



Reading Curriculum Policy







Review date:	July 2025
Review date:	April 2025
Review date:	November 2024
Review date:	September 2024
Review date:	May 2024
Review date:	March 2024

Reading One-Page Overview

Reading is not just decoding text—it's decoding the world.






Intent

-  Make every learner a reader
-  Embed pre-reading to fluency
-  Enjoyment, independence, communication
-  Link reading to real-world purpose

Cann Bridge School's reading policy seeks to:

- Provide every learner with access to reading through differentiated, inclusive approaches.
- Nurture lifelong readers who experience reading for pleasure, purpose and independence.
- Recognise and develop pre-reading skills as key foundations for literacy.
- Ensure reading supports learners' communication, vocabulary development and broader independence.
- Embed reading across the school day and curriculum.





Implementation

-  Expanded Monster Phonics with Twinkl to support (Core > Foundation > Phase 2+)
-  Reading PLGs for every learner
-  Daily reading sessions + integrated tasks
-  Post-16 English for Life
-  Library access, high-interest texts, storytelling

Communication is embedded across all aspects of the curriculum and Reading is embedded across the school through:

- Systematic phonics taught using expanded Monster Phonics (Core, Foundation, Phase 2+), supplemented with Twinkl Phonics.
- Discrete and integrated reading skills development from sensory tracking to comprehension.
- Use of personalised resources and texts matched to phonics knowledge and learner interests.
- Daily dedicated reading and pre-reading timetable slots across all key stages.
- Reading embedded in functional English learning at Post-16 through the 'English for Life' programme.
- Enrichment through school and public library visits, storytelling sessions, and diverse, high-interest texts.

Impact

-  Independence through literacy
-  Tracked via Phonics Tracker, B Squared, PLGs
-  Inclusive and personalised progress
-  Confident readers, real-life ready

- All learners have a personalised reading or communication Personalised Learning Goal
- Learner progress is assessed using Phonics Tracker, B Squared, PLGs, and Evisense.
- Staff adjust teaching through real-time formative assessments and multi-sensory strategies.
- English for Life prepares learners to read for purpose, function, and independence.
- A wide range of assessments and staff training ensure consistent, rigorous delivery of reading across school.

Introduction

“Many people think that listening to a book is cheating. I tell them that the words are still entering your brain, creating pictures, telling a story. It’s not a crutch, it’s just a different way to get to the same place.”

– Hannah Sherman

The Reading Curriculum at Cann Bridge takes into account information from a wide variety of sources, including the Early Years Foundation Stage Profile 2022, Development Matters 2021, Differentiated Learning Outcomes 2021, the 2021 National Curriculum, the Special Educational needs and disability code of practice: 0 to 25 years, and established policies from outstanding education providers alongside conversations with experts in the field of reading development for learner with Severe Learning Difficulties. This is reflected in our Pathway to Independence curriculum.

Definitions

Reading is recognised as the process of looking at a series of written symbols, such as letters of the alphabet, punctuation and spaces, and understanding meaning from these. At Cann Bridge, we recognise that the definition of symbols can be expanded to include all forms of communication and information found in our world, including, but not limited to, signs, pictorial representations and reading the expressions of others. If we can see, touch or receive the symbolic representation of meaning from others and can understand meaning from it, then it is reading.

Please see the appendix for definitions of any acronyms or less widely used terminology used in this document, words appearing in the appendix will appear in green.

Statement of intent

At Cann Bridge School we believe that successful approaches to teaching reading should encourage learners to use a variety of strategies in their pursuit of meaning and ensure that our learners are provided with a rich and varied learning experience that aims to develop them as lifelong readers. Learners are enabled to access reading at a level that is best for them using teaching strategies to meet their individual needs. ‘We will develop each learner’s individual potential allowing them to contribute fully to the life of the school’.¹

At Cann Bridge School we aim to deliver a challenging and varied curriculum, within a happy, caring and purposeful atmosphere². We teach reading through three strands: Phonics, Reading Skills and Reading for Pleasure. We recognise the importance of communication, language and vocabulary development skills within the teaching of reading; our teaching of these areas is incorporated across the reading curriculum. Our differentiated provision considers learners’ individual needs, ensuring each learner has the greatest opportunity for independence in reading.

The school has its own small private library for learners to explore a range of reading material, as well as specific phonics scheme reading books sequenced to enable learners to read books

¹ Cann Bridge School Aims and Ethos – I am a community member.

² Cann Bridge School Aims and Ethos

containing the **graphemes** they know. Cann Bridge School is also has access to a larger public library linked to the on-site mainstream secondary school, Tor Bridge Secondary School. Learner have access to this library as well when relevant to their learning (see Library Policy).

Phonics

At Cann Bridge school we intend for all our learners to have the best possible start in their reading experience. We support learners through their early **phonics** skills with 'Core', 'Foundation' and 'Phase 2+' groups for **phonics** as well as a **Phonics** Learning Environment based on 'Foundation' **Phonics** (*more commonly known as Phase 1 outside of Cann Bridge School*) learning experiences present across the school. We believe that early listening and attention skills are crucial to reading development and should continue to be experienced and explored when learner work within Phase 2+ of **phonics**. Learners experience a wide range of Foundation skills as part of their Monster **Phonics** and pre-**phonics** 'core' learning. Progression guidance for this can be found near the end of this policy. A wider explanation of 'core' 'foundation' and 'phase 2+' can be found later within the implementation section of this policy.

Reading Skills

Early reading (pre-reading and communication teaching) is appropriate for the vast majority of our learners and develops into more advanced reading skills as and if this is appropriate for their needs, ensuring that 'we equip learners with the skills and voice necessary to take their role in society.'³ Reading allows our learners to access the world in a whole new way and to experience society and life at a deeper and more meaningful level. It enables them to have greater access to further learning experiences, expands their horizons with increased opportunities and supports their enjoyment of life by reading for pleasure.

At Cann Bridge, we aim for our reading programme to:

- Support learner's **sensory integration** and physical development (including looking and **tracking skills**) as pre-requisites to formal literacy learning
- Increase learner's attention and anticipation skills
- Develop learner's listening skills
- Expose learner to language play (poems, rhymes, riddles, **alliterative** and **onomatopoeic** language)
- Develop and increase learner's vocabulary Support learner's print awareness (functions and forms of print)
- Support learner's understanding of how books work
- Expose learner to a range of different authors, genres and texts
- Give all learner opportunities to read and explore high-quality texts
- Provide opportunities for learner to express preferences for certain books and texts
- Provide opportunities across the day for learner to read independently and to have shared reading experiences
- Promote reading for pleasure
- Develop reading for independence through English for Life

³ Cann Bridge School Aims and Ethos – 'I can make decisions'.

