



English Curriculum Overview (including Library Policy) **Under Review**

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Statement of Intent

At Cann Bridge School, our English curriculum recognises that communication lies at the heart of learning, independence, and participation in the wider world. We believe that every learner, regardless of ability, has the right to be heard, understood, and empowered to express their thoughts, feelings, and ideas. At Cann Bridge School, we recognise the pivotal role of communication within English and ensure that Total Communication 'Communication Friendly Environment' is at the forefront of our practice across all learning experiences. Our curriculum therefore provides meaningful and accessible opportunities for pupils to develop their skills in speaking and listening (communication), reading, and writing in ways that are functional, engaging, and relevant to their individual needs.

Our English curriculum is aspirational and aligned with the National Curriculum in its intent—to promote high standards of language and literacy, nurture a love of literature, and enable pupils to communicate with confidence and creativity.

Through carefully sequenced learning, the English curriculum aims to:

- Develop communication and language as the foundation for all learning, ensuring pupils can express choices, share experiences, and interact meaningfully with others.
- Foster a love of reading and storytelling through a wide range of sensory texts, literature, and digital media that inspire imagination, curiosity, and emotional connection.
- Build functional literacy skills that support independence in everyday life, including recognising symbols, words, and environmental print.
- Encourage writing for real purposes—from mark-making and symbol use to composing structured sentences—helping learners communicate their ideas in personally meaningful ways.
- Develop speaking and listening skills through structured dialogue, drama, role play, and alternative or augmentative communication (AAC), promoting confidence and participation.
- Extend vocabulary and understanding of language, supporting pupils to make connections between spoken, written, and visual forms of communication.
- Promote self-expression, creativity, and critical thinking through exposure to poetry, stories, songs, and drama that reflect diverse cultures and experiences.

Ultimately, our English curriculum seeks to give every learner the tools to understand and shape their world—to listen and be listened to, to read and be inspired, and to write and be understood. By nurturing these skills, we prepare pupils to engage meaningfully with others, develop independence, and participate confidently in their communities.

Implementation

English at Cann Bridge School is taught through discrete lessons, continuous provision, cross-curricular opportunities and throughout the school day. This approach ensures learners experience English in meaningful, functional contexts that promote understanding and engagement.

Communication and literacy are embedded across all subjects and daily routines, enabling learners to generalise their skills in a variety of contexts. Learning is personalised through multi-sensory approaches, including the use of symbols, signing, objects of reference, and assistive technology, ensuring access for all.

Curriculum Rolling Long Term Programme

The Curriculum Rolling Long-Term Programme provides a coherent structure for developing English knowledge and skills throughout each learner's journey through the school mapped reading, writing and speaking and listening (communication) progression. Teachers adapt planning and delivery to meet diverse needs, using assessment frameworks to identify starting points and inform next steps.

Learners have frequent opportunities to apply English in practical, real-life situations—such as writing shopping lists, interviewing visitors, listening to the news—to deepen understanding and reinforce functional English skills essential for independence and adulthood.

This document provides an overview of the strategies used to deliver English across the school.

Reading

At Cann Bridge School, reading is a core priority. It is taught across the day through discrete sessions and embedded across the curriculum. Teaching and learning is progressive, responsive to learners' starting points and individual needs. Reading progression begins with pre-requisite skills such as early listening, attention, looking, and tracking, before developing phonics, vocabulary, comprehension, and independent reading skills, aligned with National Curriculum expectations.

Individualised and Multi-Sensory Approaches

Learners progress at different rates, and many start at **pre-reading levels**. All learners develop communication skills, which we consider a **pre-requisite for reading**. Pre-reading and communication teaching is integrated into reading instruction. Strategies include, but are not limited to:

- PECS
- Attention Autism
- Aided Language Stimulation (ALS)
- Makaton
- Use of photos, symbols, and objects of reference
- High-tech AAC devices
- Word Level Work
- Visual tracking and attention exercises
- Colourful Semantics
- Sensory and Social Stories
- Bag Books
- Visual development sessions
- Sensory Integration sessions supporting visual and auditory discrimination
- Core phonics (sensory-based)
- Foundation and Phase 2+ phonics (Monster Phonics and Twinkl)
- Functional Skills (English for Life)

Teaching is multi-sensory and encourages practical application of reading to develop functional literacy and life skills. Lessons may be delivered individually or in small groups, and reading is woven throughout the curriculum to allow consolidation and generalisation of skills.

Embedded Reading Across the Curriculum

Reading development is embedded in a variety of activities:

- Communication and vocabulary development in real-time using PECS or other strategies
- Independent work using TEACCH structures with visual supports and left-to-right sequencing
- Following individual timetables
- Using transition photographs or objects of reference to understand locations or tasks
- Sensory Stories and listening exercises with Resonance Boards
- Nursery rhymes, songs, or instruments to support phonological awareness
- Visual tracking exercises in sensory rooms
- Reading traditionally formatted books and texts
- Participation in sensory diets and integration activities
- Observing and interpreting others' expressions or actions

Daily Reading and Home Reading

Daily one-to-one reading and whole-class story sessions are scheduled across all Key Stages. These sessions:

- Develop literacy, language, and comprehension skills
- Foster a love of reading
- Provide consistent opportunities for communication, vocabulary growth, and cognitive development

Home Reading reinforces skills learned at school, builds fluency and confidence, and encourages positive reading habits through shared learning.

