, he, she, me, you	
A Cure for Ben (3b)	RR—Twinkl	/j/ /v/ /th/ /w/ /eel/ /igh/ /oo/ /oo/ /ear/ /ure/ /ail/	he, are, they, we, here	
Down the River	CBC	ai, ee, igh, oo, oo, ar, or, ow, oi, ear, er, gg, nn	to, the, you	
Robin Hood	CBC	ai, ee, igh, oo, oo, ar, or, ow, air, er	I, the, put(s), they, to, we	

Click here for the full set of [Reading Record tracking sheets](#)

Appendix T – ‘Supporting Children’s Thinking in Reading’ (DfE, Reading Framework, January 2022) guidance sheet

Effective strategies to support children’s thinking:

Give time – make sure you have given the child enough time to respond. Wait for at least six seconds.
Delay – make sure the child has waited until you have finished your request.
Focus attention – make sure the child is looking towards you and listening to your request.
Repeat – repeat the request again, after sufficient waiting time.
Simplify – break your request down into parts or make it simpler. e.g. instead of ‘Before we go for lunch, we need to wash our hands’ say ‘First we’ll wash our hands. Then we’ll go to lunch.’ The sequence of events is clearer.
Use questions to clarify – check the child understands by asking questions at a simple level first.
Focus on the feature – help the child focus on the feature they need to look at to be able to understand your question. e.g. if asking how two items are alike, draw attention to relevant similarities, such as colour or size
Forced alternatives – give the child two choices. e.g. ‘What is he doing? Is he running or jumping?’
Gesture – use gesture to help the child understand or to cue in to the correct answer.
Rephrase – repeat the request in a different way. Don’t do this too quickly, since the child may still be processing the first request.
Sentence completion – When asking questions that need a defined answer, model the response by beginning it, prompting the child to repeat how you start. Adult: What colour is it? ... It is Child: It is ... blue. Adult: How many sides does the shape have? The shape has ... Child: The shape has one, two, three, four ... five sides.
Demonstration – show the answer without talking and then ask again, while demonstrating. e.g. ‘What will happen if we put water in this broken cup?’
Experience the concept – help the child to experience the answer. e.g. ‘How does it feel? Let’s touch it to see how it feels.’
Relate known to unknown – help the child to relate the request to previous experiences. e.g. ‘Let’s touch the spaghetti. The spaghetti feels hard. How will it feel after it is cooked? Remember when we cooked the potatoes? How did they feel?’
Model thinking and comprehension monitoring ‘That’s a hard question. I need to think about that.’ ‘I’ve forgotten what you said. Can you say it again for me, please?’

Appendix U – Whole School Reading Areas

Books placed at an appropriate height for pupils to see and placed with the front cover of the text facing forward and standing up.

Appropriate 'Reading Area' banner for the pupils in your class.

Makaton signs displayed to support engagement and understanding in the area.

Visual sign to identify the Whole Class Shared Text that you are sharing.

Appropriate communication resources accessible to support pupils making choices, requesting for more, identifying what they can see etc.
OOR/POR/PECS symbols/
Communication boards/ Twinkl challenge cards.

Whole Class Shared Text available in the area, e.g. Sensory 'Gruffalo' book

Baskets/boxes could be placed alongside your reading area with sensory story prop bags/umbrellas/CD player for pupils working in Band 1 – 4.

Books and the bookshelves to be consistently labelled so the pupils can request a preferred genre/ topic and return the book to the correct shelf/area.
For pupils working in Band 5 and above.

See Resource Folder



[Click here for the 'Whole School Reading Area Resources'](#)



Appendix V– Letter Formation practice sheets

Importance of correct letter formation and adult modelling so that children see writing as part of an every day activity.

