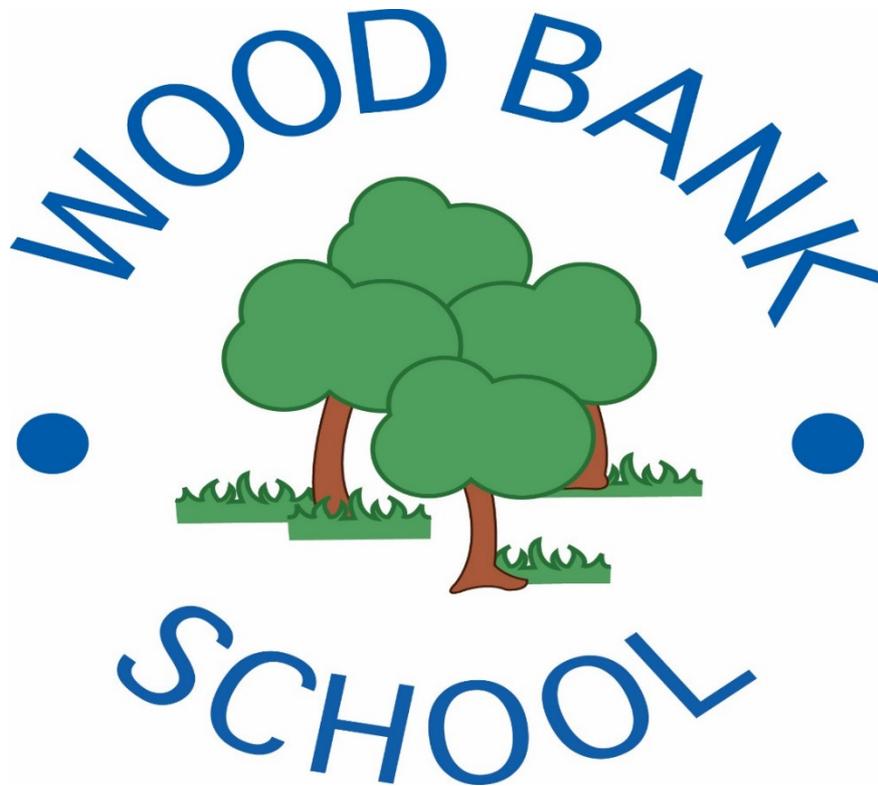


WOOD BANK SCHOOL



English & Communication Policy

Policy Ratification	April 2018
Review Date	March 2021
Signed (Headteacher)	
Signed (Chair of Governors)	

Equality Statement

At Wood Bank School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Philosophy

“I want so much to be a part of your world. I want so much to break through.

And all I need is to have a bridge, a bridge built from me to you.”

(Soon Will Come the Light: A View from inside the Autism Puzzle by Thomas McKean 1994, taken from Building Bridges Through Sensory integration).

We recognise that positive relationships and communication are inextricably entwined and essential to all learning experiences at Wood Bank School. Without relationship there is no desire to communicate and without communication further learning will not take place. One cannot happen without the other.

Relationship and Communication are the first priorities for each pupil and a personalised approach is key to development. This is not something that happens in isolation but overarches all learning experiences and therefore, opportunities to develop communication skills should be maximised throughout the school day.

Procedures/Practice

Early Communication:

“Communication is crucial.... It is an essential lifeskill....and it underpins a child’s social, emotional and educational development.” (Bercow Review 2008)

Total Communication

At these early stages children should have access to nurturing and responsive adults and holistic communication which is led by the individual child’s needs. To support understanding adults use a **total communication approach**.

The total communication approach is about using the right combination of communication methods for an individual to ensure the most successful forms of contact, information exchange and conversation.

For example, an individual may **receive** information via speech and signs while **expressing** themselves using sign and symbols.

Please refer to The Wood Bank Communication Framework for total communication methods.

A physical, multi-sensory curriculum with high interest, motivating activities should be offered. An Intensive Interaction approach and child-led 'ethos' is embedded throughout the learning experience: **children learn best when they are motivated and engaged in activity which is meaningful to them.**

In this way children are encouraged to begin to develop intentional communication. Progress will be seen as a child begins to consistently use expression, gesture or vocalisation eg. To intentionally to 'ask' for an activity to be continued or repeated or to express a like or dislike. They may begin to initiate engagement with familiar, responsive adults. Some children may be beginning to use conventional communication, understanding or using a few single objects, symbols, signs or words and perhaps names of familiar people and objects.