Reading for Pleasure

Cann Bridge School uses research-based practice to promote a lifelong love of literature and was part of the OU/UKLA Plymouth Teachers' Reading Group 2019-2021. The Teachers as Readers research (OU/UKLA) shows that to develop learner's reading for pleasure effectively, skills teachers need to include knowledge of learner as readers, a reading for pleasure pedagogy and to be teachers who read themselves. The reading **pedagogy** of the school in conjunction with the collaboration with the School's Library Service ensures that we have up-to-date knowledge of texts and access to a wide range of literature to meet the needs and interests of learners, and to promote a culture of reading across the school.

English for Life

In Key Stage 5, Post Bridge College, learners continue to use the **phonic** skills and knowledge they have gained in previous years to aid their reading and writing of English. KS5 staff use Monster **Phonics** strategies to support learners in their work. The Monster **Phonics** scheme is designed to support fluency of reading the wide range of variance within the English language, however, to ensure continued engagement for learners on the Preparing for Adulthood pathway the approach has been adapted to focus more on the essential everyday English words required to most strongly benefit their independence in the wider world as they prepare for developing their life experiences after Cann Bridge School. The changed emphasis ensures that learners are equipped to be as independent as possible when leaving our provision, ensuring high expectations for all.

The English for Life programme is designed to transition from a focus of **phonics** to the development of functional everyday vocabulary and signs, in order to promote knowledge of functional language to support both independent living and the NOCN qualifications delivered in Post 16. For learners who continue to engage in Monster **Phonics** and continue to show progress the school will maintain the use of the scheme. Most learners will experience two Phonics sessions a week and two English for Life sessions. **Phonics** strategies will continue to be integrated throughout the day to support reading and writing across the curriculum. Additionally, Functional Skills will focus on core vocabulary that requires learners to apply their **phonics** knowledge, strengthening and developing communication skills that will be of real benefit to them.

Implementation

Phonics

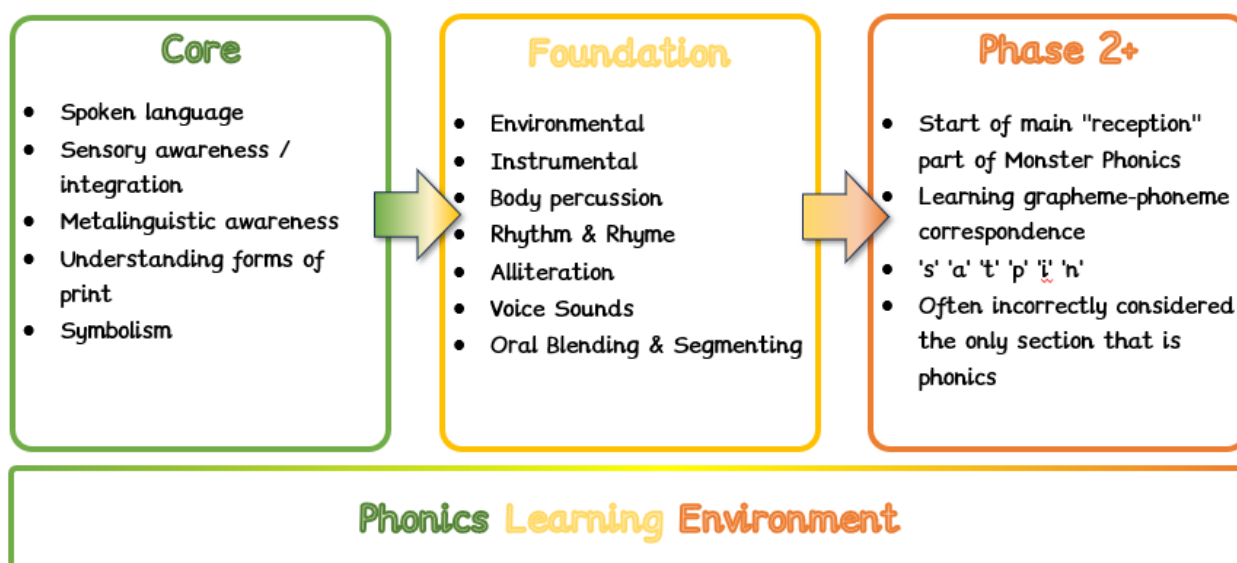
Cann Bridge School has worked under the DfE approved Monsters **Phonics** programme as a special partner for developing **phonics** practice for learner with severe learning difficulties. We have worked with the Monsters **Phonics** team to adjust and tailor their already successful programme to greater meet the needs of SLD and PMLD learners, and following this we continue to run Monsters **Phonics** as our primary **SSP**, however, we recognise that all learners, particularly those with SLD, may need alternative strategies. The abstract nature of **phonics** and reading development can be challenging to neurotypical individuals and is likely to be significantly more challenging to neurodiverse learners, who are more likely to remain at specific stages of learning for longer than their neurotypical peers. We also recognise that some learners are still acquiring the skills required in order to access any DfE approved scheme. As a consequence, Cann Bridge School has the following provision:

- Monster's **Phonics** – a highly sensory and engaging **SSP** as the main **SSP**.
- Monster's **Phonics** is further broken down into three main areas of 'core', 'foundation' and 'Phase 2+' to support both pre-phonics learners and those working within the SSP at 'foundation' or 'Phase 2+' level.
- Twinkl **Phonics** – This has also been purchased as a complete **SSP** both to increase the variety of resources available to learners, and as an alternative for those who require it. It has been carefully and systematically aligned to the core Monster's Phonics scheme and progression.
- Book variety – Whilst ensuring all books are organised and sequenced so that learners only read books with **graphemes** they know, we have a wider than usual range of texts with books selected from Monster's **Phonics** reading scheme, Rhino Readers (Twinkl **Phonics**) and other texts carefully selected to match each child's knowledge of sounds (i.e. Oxford Reading Tree).
- Alternative **phonics** – we also have a small range of texts to support alternative reading progressions, such as POPS down syndrome scheme books, and **phonics** books with older-interest themes and style.

The Education Endowment Foundation (EFF 2022) highlights that teaching **phonics** is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), they do however acknowledge effective **phonics** techniques are usually embedded in a rich literacy environment for early readers and is only one part of a successful literacy strategy⁴. We recognise that some of our learners often require alternative and further opportunities to consistently acquire reading skills and may continue to generalise these skills throughout their school life. The Rose Report (2006) states that 'Some learners also have neuro-developmental disorders and other special educational needs that may present formidable obstacles to learning to read and write.'⁵ Therefore, we also use a range of other supporting strategies to enhance our teaching of reading.

Phonics: 'Core', 'Foundation' and 'Phase 2+'

Learners exploring **Phonics** at Cann Bridge fall into one of three distinct groupings. We strive for a continual '**Phonics Learning Environment**' throughout all of the school, regardless of the group being explored.