Reading for Pleasure (RfP)

Cann Bridge School participated in the **OU/UKLA Plymouth Teachers' Reading Group (2019–2021)**, the first special school in the country to do so. We apply research-based RfP practice to encourage a lifelong engagement with literature. Key elements include:

- Reading aloud to learners
- Creating social reading environments
- Opportunities for independent reading
- Informal book talk
- Widening teacher knowledge of learners' texts
- Increasing teacher knowledge of learners as readers
- Creating inclusive communities of readers
- Building reading communities within the school

Phonics and Reading Schemes

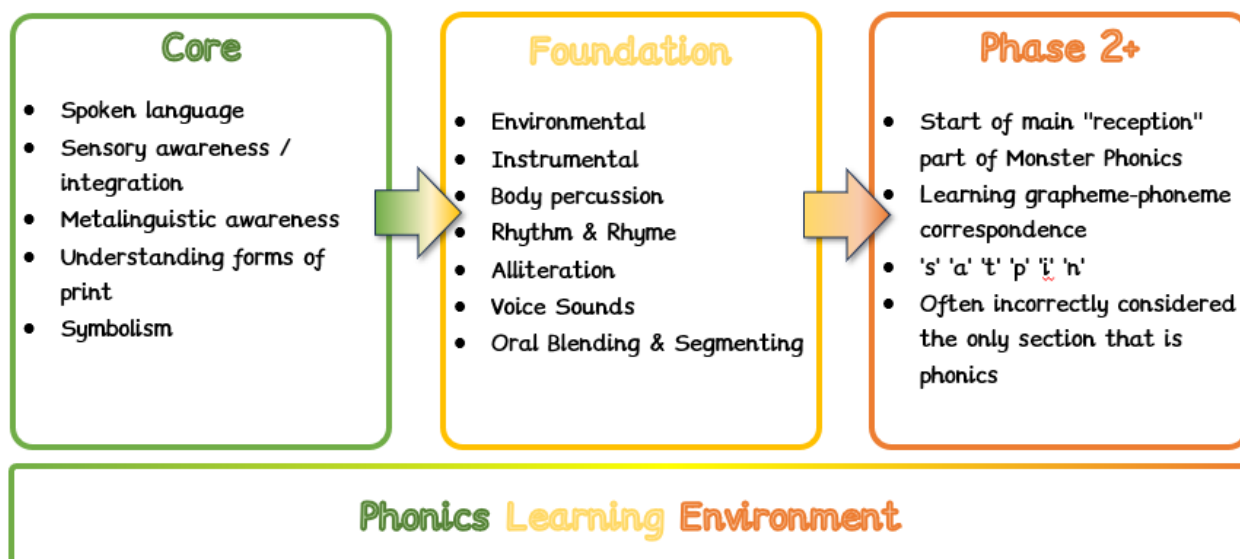
Cann Bridge School follows Monster Phonics, a DfE-approved systematic synthetic phonics (SSP) programme. Monster Phonics provides a structured, cumulative, and multi-sensory approach to learning the link between letters and sounds. We have worked closely with Monster Phonics to adapt materials for learners with SLD and PMLD, ensuring accessibility and engagement. Reading is supported through the Monster Phonics Reading Scheme and supplemented with Rhino Readers (Twinkl), allowing texts to be carefully matched to each learner's phonics stage. Twinkl Phonics has also been adopted to broaden the range of resources, aligned with Monster Phonics to maintain consistent progression.

As a school, we have further developed our phonics offer by dividing it into the Core, Foundation, and Phase 2+, supporting both pre-phonics learners and those progressing through the SSP. This ensures that all learners at all levels can access phonics.

Cann Bridge School also provides a small selection of texts to support alternative reading progressions, including POPS Down Syndrome scheme books and phonics texts with older-interest themes and styles. All resources are mapped in our Reading Scheme Map, ensuring structured, coherent access for all learners. Additional sequenced reading sets enable staff to quickly select books that learners can access independently while remaining appropriately challenged.

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.



‘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.

All learners continue to develop phonics and reading skills throughout their education at Cann Bridge, supporting progression toward independent reading, decoding and sight recognition, comprehension, vocabulary development, and National Curriculum expectations.

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

Whole Word Reading

Under development

Writing

Writing is taught as an essential form of communication and self-expression, enabling learners to share thoughts, ideas, and experiences in ways that others can understand. For some pupils, this may mean using conventional letters and words; for others, it may involve symbols, AAC devices, or alternative forms of written communication. If meaning can be communicated through symbols, it is recognised as writing.

Writing at Cann Bridge School aligns with the National Curriculum's two key dimensions:

- **Transcription:** spelling, handwriting, and the physical act of writing or symbol-making.
- **Composition:** articulating and organising ideas in speech, writing, or symbolic form.

Teaching supports pupils to plan, compose, and review their work, enabling all learners—whatever their pathway—to progress from early mark-making to purposeful written communication.

Implementation

Teaching and learning in writing are highly adapted to meet the diverse physical, sensory, and cognitive needs of learners. Writing opportunities are embedded across the curriculum and throughout daily routines to enable frequent and purposeful practice.

Writing development begins long before pen meets paper. Early writing emerges through play-based exploration, communication, and physical development. These experiences, rooted in the EYFS prime areas—Communication and Language, Physical Development, and Literacy—provide the foundations for writing success.

Areas of Writing Development

1. Composition

This refers to the **content and structure** of pupils' writing. It includes:

- Planning ideas and organising them logically.
- Writing for different purposes (e.g. stories, instructions, letters).
- Developing coherence, sequencing, and paragraphing.
- Encouraging creativity, personal voice, and expression.

At Cann Bridge School, composition might be supported through:

- Story maps, visual prompts, or sentence starters.
- Oral storytelling or role-play before writing.
- Scribing or assisted writing to capture ideas.

2. Vocabulary, Grammar and Punctuation

This focuses on the **technical accuracy and richness** of writing:

- Using appropriate and varied vocabulary.
- Applying correct grammar (e.g. verb tenses, sentence types).
- Using punctuation marks correctly (e.g. capital letters, full stops, question marks).

Support strategies include:

- Colour-coded grammar tools.
- Symbol-supported grammar guides.
- Explicit teaching of sentence construction using visuals or manipulatives.

3. Handwriting and Presentation

This area covers the **physical act of writing** and how it looks:

- Developing legible handwriting (print or cursive).
- Forming letters correctly and consistently.
- Presenting work neatly and with pride.

At Cann Bridge School this may involve:

- Fine motor skill development activities.

- Use of adaptive writing tools (e.g. pencil grips, sloped boards).
- Alternatives like typing or using AAC devices.