Phonics and Reading:

Early Reading Skills

Children start to say their first words at around the same time that they start to play with objects in functional and symbolic ways - for example, pretending to drink from a toy cup, feed dolly with a spoon, brush hair (functional) and pretending bricks are a train (symbolic). Adults talk to children during object play, naming what they see. There is much similarity in the early vocabulary learned by all children and it makes sense to explicitly teach new words in the order in which they are usually learned.

At Wood Bank early reading skills are taught functionally through transition. Objects of reference, on body signing, photographs and symbols, environmental symbols and sign language are used to support receptive understanding. Sensory stories are used where appropriate to engage children in the rhythm of language and teaching links between the spoken word and sensory experience.

Reading

Formal reading experiences begin with developing an interest in books and story experiences supported by responsive adults. We recognise that when a child is ready they may learn to read using a whole word approach or phonetically. At Wood Bank we aim to meet these different learning styles using a variety of schemes to support the children.

We use two reading schemes to support children that learn using a whole word approach:

1. See and Learn

The See and Learn teaching programmes support development in four key areas - speech, language and reading, number and memory skills - through the early years and into primary school.

See and Learn Language and Reading introduces new vocabulary, new sentence structures and grammar, in developmental order. The links between vocabulary size and grammar development are reflected in the progression between the different steps in See and Learn Language and Reading. Two key word phrases are introduced when the child has learned between 50 and 100 spoken words. Longer sentences and grammar are introduced when the child has learned between 250 and 300 spoken words.

To reduce demands on working memory, and to simplify learning activities, it is often beneficial to break down teaching tasks into small steps. See and Learn Language and Reading provides simple, short activities to introduce, teach and test the understanding of new vocabulary, written and spoken words, phrases and sentences. The basic activities (matching, selecting, naming) are first learned with pictures when teaching vocabulary, and then used again with written words to teach sight words and sentences.

2. POPS Reading Scheme:

POPS reading scheme has been specially devised for SLD pupils and uses familiar stories which children can relate to. The main aim of the reading scheme is whole word learning but there is a phonic element to the scheme for children that do learn phonetically.

By making the reading experience enjoyable and successful, children will want to read on and cooperate with you in the supporting activities. The stories in our reading scheme are based on the everyday life of the POPS family. Humorous storylines introduce familiar situations that are recognizable and fun.

Many children with Autism (ASD) and Severe Learning Needs respond well to a defined structure. All the books in the reading scheme have a similar style and structure, the style has been chosen to ensure the text is separated from the illustration, so that it can be easily read. Keeping the same style ensures children will become familiar and confident with the format as they become involved in the lives of the POPS family.

3. Oxford Reading Tree.

The Oxford Reading Tree is used in school for children that can learn phonetically. This scheme is used alongside the delivery of the phonic scheme Letters and Sounds.

Handwriting.

Early Physical Development.

Development of gross motor control and fine motor control alongside hand-eye coordination are pre-requisites to learning to write. Each morning at Wood Bank School children engage in physical activity, appropriate to their needs, to develop these skills. For some children, this may mean using equipment to support their lower limbs and trunk whilst engaging in fun gross motor exercise or physiotherapy exercise of their upper body and limbs – encouraging greater body awareness, engagement, communication through movement, gross motor control and hand-eye coordination. High-interest objects, materials and toys will be shared, encouraging children to grasp, handle and explore using hands and fingers – as well as other senses.

A Sensory Integration Circuit is available to children each morning to aid organisation of sensation for use, develop gross motor skills and to develop proprioception (the sense of knowing where our limbs are in space without having to look).

Fine motor skills and hand-eye coordination are encouraged through exploration of different textures, plucking, posting, throwing, catching etc. For other children a more typical route to development of pre-writing skills will be undertaken and children will be offered daily and continual opportunities for supported play with manipulatives that focus upon hand-eye coordination and develop fine motor skills for example: sand and water play, messy play, manipulation of malleable materials, painting with fingers and varied tools, gluing, sticking, cutting, sprinkling, mixing, pegging, posting, finger puppet games and so on. Play with construction toys, sequencing activities, small world toys; functional play and role play all play their part in encouraging pre-writing skills.