⁴ Education Endowment Foundation - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>

⁵ Rose Report, 2006, Page 4

‘Core’ – this supports learners who are currently working towards the earliest typical **phonics** programmes. It is designed for those developing the ability to understand that something can represent another thing, or that language or sound are things that exist.

Core

- Spoken language
- Sensory awareness / integration
- Metalinguistic awareness
- Understanding forms of print
- Symbolism

- Spoken language
 - The ability to listen carefully and respond.
 - Need rich language experiences, play that enables talk engagement.
- Sensory awareness/integration
 - The ability to engage effectively in learning.
 - Need physical activities to enable sitting and focus, movement / activity to develop balance/proprioception/crossing midline etc.
- Metalinguistic awareness
 - The ability to think about language.
 - Need storybooks and language through play to develop an awareness of language as an object comprised of words with meanings.
- Understanding forms of print
 - Know why, where and how print is used.
 - Need to have exposure to books and print across environments so reading/writing has any meaning at all.
- Symbolism
 - The ability to represent one thing as another.
 - Need access to high-quality imaginative play and plenty of uninterrupted free-flow continuous provision time.

‘Foundation’ – This is often known as “Phase 1” from the old “Letters and Sounds” system but is the earliest **phonics** supported by our chosen **SSP Monster Phonics**. Its focus is on differentiating sound types and being able to repeat sound patterns and structure, developing the skills required to later link graphemes and phonemes and differentiate them, as well as segment and blend specific sounds.

Foundation

- Environmental
- Instrumental
- Body percussion
- Rhythm & Rhyme
- Alliteration
- Voice Sounds
- Oral Blending & Segmenting

- I can listen to and identify specific sounds.
- I can copy a simple rhythm or beat.
- I can join in with action songs.
- I can match two objects that have the same initial sound.
- I can explore mouth movements such as blowing, sucking and wiggling my tongue.
- I can understand sound talk to communicate a word.

‘Phase 2+’ – This forms what is often more typically viewed as traditional phonics and is explored through our **SSP** of **Monster Phonics**. This is where learners start with learning phoneme and grapheme correspondences such as the earliest ‘s’ ‘a’ ‘t’ ‘p’ ‘i’ ‘n’ sounds and move onto more complex sounds and the challenging skills required to blend and segment in order to read and write.

Phase 2+

- Start of main "reception" part of **Monster Phonics**
- Learning grapheme-phoneme correspondence
- ‘s’ ‘a’ ‘t’ ‘p’ ‘i’ ‘n’
- Often incorrectly considered the only section that is phonics

Across Cann Bridge School there is a very roughly equal split between the three **phonics** groups, with some learners now working beyond **phonics**. In Key Stage 5, learners are supported, when appropriate, to also follow the schools’ English for Life functional **Phonics** programme to ensure the most essential skills for independence are explored and learned before moving on to other settings.

Reading Skills

Reading skills are taught across the day in both discrete sessions and across the curriculum. Skills are taught progressively according to the age, key stage and individual needs of the learner. The reading skills progression begins with very early listening, attention, looking and **tracking skills** and develops through to build vocabulary, reading comprehension, skills in reading for purpose, and independent reading. In Key Stages 4 and 5 learners apply their reading skills to support their independence and life skills, and work on functional **phonics** skills to support understanding of key symbolic understanding in the wider world.

Cann Bridge School follows the **Monster Phonics** as our chosen **SSP**. We use the **Monsters Phonics** Reading Scheme to support this; however we also supplement with additional reading resources from the **Rhino Readers** (Twinkl) reading scheme carefully matched to our chosen **SSP**. We also have a range of other texts sequenced into reading sets that match the progression of **Monsters Phonics**, ensuring staff can quickly and easily select a range of books that learners will be able to appropriate access and be challenged by.

Learners are given a variety of reading opportunities generated to meet their individual needs.

Every learner at Cann Bridge School:

- Has, where relevant, a reading or pre-reading **Personalised Learning Goal (PLGs)**.
- Has, where relevant, a communication **Personalised Learning Goal (PLGs)**.
- Is expected, where possible, to make good or better progress in reading across a Key Stage.
- Has dedicated slots for reading or pre-reading on their timetable.
- Follows a progressive **phonics** programme at the appropriate stage (up to at least year 9), or an alternative model where appropriate.
- Has access to high quality texts and reading materials.

- Is given the opportunity to share their opinion and make choices around their reading preferences.
- Has access to age appropriate, fully **decodable**, **phonics** books at their level (these may be picture-only books for informal or semi-formal 'Foundation', or 'core' learners).
- Is supported by staff suitably trained in **phonics**, reading and **total communication**.

Many learners at Cann Bridge are working at pre-reading levels and all learners are developing their communication skills. We see communication skills as a pre-requisite to reading skills and therefore support these as part of our pre-reading teaching. We use a range of strategies to build upon pre-reading and communication skills, and these can be bespoke to an individual, however, strategies commonly used include but are not limited to:

- **Total Communication**
- **PECS**
- **Attention Autism**
- **Aided Language Stimulation**
- **Makaton**
- Use of photos and symbols
- **Word Level Work**
- **Objects of Reference**
- **High Tech AAC**
- **Tracking**
- **Colourful semantics**
- **Sensory Stories**
- **Social Stories**
- **Bag Books**
- **Visual development sessions**
- **Sensory Integration** sessions supporting visual development and auditory discrimination
- **Core phonics** (typically sensory experiences)
- 'Foundation' **phonics** (Monster **Phonics** and Twinkl **Phonics**)
- 'Phase 2+' **phonics** (primarily Monster **Phonics**)
- **Functional Skills** (English for Life)

Our range of experiences include multi-sensory approaches and encourage practical application of reading to support the development of life skills. Learners may be taught individually or in small groups, depending on their needs. Lessons may be delivered by Teachers or Teaching Assistants. The teaching of reading is delivered through dedicated reading, pre-reading or communication timetable slots, alongside it being woven throughout the curriculum. This allows for consolidation and generalisation of skills across the day. Examples include:

- Communication and vocabulary development using strategies to support the individual needs of learner e.g. **PECS**, in real time
- Learner completing independent work using a **TEACCH** structure, following visual supports and using a left to right system
- Learner reading and following their individual timetables
- Learner following transition photographs or **objects of reference**, recognising that the picture or object represents the place
- Learner experiencing sensory stories
- Listening skills being developed using a Resonance board

- Nursery rhymes, songs or instruments being used
- Visual tracking in the sensory room
- Reading and exploring traditionally formatted books
- Participating in sensory diets or **sensory integration** activities
- Looking and understanding the expression or actions of another.

