

Leaders Curriculum



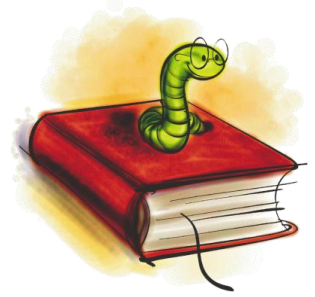
Reading and Phonics

Co-ordinator: Helen Fone

'Every young person a leader in learning and life'

Mel Newbury Principal

Reading at Saxon Hill



Vision

At Saxon Hill we believe that language and communication are central to living and learning and should be a source of pleasure, enjoyment and richness for all students.

Intent

At Saxon Hill we intend for our pupils to:

- Build the strongest foundations for a lifelong love of reading. We know reading provides a gateway to learning and gives all learners with access to rich experiences which may exist outside of our learners' immediate world.
- Use reading as an effective tool for communication.
- Access meaning from different forms; rich and varied language, text, symbols, expressions, objects, pictures, people and the environment.

The pre-requisite reading skills we strive to develop in our students provide a foundation for the development of word recognition and language comprehension.

We are aware that, for our nonverbal pupils, the ability to read can quite literally give them a voice. Being able to read, at any level, opens the door to communication with the world around them. For example; it may enable them to access Augmentative and Alternative Communication devices.

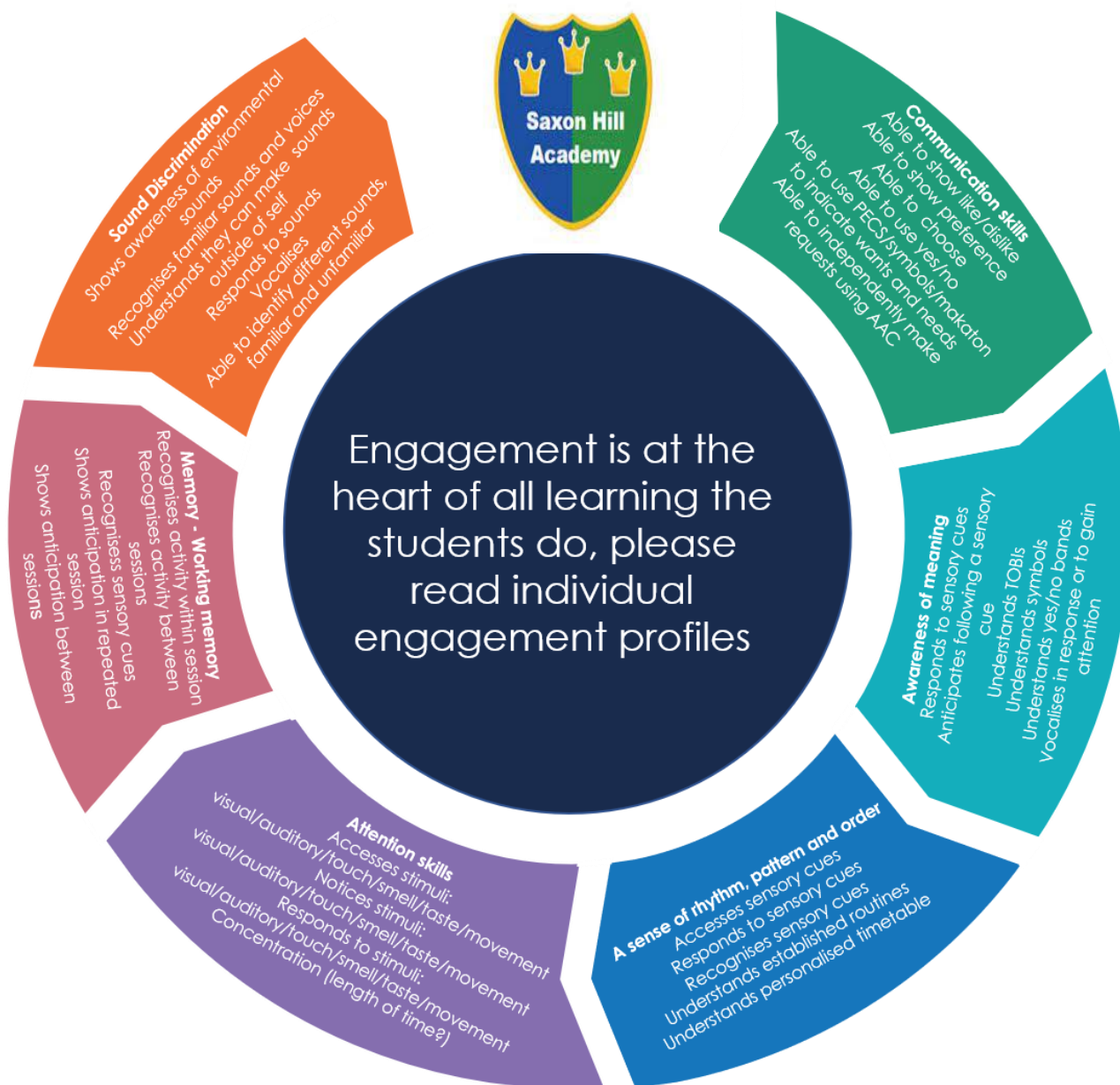
In addition, it offers a stimulus for the imagination and a means to supporting well-being and positive mental health.