4. Spelling

This involves the ability **to encode words accurately**:

- Learning phonics and spelling patterns.
- Using memory strategies for tricky words.
- Applying spelling in independent writing.

Support might include:

- Multi-sensory spelling activities (e.g. magnetic letters, tracing).
- Personalised word banks or spelling dictionaries.
- Technology like predictive text or spellcheck tools.

Teaching and Learning Strategies

Teachers use a range of evidence-based, multi-sensory strategies tailored to learners' assessed needs and individual learning pathways to support writing development. These approaches are inclusive and adaptable across a range of abilities and communication styles.

Early and Pre-Writing Development

- **Early mark-making** using tools such as crayons, touchscreens, or adaptive technology to build familiarity with writing.
- **Pre-writing activities** including oral storytelling, role-play, and drawing to help pupils generate ideas and structure thoughts.
- **Write Dance**: A creative programme that develops gross and fine motor skills through rhythmic movement and sensory experiences.
- **Sensory and tactile experiences**: Activities like messy play, hydrotherapy, soft play, and tactile exploration to build coordination and control.
- **Dough Gym / Finger Gym**: Strengthening hand and finger muscles to support handwriting and fine motor skills.

Symbolic and Structured Communication

- **PECS progression**: Supporting understanding that symbols carry meaning and can be sequenced to form sentences.
- **Story sequencing and symbol-supported storytelling**: Using tools like *Communicate in Print* to develop narrative and composition skills.
- **Low-tech eye gaze boards**: Enabling pupils with physical disabilities to select words or symbols using eye movement.
- **Colourful Semantics**: Structuring sentences using colour-coded visual prompts to support grammar and sentence building.

Phonics and Word-Level Work

- **Phonics integration**: Teaching grapheme-phoneme correspondence through multisensory sessions, supporting spelling and word formation.
- **Magnetic letters and boards**: Hands-on tools to explore letter patterns, build words, and reinforce phonics learning.

Writing Composition and Structure

- **Modelled writing**: Teachers demonstrate writing while verbalising thought processes to model composition and decision-making.
- **Shared writing**: Pupils contribute ideas while the teacher scribes, promoting collaboration and idea generation.
- **Guided writing**: Small group sessions focused on specific skills such as punctuation, sentence structure, or vocabulary development.

Technology and Alternative Access

- **Typing and technology-based writing / AAC:** Pupils use software such as *Grid*, *Communicate in Print*, or *MS Word* to compose text. Communication boards and AAC devices support non-verbal learners.
- **Contextual writing:** Pupils write for real-life purposes such as signs, posters, letters, and journals to make writing meaningful and functional.

Curriculum Mapping and Writing Opportunities

Writing is embedded across the curriculum through long-term planning, ensuring pupils experience a variety of writing types and purposes:

- **Topic-based writing:** Linked to themes in subjects like science, history, or PSHE to provide context and relevance.
- **Functional writing:** Practising everyday tasks such as writing shopping lists, emails, instructions, or forms.
- **Creative outlets:** Encouraging self-expression through poetry, comic strips, diary entries, and imaginative storytelling.

Alignment with the National Curriculum

Writing teaching at Cann Bridge School reflects the intent of the National Curriculum by:

- Building competence in both transcription (spelling, handwriting, symbolic representation) and composition (communicating ideas effectively).
- Teaching pupils to plan, draft, and revise written or symbolic work for different purposes and audiences.
- Developing understanding of phonics, vocabulary, grammar, and sentence structure appropriate to each learner's pathway.
- Encouraging clarity, organisation, and awareness of audience and context.
- Promoting fluent, legible, or accessible methods of recording through handwriting, typing, or alternative communication systems.

Progression and Assessment

Progress in writing is individualised and built upon each learner's assessed starting point. Teachers use the Cann Bridge School Writing Progression Guidance, which draws from:

- The seven bands of the Differentiated Early Learning Outcomes (DEYO).
- Key Stage 1 and 2 learning objectives from the National Curriculum.

This ensures a clear and sequential journey from early mark-making and symbol use to structured written expression. Teachers assess progress through observation, annotated work, and formative assessment, using this information to plan next steps that keep writing learning challenging, purposeful, and accessible.

Writing from Key Stage 4 Onwards

From Year 9 onwards, writing continues to follow the same developmental progression but with an increased emphasis on Functional Skills and preparation for life beyond school. Learners apply their writing to practical, meaningful contexts such as:

- Creating a personal mark or signature
- Writing about daily experiences for home-school communication
- Using symbols to respond to questions or complete sentences
- Writing letters, forms, or orders for enterprise projects
- Creative and reflective writing (stories, poems, journals)
- Typing and digital communication

These activities reinforce the purpose of writing as a life skill, empowering learners to express themselves, make choices, and participate more independently in their communities.

Speaking and Listening (Communication)

At Cann Bridge School, communication underpins all learning and is central to pupils' progress, independence, and well-being. We recognise that communication is the foundation of English, and it takes many forms — verbal, non-verbal, symbolic, written, gestural, and technological. Our approach ensures that every learner has a voice and can communicate their wants, needs, feelings, and ideas in a way that is meaningful and understood by others.

Speaking and Listening teaching is integrated throughout the school day and embedded within all curriculum areas, daily routines, and social interactions. This ensures that communication skills are continually modelled, practised, and reinforced in real contexts.

Our approach is guided by a **Total Communication ethos**, ensuring consistency and accessibility for all learners regardless of ability, communication profile, or sensory needs.

The aim of our Speaking and Listening curriculum is to:

- Develop every pupil's ability to communicate effectively, confidently, and purposefully.
- Build understanding of language, vocabulary, and social communication appropriate to each learner's stage of development.
- Support comprehension, self-expression, and participation in learning and daily life.
- Encourage active listening, attention, and turn-taking as key skills for interaction.
- Promote independence and emotional well-being through functional communication.