Demonstration that a child's writing is becoming emergent will be capitalised upon and bridges between free play and the more formal learning of handwriting and writing will see children encouraged to use a finger to draw and write in materials such as sand/paint, to thread beads, complete jigsaw and matching games, establish a dominant hand, begin to establish a tripod grip to hold painting and writing tools, use a keyboard, draw pictures with meaning to them, draw pictures which are recognisable to others, trace pictures and shapes, gain awareness that letters can be arranged to form words, finger trace letters and words in books, organise letters and numbers in lines, air write, scribble write names, labels,

lists, messages, rhymes and stories. At this stage the Nelson Handwriting Scheme is used across the school, providing a consistent approach to the teaching of handwriting. This is a new scheme which has been written in line with Letters and Sounds and which also addresses handwriting expectations as outlines in the **2014 National Curriculum**.

Recording Methods and Assessment.

Progress in early communication is assessed through termly individual targets which link directly to the child's EHC outcome. Other recording systems are in place for Intensive Interaction, See and Learn reading scheme, POPs reading scheme and ORT reading scheme. The Nelson handwriting scheme is assessed using the teacher assessment booklet.

A communication profile is also in place for each child which details specific communication systems/approaches that the child uses and incorporates details of understanding and specific use with the child. This profile along with all communication and reading records travels with the child as they move through the school.

Responsibilities for Leading, Monitoring & Evaluating

Communication, Literacy and Language is monitored through the Curriculum Monitoring and Improvement Team whose role includes;

- To undertake a range of monitoring activities throughout the year following the agreed monitoring schedule
- To identify key improvement priorities in light of continuous monitoring, incorporate these within the School Improvement Plan and evaluate progress towards achieving these
- To support the provision of in-service training for staff
- To keep up-to-date by attending courses and feedback to staff
- To provide guidance and support in implementing the curriculum.
- To share knowledge through training staff from other schools and authorities to promote inclusion.
- To encourage ways of involving parents in their children's learning.
- To promote liaison between staff, schools and the local community.
- To liaise with outside agencies and other professionals working within these areas.

TOTAL COMMUNICATION

READING

- Reading Scheme (Read, Write Inc)
- Developing reading through use of symbols and photos eg talking mats, Clicker 6
- Relevant functional Objects of Reference (OOR's)
- Staff Training

PROMOTION & MONITORING

- Subject policy
- CLL page on School Website
- Whole School audit of individual children
- Individual Communication profiles
- Recording to evidence progress; Intensive Interaction, Reading Scheme, symbols, signs, OORs, PECS, photos
- Bank of resources on 'Teacher' Drive

WRITING

- Developmental overview of writing
- Pre-handwriting scheme
- Handwriting scheme
- Differentiated handwriting equipment for individual pupils
- Staff Training

SYMBOLS (LOW TECH AAC)

- Vertical symbols for class timetables with 'Now' & 'Finished' pouch
- Individual timetables
- Transition symbols (Comm/Music Rm, Running, Soft Play, Sensory Rm, PE, Assembly, Dinner, Playtime, Toilet, Classes, Office, Reading Rainforest)
- Transition points outside every room
- Staff Transition pouches for resources
- Functional language symbols keyrings (Wait, Stop, Stand, Sit, Calm)
- Whole school symbols packs
 - specific curriculum sessions eg Snack, PD, Maths, -
 - curriculum topics
 - class rules eg sitting, looking, listening,
 - classroom labelling
 - general themes eg weather, colours, clothes, food & drink, numbers, shapes
 - Toileting areas & lunchtimes in the hall
- Photos with clear consistent background

SPEAKING & LISTENING

SIGNING (NON TECH AAC)

- Signalong Signing
- Signs fixed to the back of symbols
- Signing videos on website
- Weekly Class Team signing sessions
- Topic signs
- On-Body signing
- Staff/Parent Training

AUTISM

- Intensive Interaction
- PECS
- TEACCH

MULTI-SENSORY (LOW TECH AAC)