Reading for Pleasure

Cann Bridge School was part of the OU/UKLA Plymouth Teachers' Reading Group 2019-2021. Ours was the first special school in the country to participate. Cann Bridge School uses research-based practice to promote a lifelong love of literature. The Reading for Pleasure (RfP) **pedagogy** found that the key elements required to support reading for pleasure within schools were:

- reading aloud to learner
- creating social reading environments
- giving opportunities for independent reading
- encouraging informal book talk
- widening teacher knowledge of learner's texts
- increasing teacher's knowledge of learner as readers
- creating inclusive communities of readers by building reading teachers
- building reading communities

At Cann Bridge School we use Reading for Pleasure (RfP) questionnaires that are sent home as part of our EYFS new starter packs to gather information from families about their child's experiences of reading, and what their favourite stories are, enabling us to plan for the development of RfP across learner's first year. Cann Bridge School is supported across this and other school years by Plymouth Schools Library Service to ensure we have the most up to date knowledge and access to high quality texts.

Learners across all key stages have access to the on-site local public library for story telling sessions and exploration of an increased range of varied books. The school also has its own small library area with books sorted and rotated to provide a range of up to date and high-quality texts.

Learners in Post Bridge College can use their own library cards to take out books of interest from the on-site local public library.

The school actively seeks to find books that will hold a specific interest to older learners whilst remaining at a lower reading level. The school's private library has a dedicated section for these which include a range of comic-book style reading books and graphically or topically older-interest texts.

English for Life

English for Life in Post Bridge College is delivered two times a week, with a further two weekly sessions with age-appropriate phonics sessions. Learner's English for Life sessions are designed to increase learners' awareness of environmental text, symbols and signs surrounding them. Learners will have focused blocks of learning to develop knowledge of vocabulary with a focus on equipping them with practical communication skills essential for everyday life. The following areas are targeted across the programme and can be seen in more detail at the end of this policy:

- Shopping and supermarket signs

- Travel, including timetables
- Environmental signage, including warning signs
- Health care and safety vocabulary
- Food and drink, including menus
- The world of work

The curriculum is carefully designed to prioritise functional vocabulary and real-life scenarios that learners are likely to encounter so that they can progress further along the pathway to greater independence. Lesson plans are developed and implemented with the following key elements:

- Lessons are structured around vocabulary that learners will use in daily activities and interactions, ensuring relevance and practicality.
- A variety of teaching tools are employed to reinforce learning. Visual aids and multimedia resources help to make abstract concepts more concrete, while hands-on activities provide experiential learning opportunities.
- For learners progressing in **phonics**, the Monster **Phonics** scheme is integrated into the curriculum. This program is adaptable to the age and stage of each learner, maintaining continuity and familiarity from their previous learning experiences.

The **Phonics** Learning Environment is also applicable within Key Stage 5 and is embedded throughout the continuous experience within Post Bridge College as well as during various activities during the day, ensuring that learners continuously practice and apply their reading and writing skills across all subjects. Functional Skills lessons are designed to emphasise the use of core vocabulary in everyday contexts, preparing learners for real-world situations they will encounter outside the classroom.

Impact

Reading is assessed formatively through observations and identifying **PLGs**, with overall learning and outcomes assessed through summative assessments in December, March and June. Phonics progression is also recorded at these times on a specific Phonics Tracker online system.

Reading is assessed and evidence of learning may be recorded in a range of ways, not limited to:

- Evisense online learning journeys.
- Reading records.
- Home Reading records.
- Writing Journals.
- Diaries.
- Work folders.
- **PLG** trackers.
- Phonics Tracker online assessments.
- B Squared online assessment tool.

Parents are informed about learner progress through, parents' evenings and annual reviews.

English for Life

The English for Life programme in Post Bridge College impacts learners by developing their ability to communicate effectively using functional vocabulary and signs, thereby improving their confidence and independence. Enhanced practical communication skills enable learners to navigate and participate in everyday interactions, equipping them with the necessary skills for life beyond school, including vocational settings and active community involvement. This fosters a sense of belonging and empowers learners to contribute meaningfully to society. Additionally, learners making progress in **phonics** continue to build their skills, aiming for fluency in reading, which provides a strong foundation in literacy that supports overall learning and development, enhancing their ability to engage with the wider curriculum.

To enhance the effectiveness of the English for Life programme and promote continuous improvement, learning progress is regularly assessed and monitored using evidence recorded in Evisense and the B Squared assessment tool.

Monitoring, Evaluation and Review of Reading

At Cann Bridge School, the impact of reading and communication teaching is monitored by the CLL curriculum team lead, alongside the Headteacher and the school's Quality of Education Link Governor.

Once the baseline assessment is completed for each learner six weeks after entry to the school, teachers' assessment of reading is ongoing through the utilising BSquared's assessment system, the Phonics Tracker website and by following the PLG process to create SMART targets. Each learner will work towards their individualised **PLGs** within the lesson and evidence of this will be stored on the Evisense learning platform. Learners at Cann Bridge do not undertake statutory testing, including the **phonics** screening check at the end of Year 1, however, teachers formally assess learners reading three times a year; autumn, spring and summer by utilising the Phonics Tracker assessment website to aid understanding of where learners are.

Cann Bridges uses the PhonicsTracker website as an assessment and tracking program for phonics, high frequency words and the phonics screening check six times a year. In addition, a custom tracking system for those on Core Phonics is used alongside an in-house analysis system to monitor progress across all phonics pathways. The school meets DfE expectations in submitting outcomes within phonics screening tests when appropriate.

Learners across Cann Bridge School also each have both a Reading Record and a Home Reading Record which follow them throughout their time at school. These are monitored across each year and used to inform and reflect upon the range of reading opportunities and experiences learners are exposed to, as well as providing a multi-year long overview of progress and achievement.

Cann Bridge School monitors learners' progress using a variety of methods across the year. The senior leadership team undertake observations of teaching and learning across the year; a communication audit is completed each year by the speech therapist team; teachers attend twice yearly learner progress reviews; curriculum leaders monitor next steps and undertake book looks and learning walks; and reading assessment is moderated both internally and externally to ensure our assessment is accurate and robust. Moderation is also a time for teachers to have professional discussions around best practice in teaching communication and reading to learners with complex

needs to ensure we remain up to date with current practice and continue to deliver the best strategies to our learners.

Staff support and training

All staff are trained in **total communication** and Twinkl **Phonics** as well as Monster **Phonics** as part of their induction training package. Refresher training on core communication skills is delivered annually, alongside further training as and when it is required. Staff can also draw upon the expertise of wider professionals for specific support e.g. support from the Teacher of the Deaf, the Visual Impairment Teacher, the Speech and Language Therapist, the SI OT etc.

The school aims to ensure that all permanent teachers are trained in using PECS, TEACCH, Aided Language Stimulation, Makaton and Attention Autism within the first few years of starting at Cann Bridge School.

Further information on staff training, and its impact, can be found in the CLL action plan and via the Deputy Head, who is responsible for staff CPD.