Communication Pathways

Learners' communication development is individualised and assessed using a range of tools, including communication profiles, speech and language therapy input, and progression frameworks. Pupils are supported through one or more of the following communication pathways:

- **Pre-intentional communication:** using eye gaze, movement, or facial expression to respond or indicate preference.
- **Intentional communication:** developing purposeful actions or vocalisations to communicate with others.
- **Symbolic communication:** using signs, symbols, photos, or words to represent ideas.
- **Verbal communication:** using spoken language to express and exchange meaning.

Each pathway is equally valued and supported with consistent staff modelling and reinforcement.

Total Communication Approach

We use a **Total Communication** framework to create a rich, inclusive environment that supports understanding and expression through multiple modes:

- **Speech and vocalisation**
- **Makaton signing**
- **PECS (Picture Exchange Communication System)**
- **Aided Language Stimulation (ALS)**
- **High-tech AAC devices** (e.g. Grid, TouchChat, Proloquo2Go)
- **Low-tech communication books and boards**
- **Objects of reference, photos, and symbols**
- **Body language and facial expression**

This consistent, multi-modal approach ensures that every learner has access to communication that meets their sensory, physical, and cognitive needs.

Developing Speaking Skills

Pupils are supported to:

- Develop confidence in using their preferred communication method.
- Initiate and sustain interactions with others.
- Use language for a range of purposes — to request, refuse, comment, question, describe, and express feelings.
- Expand vocabulary and understanding of meaning through structured play, sensory exploration, and real experiences.
- Practise communication in different social contexts, including class discussions, group activities, and community learning.

Teaching strategies include:

- **Modelling and repetition** of key language.
- **Intensive Interaction** for early communicators.
- **Attention Autism** sessions to build focus, shared attention, and communication motivation.
- **Story-based sessions** to develop listening and narrative understanding.
- **Role-play and drama** to support expressive and social communication.

Developing Listening and Understanding

Active listening and comprehension are taught through:

- Daily structured listening opportunities (e.g. sensory stories, songs, and sound discrimination activities).
- Following simple instructions with increasing complexity.
- Developing awareness of sound, rhythm, and intonation.
- Responding appropriately to questions, cues, or changes in tone.
- Visual and sensory supports to reinforce meaning (e.g. photos, gesture, or objects).

Listening skills are embedded in all areas of learning, helping pupils to engage, attend, and respond meaningfully in a range of situations.

Alignment with the National Curriculum

The Speaking and Listening curriculum at Cann Bridge School reflects the aims of the National Curriculum by ensuring that pupils:

- Communicate effectively for a range of purposes and audiences.
- Listen, respond, and take turns in structured and spontaneous exchanges.
- Develop their vocabulary, sentence structure, and understanding of language.
- Engage in discussion, role-play, and storytelling appropriate to their stage of development.
- Build the foundations for reading, writing, and lifelong communication.

These aims are delivered through differentiated teaching tailored to each learner's communication profile, ensuring that all pupils — whether working at pre-verbal, symbolic, or verbal levels — make measurable progress in their communication skills.

To learn more about our Speaking and Listening (Communication) strategies through our Total Communication approach, see our Total Communication Overview.

Early Years Foundation Stage (EYFS) & Key Stage 1

At Cann Bridge School, English in EYFS and Key Stage 1 is delivered through a **communication-rich, play-based environment**, where reading, writing, and speaking & listening (communication) are embedded across the school day. Pupils benefit from structured sessions alongside continuous provision, promoting multi-sensory learning and meaningful experiences.

Daily English Opportunities:

- Whole-class stories to foster language, rhythm, and book enjoyment.
- 1:1 reading to develop decoding, comprehension, and enjoyment.
- Group phonics sessions using Monster Phonics to build early sound awareness.
- Dedicated English lessons mapped through the Long-Term Programme.

Continuous Provision:

Indoor and outdoor literacy-rich zones encourage early mark-making, reading, and communication through play, using resources such as:

- Reading corners with sensory and age-appropriate texts.
- Writing areas with adaptive tools, magnetic letters, and technology.
- Communication stations using Makaton, core and transition boards, PECS, AAC devices, photographs, and objects of reference.

Communication Through Play:

Staff model language continuously, extending vocabulary, supporting turn-taking, and introducing writing and reading in purposeful contexts, such as role-play signs, visual recipes, or outdoor sound exploration.

Progression to Key Stage 1:

As pupils move from EYFS to Key Stage 1, the focus gradually shifts from exploratory play to more structured literacy instruction while maintaining a multi-sensory, experiential approach. Pupils consolidate foundational communication, reading, and writing skills, forming the basis for lifelong learning.

Key Stages 2 & 3

English in Key Stages 2 and 3 **builds on the foundations of EYFS and Key Stage 1**, delivered through informal, semi-formal, and formal pathways to meet diverse learning needs.

- **Informal Pathway:** Focuses on communication and pre-literacy skills through individualised, sensory, and play-based activities, guided by the Engagement Steps Assessment Framework. English is embedded across the day via sensory stories, shared reading, and communication-focused play.
- **Semi-Formal and Formal Pathways:** Follow a structured, rolling programme aligned with the National Curriculum and informed by the Progression Steps Assessment Framework, ensuring clear progression in reading, writing, and communication.

Speaking & Listening (Communication):

Daily routines, including Nurture Breakfast and Circle/Tutor Time, provide opportunities to:

- Share news, preferences, and experiences.
- Listen and respond using speech, symbols, or AAC.
- Develop confidence and fluency in social communication.

Reading:

Learners follow a systematic phonics progression and engage with increasingly complex texts for both enjoyment and purpose. Daily guided reading, 1:1 reading, and whole-class story sessions are complemented by application across subjects such as science, geography, and humanities.

Writing:

Writing is taught through dedicated lessons and cross-curricular opportunities. Pupils develop transcription

(spelling, handwriting, symbolic recording) and composition (planning, structuring, and expressing ideas) skills. Writing is practical and purposeful, including journals, class books, newsletters, and functional tasks.

Cross-Curricular Integration:

English skills are embedded across all subjects, allowing pupils to apply reading, writing, and communication in meaningful contexts, including scientific observations, PSHE discussions, humanities research, and creative arts.