For these reasons we presume competence for all of our learners and provide all pupils with the opportunity to begin to learn this continuum of skills to provide a new world of experiences and opportunities. High expectations and aspirations are at the heart of all we do.

We view every child and young person in our school as a 'reader'. Everyone has access to a rich diverse literacy environment full of poetry, drama, stories, personal narratives, fiction and non-fiction, whilst recognising each learner's preference and engagement with the text/story. The access to a wide variety of text is at the core of our reading curriculum, ensuring that all learners can experience all forms of language and storytelling as they move through the school, from EYFS to our Towards Independence department.



Implementation

The journey to becoming a reader begins with the development of prerequisite skills to learning which include: engagement; communication skills; awareness of meaning; attention skills; a sense of rhythm, pattern and order; memory retention; and sound discrimination.



We embed a joy of reading by following individual pupils' interests as well as exposing all pupils to high-quality, age-appropriate texts. This enables all learners to access the world of literacy regardless of their personal disabilities or barriers to learning. Our inclusive reading curriculum uses a wide variety of resources, skills knowledge and multi-sensory approaches including; drama / role-play, story massage, sensory/immersive stories, pictures/ symbols/ TOBIs, sensory props, communication aids and more. Our staff play a vital role in ensuring that a love and enthusiasm for reading is generated in our learners by using individualised approaches and the understanding that our staff have of each child that they work with.

Engagement is the key to all learning and is a key element of our reading curriculum. We continually assess what our pupils are interested in, what they want to explore and engage with and how we can promote their engagement in all forms of learning. We adapt activities to suit everyone's interests and motivations. All pupils have individual targets linked to their EHCP outcomes. Therefore, Saxon Hill has a literacy rich environment that develops motivation and engagement, embedding our pre-requisite skills in the day-to-day school routine.

Pathway	What reading looks like in class:
 <p>Pre-formal</p> <p>Input stage: Taking in sensory input from the environment, including; text, hearing songs and words, touch, smell, taste</p>	<p>Developing a love of reading through:</p> <ul style="list-style-type: none"> • Story massage • Sensory Stories • Reading books aloud together • Taking library books of own choice home • Engaging in age-appropriate literature • Modelling of and functional use of wide variety of signs and symbols in all communication. <p>Focus on developing the pre-requisite skills;</p> <ul style="list-style-type: none"> • Engagement • Communication skills • Awareness of meaning • Attention skills • Sense of rhythm, pattern and order • Memory retention • Sound discrimination <p>Through focused pre-phonics sessions following a bespoke curriculum.</p>
<p>Informal</p>  <p>Integration stages: Using the information their senses have gathered, beginning to make sense and differentiate different sensory input</p>	<p>Continued focus on developing pre-requisite skills and love of reading as above.</p> <p>Also:</p> <ul style="list-style-type: none"> • Securing consistent yes/no response. • Matching letters and small words (e.g. inset jigsaw / flashcard snap etc.) • Engaging in simple stories / songs (joining in / responding through any form of communication such as signing, PODD, AAC, gestures, yes/no responses).

Semi-formal



Memory stage: Short term working memory and long-term memory. Short term working memory turns into long term memory following repetition. Beginning to make sense of the information they have received and remember both within and between sessions.

Continued focus on developing love of reading through:

- Immersive Stories
- Reading books aloud together
- Taking library books of own choice home
- Engaging in age-appropriate literature
- Drama / role-play of books
- Functional use of wide variety of signs and symbols in all communication.

Continue developing pre-requisite reading skills as necessary as well as teaching;

- Moving from pre-phonics to Set 1 Read Write Inc. phonics teaching (tailored to individuals / groups).
- Oral blending (with pictures / objects not words).
- Recognising a few keywords by sight (name, days of week, cat, dog etc.).
- Blending to read a few CVC words containing familiar phonemes.
- Reads a few very simple sentences e.g. I am Sam.
- Enjoying reading stories, rhymes and non-fiction books with adults.
- Developing comprehension - responding to very simple adult led discussion about pictures and events (through any form of communication such as signing, PODD, AAC, gestures, yes/no responses). E.g. "Where is the cow?" or "Who fell down?"