Letter Formation Practice Sheet

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

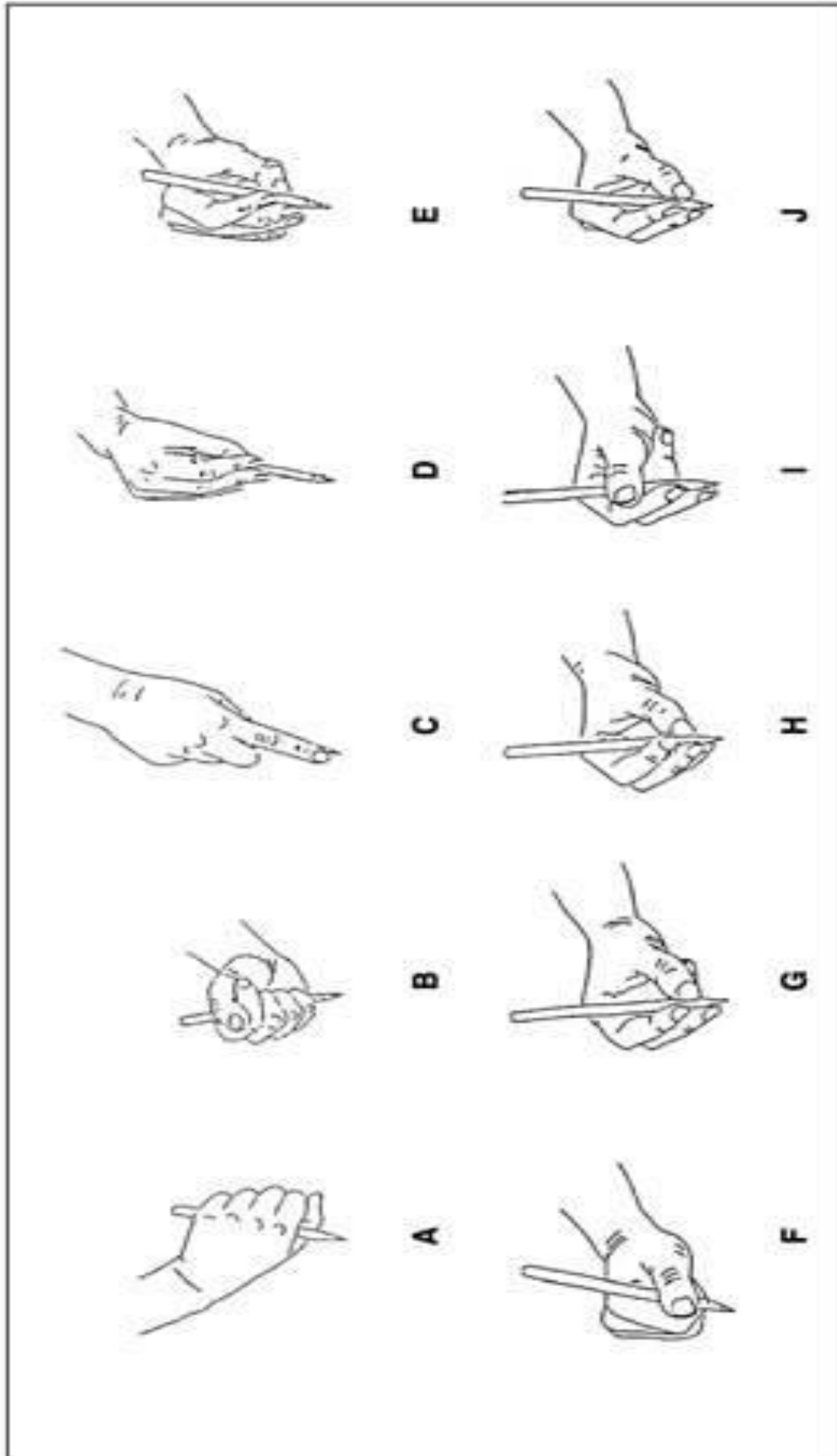
A B C D E F G H

I J K L M N O P

Q R S T U V W

X Y Z







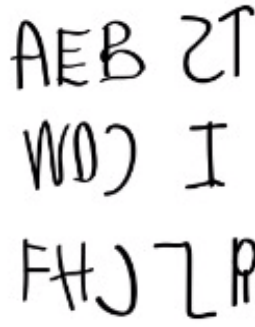
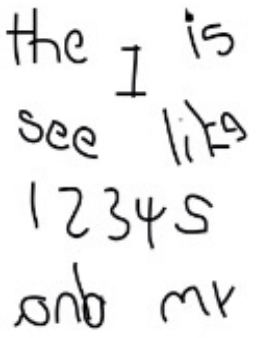
Appendix W – Pencil Grip Development



A = radial cross palmar grasp; B = palmar supinate grasp; C = digital pronate grasp, only index finger extended; D = brush grasp, E = grasp with extended fingers; F = cross thumb grasp; G = static tripod grasp; H = four fingers grasp; I = lateral tripod grasp; J = dynamic tripod grasp.