- Sounds Cues
- Smell Cues
- Tac Pac

HIGH TECH AAC

- Switches (Big Mac, Step by Step, Doo-zy)
- iPad (Proloquo 2 Go)
- Communication Books
- Eye Gaze

WHOLE SCHOOL ETHOS

- Total Communication
- Clear simple, spoken language supported by signs, symbols, photos or OORs
- Time for pupils to process and respond

WOOD BANK COMMUNICATION FRAMEWORK

This developmental framework has been devised as a means of supporting staff with the development of communication with special children. A range of documents have been used in producing this and it is important to refer back to these documents for more ideas/detail. The documents used are listed in the third column within each communication stage.

We recognise that most of our pupils have a 'spiralling' developmental path. Therefore, the importance of repetition is paramount with the scaffolding of new experiences as appropriate. This is important in order for children to build up a known repertoire of activities.

We recognise the importance of 'process based' learning and this needs to be valued as much as 'target based' learning.

Communication Development

Total Communication Methods used in school where appropriate:

- Body language
- On body signs
- Facial expression
- Objects of reference
- Sign language (signalong)
- Photographs
- Drawings
- Symbols
- Written words
- Vocalisation
- Intonation
- Verbalisation
- Technology
- Musical cues

Children should be given opportunities to respond, repeat, engage, request, initiate and finish an activity or interaction through:

- consistent and predictable social routines
- consistent and predictable environment
- good relationships with adults who seek to understand them and recognise small changes in expression, body language or vocalisations
- adults who recognise, validate and respond to their unintentional communications and who give time and support to early intentional communication
- simple spoken language, early toys, games and pictures
- time for physical comfort to be ensured as an essential priority
- consistent and predictable cues for transition and daily activities
- use of on-body signs, objects of reference, symbol and signs that are meaningful and relevant to the individual child
- a multi-sensory curriculum which takes account of individual preferences
- 1:1 intensive interaction with familiar people in a relaxed and happy environment where adults are attentive and ready to respond to and echo or mirror the smallest of communications from the child
- opportunities to lead and terminate interaction games
- opportunities to respond to familiar and less familiar adults
- opportunities to hear and respond to spoken language, singing and music
- opportunities to hear, respond to and show understanding of their own names and familiar early sounds and words eg. mum, brrrm
- opportunities to working co-actively with familiar people, showing anticipation of repeated activity (eg: join in 'row the boat')
- adults who are responsive to any indication that the child desires to finish an interaction
- opportunities to show preference for particular people, objects and activities and time to process and communicate an indication of 'more' and 'no more' consistently through their responses
- opportunities to respond with interest in the actions of others close by (eg: make eye contact, turn towards, reaching out, vocalising)
- time to process information and engage actively in familiar social activities and events, for instance participating in a favourite action song or opening mouth for a drink
- time to share joint attention in an object or activity, eg. shared looking at a toy
- time to share space and proximity with adults and peers
- time to process and communicate a choice of object or activity by making sounds, gestures or eye-pointing

Development stage – typical	Presentation	Suggested Activities/Strategies
<p><u>Wood Bank ‘Roots’ Curriculum.</u></p> <p>Pre-intentional communication</p> <ul style="list-style-type: none"> - Reflexive behaviours <p>P1</p> <p>Developmental language 0-5 months.</p>	<p>Learners show only involuntary/reflexive responses to internal or external stimuli – usually associated with well-being</p>	<p><u>Speaking and Listening</u></p> <p>Any potential communication must be responded to and given meaning. (ref: Routes for Learning)</p> <p>It is essential that adult partners are sensitive to minute changes in responses of their children, interpret them as meaningful and respond appropriately.</p> <p>An Intensive Interaction approach to all learning should be the main teaching approach.</p> <p>Encourage reflex behaviours.</p> <p>Give appropriate, rewarding feedback in order to encourage further interaction.</p> <p><u>Speaking, Listening and Reading</u></p> <p>Make situations predictable to encourage interaction.</p> <p>Mirror sounds and give time for response.</p> <p><u>Speaking, Listening, Reading and Writing</u></p> <p>1:1 interactions with interesting objects to facilitate visual responses.</p> <p>Sensory play using a variety of media.</p> <p>Barrs Court Developing Early Communication Skills. Routes for Learning. Hewett, D. & Nind, M. (Eds) (1998)</p> <p>Interaction in Action: Reflections on the Use of Intensive Interaction. London: David</p>