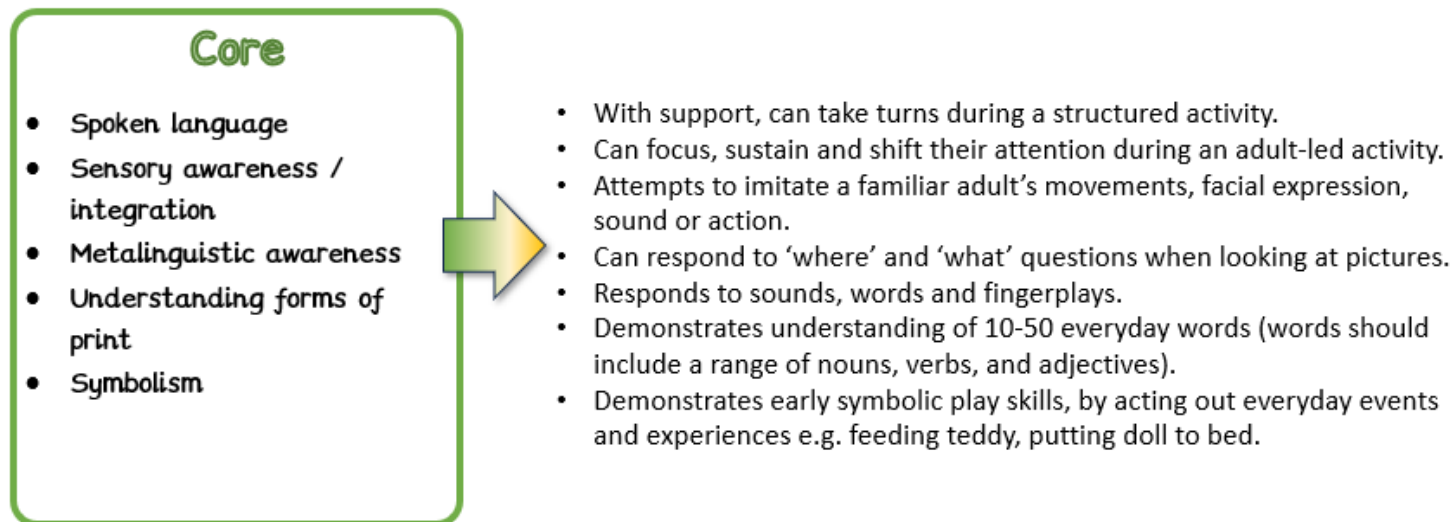
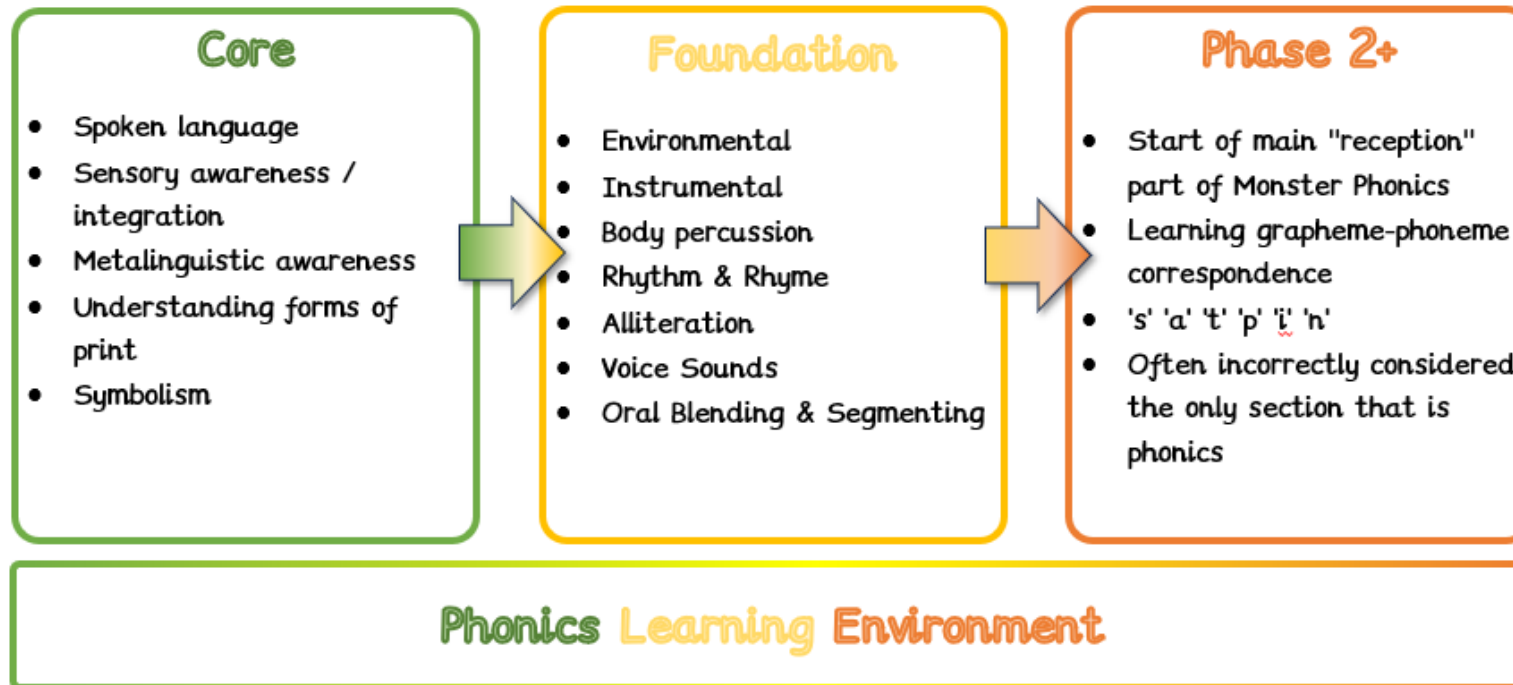
Links

The Policy has been developed in conjunction with other key policy documents listed below:

- Early Years Foundation Stage Profile 2022
- Development matters 2021
- 2021 National Curriculum
- Special needs and disability code of practice: 0 to 25 years
- Differentiated Learning Outcomes 2021

This Policy should be read in conjunction with the following Cann Bridge policies:

- Child Protection & Safeguarding Policy
- Pathway to Independence Curriculum Policy
- Planning, Assessment, Marking, Recording and Reporting Policy
- English Policy
- Writing Policy
- Reading at Home Policy
- Total Communication Policy
- See Key Stage long term plans on the school website for the rolling English programme



Phonics Progression for 'Foundation'