Key Stages 4 & 5

In Key Stages 4 and 5, English focuses on **functional, real-life contexts** to promote independence and prepare learners for adulthood. English learning is embedded in Work-Related Learning, independent living, and social contexts such as budgeting, shopping, travel, safety, and decision-making.

Pathways and Accreditation:

Semi-formal and formal pathway learners access accredited programmes, including the NOCN English Skills Awards. Lessons are differentiated to support progression while maintaining engagement and relevance.

English for Life:

English for Life at Post Bridge College is delivered through two weekly English sessions and two additional age-appropriate phonics sessions, ensuring continued access to phonics for all learners. Sessions are designed to develop:

- Awareness and understanding of environmental text, symbols, and signage in the wider world.
- Functional vocabulary essential for daily life and independence.
- Practical communication skills across key areas including:
 - Shopping and supermarket signs
 - Travel, including timetables
 - Environmental signage, including warning signs
 - Health, care, and safety vocabulary
 - Food and drink, including menus
 - Work-related contexts

Lesson plans focus on relevance, practical application, and experiential learning, using visual aids, multimedia, and hands-on activities to reinforce vocabulary, comprehension, and functional writing and reading skills.

All learners continue phonics via the Monster Phonics scheme, embedded across sessions and daily activities, reinforcing reading, spelling, and word recognition in functional contexts.

Integration Across the Curriculum:

English is applied across subjects and daily activities, enabling learners to:

- Read and write independently in practical tasks (forms, instructions, orders, lists).
- Develop social communication through group activities and discussions.
- Use reading, writing, and communication skills in cross-curricular contexts such as maths, PSHE, and cooking.

English Medium-Term Planning

English Resources

Currently under review. List all the resources available to staff

Class based resources:

- Grid for interactive classroom boards
- Communicate in Print
- Monster Phonics Flash Cards and CVC words banks
- Magnetic letters
- Small white boards and pens
- Monster Phonics Alphabet Line
- Handwriting/Mark Making Resources

Library stored resources:

- PECs Folders
- Monster Phonics SSP
- Rhino Readers

Resources held by the Communication, Language and Literacy Lead and can be requested:

- Trail Communication Ipads
- Writing Slopes
- Writing Aids/Grips

Twinkl Resources

Write Dance Resources

School Library

All learners at Cann Bridge School have access to an inclusive school library as part of their educational experience. The library offers a wide range of resources designed to enable all members of the school community to become confident users of information. Resources include multi-sensory story boxes, story sacks, auditory books, reading schemes, fiction and non-fiction, early readers, Makaton books, large print books, symbolised books, wordless books, picture books, comic books, and graphic novels. Library resources can be tailored to each learner's developmental stage and interests, ensuring flexible, personalised access that promotes lifelong learning.

Library Aims

- Support and enhance the school curriculum by providing a central repository of diverse media and learning resources.
- Extend teaching and learning opportunities across subjects.
- Encourage the habit and enjoyment of reading, fostering lifelong engagement with libraries.
- Provide an attractive, stimulating environment for learning and exploration.
- Offer opportunities to create, use, and apply information for knowledge, understanding, imagination, and enjoyment.

Library Access

Classes can book library sessions via a shared timetable, with teaching delivered to whole classes, small groups, or individuals. Sessions may link to other subjects, and a dedicated end-of-day slot is available for home reading or class book needs. All classes have timetabled access to the library and may book the space for targeted interventions or support. Classrooms also have reading areas, with materials rotated from the library each half-term.

Library resources are purchased to support curriculum delivery; donations are considered only if they meet curriculum needs and quality standards.

Responsibilities

Teachers

- Plan weekly library access using the shared timetable.
- Select and rotate books in classroom reading areas at least once per half-term.
- Maintain order and care of library resources.

Subject Leaders

- Monitor library use for curriculum-linked research and learning.
- Ensure library resources support subject coverage across key stages.
- Highlight resource needs or make purchases via the Communication, Language and Literacy (CLL) Lead.
- Maintain subject-related resources in correct sections and report any issues.

Communication, Language and Literacy Lead

- Ensure fair, inclusive, and effective use of the library.
- Support staff in integrating library resources into curriculum plans.
- Purchase, organise, and maintain resources for curriculum coverage, progression, and accessibility.
- Manage the library budget and prepare financial estimates.
- Ensure staff, volunteers, and learners are trained in library use.
- Promote use of ICT and maintain both print and electronic resources.
- Keep the library attractive, accessible, and well-organised, with a balance across subjects and ability levels.
- Continuously monitor, evaluate, and plan for the library's future development.

Partnership Libraries

Learners also have access to Estover Library and the Tor Bridge High School Library, providing additional opportunities for reading, research, and community engagement. This has been used for story telling sessions and exploration of an increased range of varied books.

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

Specialist Advice and Input

At Cann Bridge School, we have developed a specialist English curriculum tailored to meet the diverse needs of our pupils. However, there may be times when a pupil's progress does not meet expectations. In such cases, we can seek guidance and support from a range of specialists to ensure targeted interventions and personalised strategies, including:

- **Speech and Language Therapy (SaLT) team** – supporting pupils with communication, comprehension, or expressive language difficulties. The team provides strategies, targets, and adaptations to enhance reading, writing, and communication skills. Referrals can be made via Livewell.
- **Occupational Therapy (OT)** – assisting pupils who face barriers due to fine motor skills or physical access to writing materials, ensuring they can fully participate in writing activities.
- **Educational Psychologist (EP)** – providing assessments to identify learning barriers, cognitive processing challenges, or specific learning difficulties, and offering recommendations for tailored support.

This collaborative approach ensures that all pupils receive the expert guidance necessary to make progress and achieve their potential in English.

Assessment and Accreditation

Progress in English is tracked using B Squared Assessment Frameworks, providing a clear and consistent approach to monitoring and evaluating learning. This system identifies gaps in knowledge, informs planning, and supports personalised teaching.

In EYFS and Key Stage 1, English progress is assessed using the Early Steps Assessment Framework – Literacy. This is used as a baselining framework to identify pupils starting points in Key Stage 2 and beyond.