		Fulton Use of OOR/Onbody signing.
<p><u>Wood Bank 'Roots' Curriculum.</u></p> <p>Pre-intentional communication - Voluntary behaviours</p> <p>P1 – 2 Developmental language 0-5 months</p>	<p>Smiles to show he likes activities Pushes away people and objects he doesn't want Particularly likes noisy, bright objects that move</p>	<p>Continue as above as social environment (interacting with people) is still essential (think about the importance of repetition and the spiral of progress)</p> <p><u>Speaking and Listening</u> Look for more prolonged interactions. Turn taking through movement with teacher imitating pupil. Introduce slightly different sounds and wait for response.</p> <p><u>Speaking , Listening, Reading and Writing</u> On body signing Objects of reference Life quilts and life history boxes Personal storytelling Sensory stories & multimedia stories Cause and effect software</p> <p>At this stage practitioners may want to consider the physical environment too – and introduce other sensory materials. Provide regular sessions in a defined low-distraction area in which the pupils can interact with objects and sensory materials and begin to recognise the effects of their actions. Look for more prolonged interactions. Sensory play using a variety of media. (Barrs Court and Routes for Learning as</p>

		above for more detail)
<p><u>Wood Bank 'Roots' Curriculum.</u></p> <p>Unconventional Communication</p> <p>P2</p> <p>Developmental language 0-5 months</p>	<p>Learners communicate intentionally but in unconventional ways eg. Body movement/vocalisations. They realise that other people can be used to obtain something they want.</p>	<p>Continue as above with the addition of:</p> <p><u>Speaking and Listening</u></p> <p>Adults should respond consistently to unconventional actions and behaviours which should be read as a communication. Encourage engagement in 'My turn, your turn' activities.</p> <p><u>Speaking, Listening, Reading and Writing</u></p> <p>On body signing</p> <p>Objects of reference</p> <p>Life quilts and life history boxes</p> <p>Personal storytelling</p> <p>Sensory stories & multimedia stories</p> <p>Cause and effect software</p> <p>Imitate pupils' actions on objects to encourage the beginning of shared attention.</p> <p>Provide opportunities to interact with objects and pictures.</p> <p>Sensory and messy play using a variety of media.</p> <p>(Barrs Court and Routes for Learning as above for more detail)</p>

Wood Bank 'Roots' Curriculum.

Conventional Communication

P3

Developmental language 5-9 months

Learners begin to use pre-symbolic behaviours to communicate intentionally. They begin to use gesture and vocalise. The learner acts on both people and objects at the same time. They may gaze at someone and point to an object of interest to share their experiences. Children with a visual impairment may use shared oral/aural attention.
Pupil will begin to initiate with adult.
Pupil will use gesture to draw attention or to comment.
Pupil imitates sounds/actions with objects.
Push/pull adult to get something of interest.
Pupil will anticipate familiar events and demonstrate an understanding of familiar routines.
Pupil begins to anticipate events(OOR)
Pupil spontaneously repeats an action to indicate more.
Pupil shows an understanding of object function.
Pupil begins to respond to their name.
Pupil will find a hidden object.
Pupil will copy actions/sounds.

Continue as above with the addition of:

Speaking and Listening

Adults should ensure that there is a clear structure to the day and a routine to activities and essentially lots of opportunities for repetition. Intensive Interaction and child-led learning continues to be paramount.
Teacher to encourage pupil to imitate gestures, familiar/unfamiliar sound patterns.
Consistently focus on one new word/phrase used in all contexts.
Develop consistent behaviours across situations so that the pupil can recognise they are meaningful.

Speaking , Listening and Reading

On body signing/signing
Objects of reference/symbols alongside
Life quilts and life history boxes
Personal storytelling
Sensory stories & multimedia stories
Cause and effect software

Use gesture paired with objects of reference.
Shared attention to objects, pictures and early books.