Phonics – 'Foundation'					
Aspect 1 - Environmental	Aspect 2 – Instrumental	Aspect 3 – Body percussion	Aspect 4 – Rhythm & Rhyme	Aspect 5 – Alliteration	Aspect 6 – Voice sounds
<ul style="list-style-type: none"> • Starting to notice that sounds exist. • Noticing sounds around you. • Recognising that different objects make different sounds. • Starting to identify sounds and name them. • Talking about the sounds. Describing sounds. Comparing sounds. 	<ul style="list-style-type: none"> • Exploring the sounds that instruments make. • Awareness that you have to act upon an instrument to make a sound. • Start to identify the sounds of familiar instruments and name them. • Awareness of how you act upon an instrument affects the sound it makes. • To follow instructions to recreate a sound using an instrument, e.g. Tap the drum loudly. Shake the tambourine quietly. • Talking about the sounds. Describing sounds. Comparing sounds. 	<ul style="list-style-type: none"> • Exploring the sounds our bodies can make. • Joining in and copying actions with familiar songs • To join in with a body percussion pattern. • To copy a body percussion sequence. • Awareness of how you can change body percussion sounds • Creating their own sequences of body percussion. • Joining in with longer sequences of body percussion. • Describing body percussion. • To follow instructions to recreate a body percussion sound, e.g. Stamp your feet loudly or clap hands softly. 	<ul style="list-style-type: none"> • Joining in with songs and rhymes • To recognise familiar rhythms and rhymes. • Recognising that words rhyme. • Copying and keeping to a simple beat. • Joining in and copying breaking words into syllables with a beat. • Playing with rhyme. Making up their own rhyming words. • Completing sentences with their own rhymes orally. • Breaking words down into syllables with a beat. • Creating their own beat. 	<ul style="list-style-type: none"> • Explore the initial sounds of words. • To select objects with a given initial sound from a choice of two. • Identify initial sounds of words. • To match to objects with the same initial sound. • Playing with alliteration. 	<ul style="list-style-type: none"> • To explore different mouth movements and sounds. • Copying different voice sounds and mouth movements. • To recognise different voice sounds. • To make a variety of different voice sounds, including animal sounds. • Say speech sounds clearly. • Talking about voice sounds. Describing voice sounds. Comparing voice sounds. • Creating their own ideas for voices of characters/imitating voices.
Aspect 7 – Oral Blending and Segmenting					
<ul style="list-style-type: none"> • Identify the initial sounds of words. • Awareness that words can be broken into phonemes. • Choosing the correct object when hearing the word broken into phonemes. • Saying a simple CVC and VC word after hearing it broken into phonemes. • Joining in with segmenting CVC and VC words into phonemes. • Segmenting CVC and VC words into phonemes. • Starting to blend the phonemes of longer words. • Identifying how many phonemes are in a CVC or VC word. 					

EYFS / KS1:

- Nursery rhymes/ rhymes
- Poetry/ chant
- Non-fiction
- Fairy/ traditional stories
- Drama/ role-play

KS2 / KS3:

- Nursery rhymes/ rhymes
- Poetry/ chant/ raps
- Non-fiction
- Fairy/ traditional stories
- Drama/ role-play
- Myths/ legends
- Cultural/ traditional
- Information carrying; dictionaries/ lists/ captions
- Social sight vocabulary

KS4:

- Fiction/ Non-Fiction (whole books, shorts stories, poems & plays)
- English Literature - Pre 1914 & Contemporary (Prose, Poetry, & Drama)
- Drama/ role-play (deliver via performing arts)
- Shakespeare (2 plays)
- British Fiction/ Poetry (First World War)
- Seminal World Literature (texts that enable learners to appreciate the qualities & distinctiveness of texts from different cultures & traditions)
- Functional Reading/ Writing - social sight vocabulary & reading for a purpose – e.g. – lists, captions, tables etc

Post Bridge College:

- Fiction/ Non-Fiction (whole books, shorts stories, poems & plays)
- Functional Reading/ Writing - Social sight vocabulary/ Functional Reading/Writing – reading for a purpose
- Instructional texts – e.g., food for sale & packaging/ recipe card etc

English for Life Overview

A typical English for Life weekly / Termly plan:

Weeks 1-6 focus	Monday Initial letters	Tuesday Read and speak vocabulary words. Use flashcards/ photos/ CIP symbols	Wednesday Spelling the words (use whiteboards)	Thursday Use the words to create or write a sentence
Week 7	Assessment and BSquared / High frequency words/EL1 and above spelling appendix			

Vocabulary list:

Autumn 1 Shopping	Getting ready: need to take bag, purse, money, phone, keys, list, coat, <i>Extension: wallet, medication</i>	Following shopping lists: basket, shopping trolley, bag, pack, bottle, food, items <i>Extension: ingredients, recipe</i>	Staff/ Customer service: staff, help, service, desk, ask, counter <i>Extension: customer, assistance</i>	Sections/ aisles: cheese, rice, pasta, drinks, tins, milk, crisps, meat, snacks, fish bread, chicken <i>Extension: toiletries, vegetables, freezer, bakery,</i>	Checkouts: till, card, cash, pack, scan, check out, basket, trolley <i>Extension: cashier, self scan</i>	Branding: Asda, Cadbury, McVities, Walkers, McFries, Home Pride, Warbutons, Value
Autumn 2 Travel	Modes of transport: bus, car, train, bike, taxi, ferry, walk <i>Extension: bicycle, pedestrian</i>	Travel items: ticket, money, bus pass, driver, bus stop, bell <i>Extension: timetable, route</i>	Directions: left, right, up, down, on, off, trip <i>Extension: disembark, straight, journey</i>	Road signs: street, path, road, lane, car park, one way, <i>Extension: pavement, no entry</i>	Traffic signs: stop, go, red, green, danger, no entry <i>Extension: caution, access</i>	Local places of interest: Hoe, Barbican, Derriford, city, town, theatre <i>Extension: Plymouth, Dartmoor,</i>
Spring 1 Environmental signs	Travel: train station, bus stop, car park, waiting room, lift, <i>Extension: information timetable</i>	Indoor signs: fire exit, toilets, first aid, lift, wet floor, fire door, <i>Extension: dangerous, restaurant</i>	Beach safety signs: swimming, no dogs, bins, danger, toilets, life ring, <i>Extension: cliff top, hazard, lifeguard</i>	Weather forecast: Sun, wind, rain, cold, hot, snow <i>Extension: hail, cloud thunder, lightning, forecast</i>	Logos- shopping: Asda, Tesco, Lidl, CO-OP, Aldi, One-Stop <i>Extension: Sainsburys, Morrisons, Waitrose</i>	Logos- eating: McDonalds, Nandos, KFC, Pizza Hit, Burger King, Subway <i>Extension: restaurant, café</i>
Spring 2 Safety	Road safety: Stop, go, look, left, right, fast <i>Extension: listen, crossing, traffic lights, pavement</i>	Food hygiene: Clean, germs, wash, safe Soap, dry <i>Extension: fridge, temperature, best before</i>	Personal Safety: touch, yes, no, help, first aid, safe <i>Extension: consent, private,</i>	Online safety: iPad, laptop, click, search, YouTube, think <i>Extension: internet, website</i>	Water safety: pool, river, beach, bath, stream, deep <i>Extension: lifeguard, careful, hazard, environment</i>	Health safety: Pain, hurt, help, check up, yes, no <i>Extension: consent, medical, appointment</i>
Summer 1 Food and Drink	Fruit: Apple, banana, kiwi, grapes, pear, peach <i>Extension: strawberry, blackberry, pineapple, orange</i>	Vegetables: Potato, tomato, carrot, beans, peas, leek, <i>Extension: courgette, cabbage, broccoli, onion cauliflower</i>	Drinks: coke, water, J2O, Pepsi, tea, coffee, <i>Extension: re-fill, lemonade, juice</i>	Fast food menus: Burger, fries, order, ice, nuggets, total <i>Extension: supersize, proceed,</i>	Snacks: Crisps, sweets, cheese, crackers, cake, biscuit <i>Extension: yoghurt, fruit</i>	Menu language: menu, starter, main, order, dessert, bill <i>Extension: restaurant, course,</i>
Summer 2 Leisure	Cinema: Film, ticket, toilets, screen, seat, time <i>Extension: trailer, viewing</i>	Swimming: Pool, locker, shower, toilets, pay, kit <i>Extension: changing rooms, lifeguard</i>	Bowling: Ball, lane, book, toilets, money, game <i>Extension: strike, spare, turkey</i>	Shopping: Exit, toilets, carpark, help, lift, stairs <i>Extension: level, fitting rooms,</i>	Theatre: Door, stage, cast, lift, seat, row <i>Extension: theatre, programme</i>	Eating out: table, time, book, menu, bill, tip <i>Extension: course, allergy</i>