Appendix X – The development stages of handwriting

HeidiSongs' Chart of the Developmental Progression of A Child's Writing

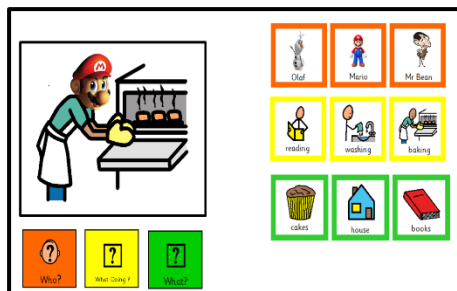
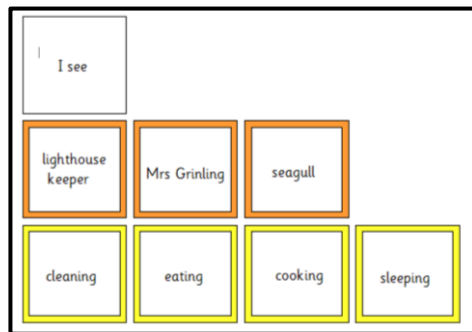
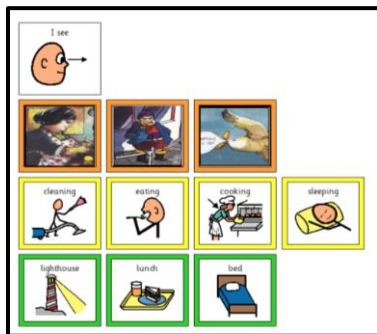
 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcanr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play withf the white board and the shapes and I won to play with MY feh (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and Thay got lost I fad Thim. The end (One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

Appendix Y – Colourful Semantic guidance and examples

Click here for Twinkl's 'How to Guide – Colourful Semantics'

..\..\SHARED W\CURRICULUM\Literacy\Colourful Semantics\t-s-2549139-colourful-semantics-how-to-guide_ver_3.pdf

Examples of Colourful Semantics activities used at the Bridge School –



Action Scene Colourful Semantics Picture Scenes

Example sentences from the picture scene.

The boy is pointing at the purple butterfly. The children are eating apples on the bench.
 The boy and girl are skipping in the park. On a sunny day, the children are playing at the park.

The boy	is pointing	at the butterfly	in the park	On a sunny day,
The boy and girl	are skipping	the slide	behind the bush	
The boy	is climbing up	a football	on the bench	
The boy	is hiding	the football	at the park	
The children	are kicking	hands		
The boy	is kicking	apples		
The girls	are clapping			
The children	are eating			
the children	are playing			

purple

big

green

Click below for Colourful Semantics templates and resources –

<..\..\SHARED W\CURRICULUM\Literacy\Colourful Semantics>

Twinkl Colourful Semantics –

<https://www.twinkl.co.uk/search?q=colourful%20semantics&c=244&ca=24&ct=sen&r=teacher&a=1.2>

Appendix Z – Keep Talking AAC games

T:\Bridge\Literacy policy\speaking and listening\Resources and info on speaking and listening



Create a shopping list of things you bought at the shops with the other Players. See how many items you can remember as the list gets longer!



Communication Aims

- Locate and communicate items that you would buy from the shops on your Talker;
- Listen to the other Player's items and recall them so you can add them to the shopping list.

How to Play:

Who: Player with Talker, at least one other Player, one Helper if required.

- The Players take it in turn to suggest an item they would buy at the shops;
- Each time a new item is suggested, it is added to the list and the Players have to speak out the whole list before adding a new item e.g.;
- Player 1: I went to the shops and I bought an apple;
- Player 2: I went to the shops and I bought an apple AND a pencil etc.;
- The game ends when someone forgets an item from the shopping list!

What You Need

- Appropriate topic vocabulary pages e.g. food, toys, clothes on each Player's Talker so that they can suggest items they bought;
- Set Vocabulary phrases programmed for the game e.g. I went to the shops and I bought....