From Key Stage 2, for learners on the semi-formal and formal pathways, progression is guided by the *Progression Steps* (Key Stage 2 & 3) English and English Appendices and *Step 4 Life* (Key Stage 4 & 5) *English Assessment Frameworks*, which align with and aspire towards the National Curriculum. These frameworks build on prior learning, providing personalised support, appropriate challenge, and opportunities for academic and personal growth.

For learners on the informal pathway, assessed using the *Engagement Model*, English supports and measures engagement through multi-sensory experiences. Here, activities are designed to stimulate attention, communication and interaction, with assessment focused on engagement rather than the acquisition of specific skills. Assessment and progress is captured using the Engagement Steps Assessment Framework – communication.

Phonics Tracker

At Cann Bridge School, we use a dedicated Phonics Tracker website to enable precise assessment of pupils' progress within our *Foundation* and *Phase 2+* phonics groups. In addition, we have developed an internal Phonics Tracker database to monitor progress in the *Core* phonics group and to integrate data from *Foundation* and *Phase 2+* groups.

Tracking is completed on a half-termly basis, with progress monitored and analysed by the Communication, Language, and Literacy Lead. Findings are reported to Senior Leaders and Governors to ensure oversight and accountability. This data-driven approach allows timely identification of areas requiring interventions, additional support, or staff training, ensuring that all pupils continue to make consistent progress in phonics.

Personalised Learning Goals – English

All pupils at Cann Bridge School have at least one Personalised Learning Goal (PLG) in English. These goals are either aligned with the pupil's EHCP Long-Term Outcomes or an additional goal is created to ensure personalised progress in English for every learner. Pupils work towards their individual PLGs within lessons, and evidence of progress—including observations, assessments, and examples of work—is systematically recorded on Evisense. This ensures that progress is monitored, measurable, and informs ongoing teaching and next steps.

Workbooks, Files and Evisense

Pupils in Early Years and on the Informal Pathway will have their evidence, assessment and observations recorded using Evisense. Those on the Semi-Formal and Formal Pathway will use books/files capturing work, observations and assessments, with some also being captured on Evisense.

Reading Records

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.

For more information about our Assessment Processes, please see our Planning, Assessment, Marking, Reporting & Recording Policy

NOCN English Skills Awards

In Key Stages 4 and 5, learners on the semi-formal and formal pathways work towards NOCN Entry Level English Skills Awards, gaining formal recognition for their achievements and enhancing future opportunities in education, training, or employment. The NOCN Units are mapped into the Long-Term Programme. Evidence is collated in a portfolio against the unit criteria.

For more information, please see our Accreditation Policy and 14 to 19 Curriculum Policy.

Staff Training and Continued Professional Development (CPD)

Ongoing CPD ensures high-quality English teaching and supports staff confidence and expertise.

Key CPD priorities include:

- Staying informed about new pedagogical approaches and evidence-based practice.
- Developing effective strategies for scaffolding, adaptive teaching and learning, and the use of concrete–pictorial–abstract methods.
- Aligning planning with curriculum frameworks such as Monster Phonics and B Squared.
- Supporting diverse learner needs across all pathways.
- Conducting annual audits of staff confidence and subject knowledge to inform targeted CPD.
- Holding regular moderation sessions to ensure consistent assessment and share best practice.

All staff are trained in Total Communication approaches and Monster Phonics as part of their induction and training offer. 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, Speech and Language Therapists, the Sensory Integration Occupational Therapist etc.

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

This structured approach to professional learning strengthens teaching quality and improves learner outcomes.

Impact

The impact of the English curriculum at Cann Bridge School is that every learner becomes a confident, purposeful communicator, able to express themselves, understand others, and engage meaningfully with the world. Through the consistent use of Total Communication and personalised teaching, learners develop the language, literacy, and comprehension skills that form the foundation for learning, independence, and lifelong participation in their communities. Communication and literacy are embedded across all subjects and daily routines, enabling learners to generalise their skills and use them functionally in real-life contexts.

By the time learners leave Cann Bridge School, they will have:

- Developed their preferred means of communication—whether speech, signing, symbols, AAC, or a combination—enabling choice-making, self-expression, and interaction with others.
- Gained confidence and enjoyment in reading, engaging with sensory texts, stories, and literature that foster imagination, empathy, and curiosity.
- Acquired functional literacy skills appropriate to their pathway, including recognition of familiar words, symbols, and environmental print to support independence.
- Made progress in writing and mark-making, using written or symbolic forms to communicate thoughts, experiences, and creative ideas.
- Strengthened listening and attention skills, demonstrating understanding through dialogue, participation, and engagement.
- Expanded vocabulary and language comprehension, applying knowledge across subjects and real-life situations.
- Increased independence and confidence, using communication and literacy skills to participate effectively in social, educational, and community settings.

Success is seen when learners are motivated to communicate, actively engage in reading, storytelling, and drama, and confidently use their skills across school and home environments. Staff effectively implement Total Communication strategies, ensuring every learner's voice is heard and understood. Ultimately, learners leave Cann Bridge with a voice, the means to express it, and the confidence to shape their world.

Monitoring, Evaluation, and Review

Equal access to the English curriculum is maintained through continuous monitoring and evaluation. The Communication Language and Literacy Team Lead meets regularly with the curriculum team to review learner progress and ensure alignment with the school development plan.