English for Life Assessment word list

Sounds to know (with <i>suggested</i> example words)	Specific words to know
p (<u>p</u> an), pp (sup <u>pp</u> er)	
t (<u>t</u> ap), tt (l <u>tt</u> er)	
c (<u>c</u> at), k (<u>k</u> ey), ck (du <u>ck</u>)	<u>c</u> an, <u>a</u> ct, lo <u>o</u> k, ba <u>ck</u> , <u>sch</u> ool
ch (<u>ch</u> ip), tch (f <u>et</u> ch)	
f (<u>f</u> ish), ff (coff <u>ee</u>), ph (<u>ph</u> oto)	<u>off</u>
th (<u>th</u> in)	
s (<u>s</u> un), ss (dres <u>s</u>), c (<u>c</u> ity)	mi <u>ss</u> , cro <u>ss</u> , ho <u>u</u> se, i <u>s</u> , hi <u>s</u> , a <u>s</u> , ha <u>s</u> , Wedne <u>s</u> day
sh (<u>sh</u> ip)	
h (<u>h</u> at)	<u>wh</u> o
r (<u>r</u> un), rr (cher <u>rr</u> y), wr (<u>w</u> rite)	<u>w</u> rite, <u>w</u> rote, <u>w</u> rong
l (<u>l</u> ip), ll (be <u>ll</u>)	wi <u>ll</u> , we <u>ll</u> , te <u>ll</u> , sti <u>ll</u> , he <u>ll</u> o
b (<u>b</u> oy), bb (rabb <u>bb</u> it)	
d (<u>d</u> og), dd (ladd <u>dd</u> er)	
g (<u>g</u> o), gg (bigg <u>er</u>)	
j (<u>j</u> et), g (<u>g</u> em), ge (large <u>e</u>), dge (bridg <u>ee</u>)	cha <u>ng</u> e, larg <u>e</u>
v (<u>v</u> et), ve (hav <u>e</u>)	hav <u>e</u> , gi <u>v</u> e, liv <u>e</u> , o <u>f</u>
th (<u>th</u> en)	<u>th</u> e
z (<u>z</u> ip), zz (fizz <u>zz</u>), s (<u>h</u> i <u>s</u>), se (chees <u>ee</u>), ze (sneeze <u>ee</u>)	
m (<u>m</u> an), mm (hamm <u>mm</u> er)	co <u>m</u> e, so <u>m</u> e
n (<u>n</u> ut), nn (dinn <u>nn</u> er), kn (<u>k</u> nee)	<u>k</u> now, don <u>e</u> , o <u>n</u> e, gon <u>e</u>
ng (ring), n (<u>s</u> ink)	th <u>in</u> k
w (<u>w</u> et), wh (<u>w</u> heel)	<u>wh</u> en, <u>wh</u> ich, <u>wh</u> at, <u>wh</u> ile, <u>wh</u> ite, <u>o</u> ne, some <u>o</u> ne, any <u>o</u> ne
y (<u>y</u> es)	
ee (fe <u>ee</u> t), ea (bea <u>ee</u> ch), e (m <u>e</u>), y (pon <u>y</u>), e-e (thes <u>ee</u>), ey (k <u>ey</u>), ie (ch <u>ief</u>)	see, se <u>em</u> , fe <u>el</u> , me <u>et</u> , we <u>ek</u> , ea <u>t</u> , re <u>a</u> l, b <u>e</u> , h <u>e</u> , m <u>e</u> , w <u>e</u> , sh <u>e</u> , <u>e</u> ven, every
i (bi <u>gg</u>), y (g <u>y</u> m)	gi <u>v</u> e, b <u>e</u> tween
e (egg), ea (<u>h</u> ea <u>d</u>)	<u>E</u> njoy, <u>h</u> ea <u>d</u> , <u>a</u> ny, m <u>a</u> ny, any <u>o</u> ne, sa <u>i</u> d, agai <u>n</u> , sa <u>y</u> s, ge <u>t</u>
a (<u>m</u> at)	th <u>a</u> nk