Speaking , Listening, Reading and Writing

Sensory play using a variety of media and

		<p>the introduction of early, developmentally appropriate tools. (Barrs Court and Routes for Learning as above for more detail)</p>
<p><u>Wood Bank 'Trunk' Curriculum.</u></p> <p>Conventional Communication</p> <p>P4</p> <p>Developmental language 9-18 months</p>	<p>Pupil begins to show an understanding of names and familiar objects.</p> <p>Begins to show some recognition of 2D images.</p> <p>Pupil begins to show an understanding of familiar words.</p> <p>Pupil links objects as a means of requesting.</p> <p>Pupil begins to use a picture or symbol to represent a need.</p> <p>Pupil imitates familiar words in context.</p> <p>Pupil begins to use the names of familiar people.</p> <p>Pupil uses single word, gesture or sign to greet people.</p> <p>Pupil will begin to develop their early play skills (cooperative and symbolic).</p> <p>Pupil will begin to produce sounds through play.</p> <p>Pupil will begin to participate in small group activities.</p> <p>Pupil use photos of familiar people and corresponding names through Together Times, personal photo books and game play.</p> <p>Pupil will use a variety of tools to create their own marks.</p>	<p><u>Speaking and Listening</u></p> <p>Adult to continue to use a responsive approach to the child's learning. To join them in their learning at their level and to 'scaffold' learning through interaction, discreetly modelling new skills.</p> <p>Adult to encourage the pupil to use speech at one word level and to use lots of modelling at one word level.</p> <p>Teacher to give lots of opportunity for pupil to find objects at one word level.</p> <p>Object, picture, symbol and sign supported language to be used by adult – as appropriate to the child's needs or learning style.</p> <p>Adult to encourage the pupil to use speech, sign, eye-pointing/touch of visual aids.</p> <p>Reinforce understanding of early sounds and words through play, singing, familiar song-action rhymes and games, stories etc.</p> <p>Sound and echo games eg. drumming, call and response to encourage vocalising, speech, rhythm and turn-taking.</p> <p>Opportunities for echoing elements of familiar rhyme, song or story.</p> <p><u>Reading</u></p> <p>See and Learn Scheme</p>

		<p>POPS scheme. Reading icons and symbols Talking books Early conventional reading skills Simple conventional books Photo albums and scrap books Picture books & stories Graphic facilitation Object of Reference for story/reading. Handling books with an adult and sharing attention to pictures. Encourage naming of pictures. Personal books using photographs. Matching objects to photographs of familiar objects. Adults to use clear photographs, pictures or symbols as appropriate to the individual pupil's needs and abilities. Props to aid reading and understanding of stories, songs, rhymes.</p> <p><u>Writing</u> Adult to provide sensory play using a variety of media and a variety of tools to mark make. Easy to hold mark-making tools eg. grasp with palm. Lots of high-interest objects to reach for and handle. Development of hand-eye co-ordination through placement of objects inside/above/below child. Encouraging children to watch and reach for moving objects.</p>
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Wood Bank 'Trunk' Curriculum.

Intentional Communication

P5-6

Developmental language 18-36 months.

Pupil will respond to who, what, where questions.
Pupil will begin to express using short sentences at two to three word level. For example: 'Mum go work.'
Pupil demonstrates a basic understanding of size, colour, number, and position.
Pupil relates to the here and now.
Pupil will sequence their ideas through play.
Pupil will begin to repair misunderstanding.
Pupil will begin to produce meaningful print associated with their name.

Speaking and Listening

Adults to use a responsive approach in learning experiences, modelling and scaffolding learning.
Adults to assist development of language skills through lots of play experiences and helping the child to develop sequences of play.
Lots of singing, action songs and rhymes.
Use and encourage the child's use of sign, Object of Reference and Visual AAC.
Small world play with adult modelling simple language.
Early functional role play eg. making cups of tea.
Story telling through play.
Adults to teach concrete concepts through play of colour, size, prepositions, and adjectives.
Adults to remember that abstract concepts and reasoning beyond the immediate environment is beyond a child at this developmental stage.

Reading

See and Learn scheme

POPS scheme

ORT scheme

Shared reading of stories, pointing, naming pictures, joining in with familiar phrases.
Use of personal Objects of Reference or picture/symbol alongside relevant word/activity.
Sensory stories.