Monitoring activities include:

- Action Plan review
- PLG progress analysis
- Learning walks and planning scrutiny
- Curriculum conversations and moderation
- B Squared and Evisense analysis
- School Improvement Partner and Education Improvement Officer visits
- Stakeholder surveys
- Staff training evaluations
- Book looks
- Phonics Tracker analysis
- Reading record analysis
- Speech and Language and Communication Plan reviews

This policy links to the following policies and procedures:

- 14-19 Curriculum Policy
- Accreditation Policy
- EYFS Curriculum Booklet
- EYFS Policy
- Pathways to Independence Policy
- Planning, Assessment, Marking, Reporting & Recording Policy
- Curriculum Long-Term Rolling Programme
- Total Communication Policy

APPENDIX – Definitions

Term	Definition
AAC (Augmentative and Alternative Communication)	Any device, system, or method that supports learners with limited or no verbal communication to express themselves effectively. Includes formal systems like Makaton, PECS, communication boards, VOCAs, as well as gestures, facial expressions, picture/symbol-based representations, tablets, computers, or low-tech tools.
ABA (Applied Behaviour Analysis)	A therapeutic approach aiming to increase helpful behaviours and reduce harmful ones. Historically used with learners with communication challenges; some controversy exists (see PECS section).
Aided Language Stimulation (ALS)	A form of AAC, picture-based or digital, used to model and support communication.
Alliteration / Alliterative	Repetition of the same letter or sound at the start of a series of words. Example: <i>happy hopping hat</i> .
Attention Autism	Structured programme to develop attention, engagement, and communication skills (see Attention Activities).
Colourful Semantics	Colour-coding system for sentences according to the grammatical role of words.
Conjunction	Word connecting two clauses, e.g., <i>and</i> , <i>but</i> .
Contraction	Shortened form of a word using an apostrophe. Example: <i>I do not</i> → <i>I don't</i> .
Decodable / Decode	Ability to identify letter-sound correspondences in order to read a word.
Digital grasp	Holding a mark-making tool with all fingers and the palm facing the writing surface.
Fine motor	Physical skills for precise control of fingers and hands.
Gestalt Language Acquisition	Learners begin with full phrases ('Gestalts') and gradually break them into smaller components.
Grapheme	Written representation of a phoneme; can be a single letter or combination of letters.
Gross motor	Large body movements, e.g., arm or leg movements; often develops alongside fine motor skills.
Hand-over-hand	Guiding a learner's hand to perform an action, often used in ABA-based PECS.
Irregular common words	English words that do not follow standard phonics rules, e.g., <i>are</i> , <i>was</i> , <i>his</i> , <i>I</i> , <i>you</i> , <i>were</i> .
Makaton	Language programme using symbols, signs, and speech to support communication. Used by staff and learners to enable clear communication.
Medial sounds	Sounds in the middle of a word. Example: <i>o</i> in <i>God</i> .
Midline	Imaginary vertical line dividing the body. Crossing it is a key developmental milestone.
Objects of Reference (OOR)	Physical objects representing activities, people, or locations to support understanding of routines and upcoming events.
Olfactory cues	Signals perceived through the sense of smell.
Onomatopoeia / Onomatopoeic	Words formed based on the sound they represent, e.g., <i>pop</i> , <i>crack</i> , <i>sizzle</i> .
Palmar grasp	Holding a mark-making tool across the palm using all fingers.

Term	Definition
PECS (Picture Exchange Communication System)	AAC system developing communication via picture exchange. Integrated into a balanced Total Communication strategy.
Pedagogy	Practice and method of teaching.
Personalised Learning Goals (PLGs)	Individual learner targets encompassing academic, personal, and soft skills aligned to EHCP outcomes, agreed with parents/carers and therapists.
Phoneme	An individual sound in spoken language.
Phonetically plausible	Writing approximating the sounds of words but not necessarily the correct spelling.
Phonics	Method teaching reading/writing by breaking words into sounds and linking them to letters or graphemes.
POLE	Acronym: <i>Person, Object, Location, Event</i> ; used when considering OOR or transitional photographs.
Sensory integration	Brain's process of interpreting sensory information; supported via OT programmes.
SSP (Systematic Synthetic Phonics)	Structured, multi-sensory method teaching links between letters and speech sounds.
Subordination / Subordinate conjunction	Conjunction joining two clauses, second less important. Examples: <i>although, because, since</i> .
Suffix / Suffixes	Letters added to the end of a word to form a new word/type. Example: <i>quick</i> → <i>quickly</i> .
TEACCH	Programme providing structured teaching to develop flexibility, independence, and self-efficacy.
Total Communication	Multi-strategy approach to communication using Makaton, AAC, TEACCH, etc.
Tracking skills	Ability to visually follow moving objects or track static lines/images; essential for reading and visual sequencing.
Transitional photographs	Photos of locations, activities, or people to support understanding of routines or upcoming events.
Tripod grasp	Mature mark-making hold using thumb, index, and middle fingers.
Word Level Work	Developing a learner's understanding of an increasing number of words within a sentence.

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
- 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.	- 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.	- 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.	- 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.	- 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.	- 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
- 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.