u (<u>but</u>)	<u>come</u> , <u>done</u> , <u>some</u> , <u>other</u> , <u>brother</u> , <u>money</u> , <u>Monday</u> , <u>does</u> , <u>until</u>
o (<u>on</u>), a (<u>want</u>)	<u>was</u> , <u>want</u> , <u>what</u> , <u>because</u> , <u>old</u>
oo (<u>book</u>), u (<u>put</u>)	<u>put</u> , <u>push</u> , <u>pull</u> <u>would</u> , <u>could</u> , <u>should</u> , <u>full</u> , <u>look</u> , <u>good</u>
oo (<u>moon</u>), ue (<u>clue</u>), u-e (<u>flute</u>), ew (<u>flew</u>), ou (<u>soup</u>)	<u>do</u> , <u>to</u> , <u>into</u> , <u>who</u> , <u>too</u> , <u>you</u> , <u>group</u> , <u>two</u> , <u>room</u> , <u>today</u> ,
ai (<u>rain</u>), ay (<u>play</u>), a (<u>baby</u>), a-e (<u>ape</u>), ey (<u>they</u>)	<u>day</u> , <u>say</u> , <u>way</u> , <u>made</u> , <u>make</u> , <u>take</u> , <u>came</u> , <u>same</u> , <u>late</u> , <u>they</u>
igh (<u>light</u>), i (<u>mind</u>), y (<u>fly</u>), ie (<u>pie</u>), i-e (<u>kite</u>)	<u>high</u> , <u>right</u> , <u>might</u> , <u>find</u> , <u>mind</u> , <u>child</u> , <u>Friday</u> , <u>by</u> , <u>my</u> , <u>myself</u> , <u>reply</u> , <u>like</u> , <u>time</u> , <u>life</u> , <u>while</u> , <u>I</u> , <u>write</u>
ou (<u>out</u>), ow (<u>down</u>)	<u>out</u> , <u>about</u> , <u>without</u> , <u>around</u> , <u>now</u> , <u>how</u> , <u>down</u> , <u>our</u>
oa (<u>boat</u>), ow (<u>snow</u>), o (<u>go</u>), oe (<u>toe</u>), o-e (<u>bone</u>)	<u>own</u> , <u>follow</u> , <u>so</u> , <u>no</u> , <u>go</u> , <u>over</u> , <u>open</u> , <u>most</u> , <u>only</u> , <u>both</u> , <u>told</u> , <u>hold</u> , <u>don't</u> , <u>close</u> , <u>show</u>
oi (<u>coin</u>), oy (<u>boy</u>)	<u>boy</u>
aw (<u>law</u>), au (<u>sauce</u>), al (<u>talk</u>)	<u>saw</u> , <u>draw</u> , <u>walk</u> , <u>all</u> , <u>call</u> , <u>small</u> , <u>also</u> , <u>water</u>
or (<u>fork</u>), oor (<u>door</u>), ore (<u>store</u>)	<u>or</u> , <u>for</u> , <u>morning</u> , <u>door</u> , <u>floor</u> , <u>poor</u> , <u>more</u> , <u>before</u> , <u>warm</u> , <u>four</u> , <u>your</u>
er (<u>person</u>), ur (<u>burn</u>), ir (<u>bird</u>), <i>or after 'w' (work)</i>	<u>her</u> , <u>person</u> , <u>Thursday</u> , <u>Saturday</u> , <u>girl</u> , <u>first</u> , <u>work</u> , <u>word</u> , <u>world</u> , <u>were</u> , <u>together</u> , <u>number</u> , <u>other</u> , <u>after</u> , <u>never</u> , <u>under</u>
ar (<u>far</u>), a (<u>fast</u>)	<u>fast</u> , <u>last</u> , <u>past</u> , <u>plant</u> , <u>path</u> , <u>ask</u> , <u>after</u> , <u>are</u>
air (<u>hair</u>), are (<u>square</u>), ear (<u>bear</u>)	<u>air</u> , <u>where</u> , <u>there</u> , <u>their</u>
ear (<u>near</u>)	<u>near</u> , <u>here</u> , <u>dear</u> , <u>year</u>
qu (<u>queen</u>)	
x (<u>box</u>)	
u (<u>unit</u>), ue (<u>due</u>), u-e (<u>tune</u>), ew (<u>few</u>)	<u>Tuesday</u> , <u>use</u> , <u>new</u> , <u>few</u>
-le (<u>little</u>), -il (<u>pencil</u>), -al (<u>metal</u>), -el (<u>tunnel</u>)	<u>little</u>

Some sounds and words may be pronounced differently depending on accent and staff should be aware of this.

Some examples include: 'or', 'oor', 'ore', 'er', 'ur', 'ir', 'ar', 'air', 'are' and 'ear' that may be pronounced with or without the sound /r/. Or 'a' pronounced differently in some words such as fast or path being pronounced 'ar' (as in far) or 'a' as in (cat).

APPENDIX – Definitions

AAC - Augmentative and Alternative Communication – This is a range of strategies and tools used to support those without, or with limited, verbal communication. It may include picture or symbol-based representations of words or objects, the use of widely available IT such as tablet devices or computers, the use of highly specialised software on IT, or specialised IT devices. It can also include low-tech communication tools.

Aided Language Stimulation – A type of AAC which can be picture based on or a digital device.

Attention Autism – A specific taught programme designed to

Alliterative (alliteration) – The same letter or sound occurring at the start of a series of words. i.e. happy hopping hat.

Colourful semantics - a system for colour coding sentences according to the role of different words.

Decodable (Decode) – A term from **Phonics**, meaning to be able to see a word and determine what sounds it must make in order to read it.

Grapheme - See **phonics** and phoneme. A grapheme is a phoneme written down. It may consist of a single letter or multiple letters. There can be numerous ways to write down an individual phoneme.

Makaton - Makaton is a language program that uses symbols, signs and speech to enable individuals to communicate. Within Cann Bridge School Makaton physical signing is used by both staff and many learners to support clear communication.

Objects of Reference – Used within **Total Communication**, an Object Of Reference (OOR) is a physical object that a learner can see or hold to help them understand what is happening next in their day, or where they are going to.

Onomatopoeic (onomatopoeia) – Words that are formed based on the sound they represent. i.e. pop, crack, sizzle.

Pedagogy – The practice of teaching.

Personalised Learning Goals (PLGs) – These are a fundamental aspect of our educational approach at Cann Bridge School. Every learner is provided with Personalised Learning Goals, which encompass a diverse range of personal targets, including essential soft skills for life, academic targets, and objectives directly aligned with their Education Health Care Plan (EHCP) outcomes. These targets are agreed upon with parent carers, and therapists where appropriate. Overarching targets are discussed and set during the EHCP Annual Review, and these are then broken down into smaller achievable termly steps by teachers.

Phonics – A method to teach individuals to read and write involving the understanding of the individual units of sounds that words are broken down into. See Writing policy.

Sensory integration – the process of the brain sorting information from its senses. Within school, sensory integration refers to specific occupational therapist-developed and supported programmes to aid learners in this brain sorting process.

SSP – Systemic Synthetic Phonics - It is a structured, cumulative, multi-sensory and evidence-based method of teaching reading whereby learners are taught the link between letters and the speech sounds they represent. See Phonics.

TEACCH – A programme that provides teachers with strategies to develop learner's flexibility, independence and self-efficacy through structured routines and practice.

Total communication – A term used to encapsulate a range of strategies used for an individual to develop their communication. Includes use of **Makaton**, **AAC** and **TEACCH**.

Tracking skills – Skills based around visually following a moving object, and developing control to follow static lines or series of static images/symbols. Essential to be able to see, sequence and follow text or images to read.

Word Level Work – Developing a learner's ability to understand an increasing number of words within a sentence.