		<p>Games and exploration with instruments and sounds.</p> <p>Visual aids and print in daily routines to be used.</p> <p>Visual aids and print around classroom to be used. Key, relevant single words/pictures/symbols and children's names.</p> <p>Adult to teach children to recognise their own name on sight as well as say the initial letter towards the end of this stage.</p> <p>Adults to begin to teach whole words - personal and relevant to the individual child as the child reaches the end of this developmental stage.</p> <p>Reading Schemes: See and Learn and POPS.</p> <p><u>Writing</u></p> <p>Lots of creative, messy and sensory play. Regular use of malleable materials eg. playdough using hands, fingers and a variety of tools.</p> <p>Opportunities for fine motor skills to develop alongside gross motor eg. building with bricks, posting games, using pegs, sticking, gluing, sprinkling, rolling balls, moving cars and tracking movement.</p> <p>Adult to provide lots of opportunities for any child-led emergent writing, especially towards the latter end of this developmental stage eg. drawing and 'writing' alongside photos in a personal book.</p> <p>Introduce Nelson Handwriting Scheme for individual children if appropriate.</p>
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Wood Bank 'Branching' Curriculum.

Intentional Communication

P7 -8 and into NC Levels

Developmental language 3 – 5 + years.

Pupil will begin to give and share information.
Pupil will begin to describe and direct.
Pupil will begin to use language to question.
Pupil will begin to develop reasoning skills.
Pupil will begin to read print and symbols in the environment.
Pupil will write their own name using upper and lower case letters.
Pupil will respond to a range of literature and relate to characters.
Pupil will begin to respond to the plot of a story.
Pupil will respond and join in with stories that have predictable /patterned language.
Pupil will develop confidence in reading aloud and re-telling stories through play.
Pupil will respond to when, why, how, which questions.
Pupil will respond to directions holding two to three actions.
Pupil will use descriptive words through play.
Pupil will begin to reason and predict.
Pupil will take turns in group situations.
Pupil will begin to express their feelings verbally as well as behaviourally.
Pupil will begin to access phase 2 phonics.

Speaking and Listening

As above and give opportunities for children to give and share information, including speaking and listening within the whole group as well as smaller groups and 1:1 with adults/peers. Opportunities should be provided for children to describe, direct, question, reason, predict, negotiate, express feelings and use language to plan their own activities. A wide range of topics and activities should be used to generate interest, draw on prior knowledge and extend learning. First hand experiences are essential.

Children should be encouraged to listen actively to stories, rhymes, conversation and encouraged to relate to and talk about what they hear.

Reading and Phonics.

As above and ensuring Literature includes:

- Drama and role play
- Simple software for computer
- Television and films
- Navigating websites
- Still photography to create books
- Film-making

Stories and poems with familiar settings and fantasy settings.

- Stories and poems by significant children's authors.

		<ul style="list-style-type: none"> - Retellings of folk or predictable language. - Literature which is more challenging in terms of length or vocabulary - Texts where the use of language benefits from being read aloud and re-read . - Use the range reading schemes available as appropriate to the child’s reading style – See and Learn, POPS and Oxford Reading Tree. - Communication, Curriculum and Classroom Practice by C Latham and A miles. - English Curriculum 2013 <p><u>Reading and Phonics.</u> More formal and systematic teaching of sight-word reading and phonetics should be taught as strategies to de-code words and text. Teachers should use a range of questioning techniques to assess and extend understanding of what is read and to extend learning.</p> <ul style="list-style-type: none"> - Letters and Sounds-Progression in Phonics - ORT reading scheme - ORT Phonic DVD <p><u>Writing/Recording</u> Nelson Handwriting scheme. Children should have opportunities to use</p>
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		<p>their developing reading skills in practical application eg. carrying out written instructions, using written lists/plans, taking messages etc.</p> <p>Opportunities should be provided for children to give meaning to the marks they make and to explore a wide range of writing for different purposes, including recording, planning, instructing, explaining, labelling, using in roll play, taking messages Teaching may now include more formal instruction to teach handwriting using</p> <p>AAC and ICT should be used throughout especially where children are unable to use traditional writing methods/find handwriting impossible or challenging due to their own needs.</p>
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