Genre Overview

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, <u>l</u> ook, <u>b</u> ack, <u>s</u> chool
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>o</u> ff
th (<u>th</u> in)	
s (<u>s</u> un), ss (dres <u>ss</u>), c (<u>c</u> ity)	<u>m</u> iss, <u>c</u> ross, <u>h</u> ouse, <u>i</u> s, <u>h</u> is, <u>a</u> s, <u>h</u> as, Wednes <u>d</u> ay
sh (<u>sh</u> ip)	
h (<u>h</u> at)	<u>w</u> ho
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>)	<u>w</u> ill, <u>w</u> ell, <u>t</u> ell, <u>s</u> till, he <u>ll</u> o
b (<u>b</u> oy), bb (rab <u>bb</u> it)	
d (<u>d</u> og), dd (ladd <u>er</u>)	
g (<u>g</u> o), gg (bigg <u>er</u>)	
j (<u>j</u> et), g (<u>g</u> em), ge (larg <u>e</u>), dge (bridg <u>e</u>)	<u>c</u> hange, larg <u>e</u>
v (<u>v</u> et), ve (hav <u>e</u>)	<u>h</u> ave, <u>g</u> ive, <u>l</u> ive, <u>o</u> f
th (<u>th</u> en)	<u>th</u> e
z (<u>z</u> ip), zz (fizz), s (<u>h</u> is), se (chees <u>e</u>), ze (sneez <u>e</u>)	
m (<u>m</u> an), mm (ham <u>mm</u> er)	<u>c</u> ome, <u>s</u> ome
n (<u>n</u> ut), nn (dinn <u>er</u>), kn (<u>k</u> nee)	<u>k</u> now, don <u>e</u> , <u>o</u> ne, gon <u>e</u>
ng (ring), n (s <u>in</u> k)	thin <u>k</u>
w (<u>w</u> et), wh (<u>w</u> heel)	<u>w</u> hen, <u>w</u> hich, <u>w</u> hat, <u>w</u> hile, <u>w</u> hite, <u>o</u> ne, some <u>o</u> ne, any <u>o</u> ne
y (<u>y</u> es)	
ee (fe <u>et</u>), ea (bea <u>ch</u>), e (<u>m</u> e), y (pon <u>y</u>), e-e (thes <u>e</u>), ey (<u>k</u> ey), ie (chief)	<u>s</u> ee, <u>s</u> eem, <u>f</u> eel, <u>m</u> eet, <u>w</u> ee <u>k</u> , <u>e</u> at, <u>r</u> eal, <u>b</u> e, <u>h</u> e, <u>m</u> e, <u>w</u> e, <u>s</u> he, <u>e</u> ven, every
i (bi <u>g</u>), y (g <u>y</u> m)	<u>g</u> ive, <u>b</u> etween
e (egg), ea (hea <u>d</u>)	<u>E</u> njoy, <u>h</u> ead, <u>a</u> ny, <u>m</u> any, <u>a</u> nyone, <u>s</u> aid, agai <u>n</u> , <u>s</u> ays, <u>g</u> et
a (<u>m</u> at)	than <u>k</u>

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).

Progression Guidance for Writing

It is recognised that learner will not all develop within a consistent linear movement. The below is provided as a guide to the next steps only and should be used in conjunction with an understanding of the individual child. Progress within one area does not require completion or even part-completion in another area, and it should be noted again that whilst letter formation involves specific physical skill development, 'writing' in general does not have to involve pen/pencil to paper and punctuation/spelling and writing for a purpose can all be progressed through without any pens or pencils at all.

Letter formation	Punctuation / Spelling	Writing for a purpose
• Demonstrate a reflex action. • Demonstrate intentional movement. • control movement from shoulder (whole arm). • Control movement from shoulder to the elbow (gross motor). • Control movement from elbow to the wrist. (gross motor). • Control movement from wrist to fingers. (fine motor). • Make circular and straight-line patterns in the air. • Cross the midline. • Manipulate tactile materials with fine motor skills e.g. squeezing, pushing, poking, rolling. • Demonstrate hand-eye coordination e.g. posting, jigsaw puzzles, pegboards. • Make marks in tactile materials with the whole hand. • Attempt to use tools to create marks. • Use Palmar grasp to hold mark-making tools. • Make random marks in different directions.	• Copy letters and words from environmental and classroom print. • Attempt to write the initial letter of a familiar word e.g. own name, mum, dad. • Use or know the correct initial letters to form words e.g. I w h (I went home). • Use correct first and last letters to represent words e.g. dg (dog). • Segment spoken words into most Phonemes and represent these by Graphemes. • Spell some words correctly with others phonetically plausible. • Start to write familiar words such as their name and other words of personal importance. • Use phonic knowledge to write words in ways that match their spoken sounds. • Write some irregular common words. • Spell words phonetically using medial sounds e.g. Mi cat is brn (brown). • Write strings of letters that move across the page from left to right and top to bottom. • Demonstrate an awareness of the sequence of letters, symbols or words. • Group letters together with spaces in between to represent words. • Space letters correctly to form words and sentences. • Use correct directionality (left to right, top to bottom). • Recognise and use some capital letters in any place. • Sequence words to form a basic sentence (either words created themselves or words already available). • Write more than one sentence which can be read by themselves and others, using AAC, if appropriate.	• Know and recognise uses of writing for different purposes e.g. a shopping list, a birthday card. • Give meaning to marks as they draw and paint using their preferred mode of communication. • Arrange marks on paper intentionally. • Talk about ideas (that they would like to write/have written down). • Speak in simple and compound sentences orally, or using AAC. • Compose short phrases and simple sentences orally, ready for transcription. • Express ideas in simple sentences to be read by themselves and others, using AAC, if appropriate. • Understand that written messages remain constant e.g. able to recall the general meaning each time it is re-read. • State purpose and audience of their own writing e.g. 'I'm writing a letter to my brother'. • Construct written messages for a range of purposes. • Make simple additions, revisions and proofreading corrections to their writing.

• Copy or make prewriting pattern shapes. • Distinguish between different marks they make. • Begin to attach meaning to marks they have made. • Make marks that look like familiar letters or numbers. • Use Digital grasp. • Write with a mix of letters, mock letters and numbers. • Take cues from environmental and classroom print. • Demonstrate a dominant writing hand. • Make most letters recognisable (some letters may be reversed at this level). • Use Tripod grasp. • Form letter shapes correctly.	• Know that different letters can all make the same sound e.g. ai –rain / ay – clay / a-e –maze. • Use capital letters and common punctuation correctly, e.g. full stops, question marks, exclamation marks and speech marks. • Use common punctuation consistently and correctly throughout, as well as apostrophes for contraction (e.g. do not = don't). • Begin to join sentences with coordinating conjunctions such as 'and' and 'but'. • Use some subordination (e.g. when / if / that / because) to join clauses. • Add 'ing' and 'ed' to the end of the words. • Use the plural rule for adding 's' or 'es' e.g. cats/foxes. • Use present and past tenses mostly correctly and consistently. • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, -ly). • Use paragraphs to organise ideas.	• Begin to use some of the conventions of different text forms, e.g. letters, emails, narratives. • Combine transcription with a good understanding of composition. • Use other cohesive devices to make the writing more varied and interesting, e.g. time, place and manner (how); pronouns (he /she /it); synonyms. • Use verb tenses consistently and correctly. • Write effectively for a range of purposes and audiences. • Use those conventions of writing that are characteristic of the form, e.g. a letter will have the sender's address; the date; the salutation 'dear...', etc.
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