Formal 1



Output stage: Use the information they have received, understood and remembered to express themselves. Learners use their individualised ways of communication, including yes/no bands, PECs, symbols and many more.

Continued focus on developing love of reading through:

- Reading books aloud together / individually
- Taking library books of own choice home
- Engaging in age-appropriate literature
- Drama / role-play of books
- Functional use of wide variety of signs/ symbols/ written words in all communication.

Also,

- Set 2/3 Read Write Inc. phonics teaching (tailored to individuals/groups).
- Blending to read words containing known phonemes in your head.
- Reading sentences containing a mixture of Red words (sight vocabulary) and Green words (containing known phonemes for blending).
- Blending to read nonsense words containing known phonemes.
- Showing comprehension of sentences read (through any form of communication such as signing, PODD, ACC, gestures, yes/no responses)
e.g. questions beginning with “Where, What, Who?”

Formal 2



Continued focus on developing love of reading through:

- Reading books aloud together / individually
- Taking library books of own choice home
- Engaging in age-appropriate literature
- Drama / role-play of books
- Functional use of wide variety of signs/ symbols/ written words in all communication.
- Use of interactive comprehension activities to develop deeper understanding such as thought tunnel, hot-spotting etc

Also,

- Direct teaching of phonemes through Read, Write Inc. Phonics should now be complete. Re-cap/re-teach as part of general teach and in response to ongoing individual assessment.
- Reading a wide range of texts in a variety of genres including myths, legends, traditional stories, modern fictions and fiction from history and books from other cultures and traditions (following LTP and individual interests).
- Participating in discussions (through any form of communication such as writing, signing, PODD, ACC, gestures, yes/no responses) with adults and peers about the texts read.
- Comprehension of texts shows deeper understanding; drawing inferences such as feelings, thoughts, motives. Understanding also draws on text to justify opinions/ideas.
- Building new vocabulary for use in own writing from texts read.

Towards Independence

In our Towards Independence department we continue to develop in our pupils a love of and passion for reading using techniques listed above as appropriate to the developmental stage of the individuals.

Reading skills are taught with a specific focus on each individual's future priorities. This includes:

- A focus on communicating yes/no and making basic needs and wishes known in adult life.
- Effective use of symbols / Alternative Augmentative Communication systems to enable the learner to communicate his/her thoughts and wishes most effectively in adult life.
- Developing higher level reading skills to work towards qualifications and future jobs.

Phonics

Read, Write, Inc. is a DfE validated systematic synthetic phonics programme that was first created in 2002 by Ruth Miskin. RWI is a programme created for pupils who are learning to read (and write) from reception onwards. It helps children to hear, identify and use different sounds that distinguish one word from another in the English language. At Saxon Hill, we use an adapted version of RWI to teach to the needs of our individuals. We follow 2 pathways of RWI phonics adapted to the individual needs of the pupils:

Verbal pathway: Our verbal pupils will follow a neuro-typical Read, Write, Inc. phonics program, with adaptations made to ensure that pupils can access the session and each letter sound is fully understood before moving onto the next one. Pupils at Saxon Hill require lots of repetition and rehearsal of new learning to ensure a deep understanding and recall. As such we teach each phoneme at a pace that is appropriate to the pupils and then assess how they engage within the session and recall the letter sounds between sessions. We adjust teaching pace if additional time is needed on a letter sound or if pupils can move through the phases more quickly. As pupils move through the phases of phonics appropriate reading books will be sent home with them, following confident reading in class, to support family engagement with reading.

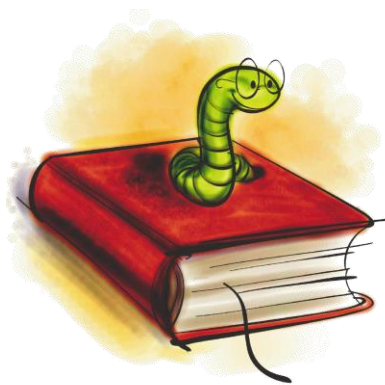
Non-verbal pathway: Pupils who are non-verbal follow the same phonics teaching but their assessment methods alter so that we are able to properly assess their understanding both of the letter sounds and their ability to identify these sounds in words. Pupils will also be taught using "say the sound in your head" phrases rather than aloud. The approach will be as with our verbal pupils; building and applying skills and knowledge with regular review of previous learning. We have researched and implemented a bespoke non-verbal teaching of reading strategy including the use of a diagnostic distractor array to ensure good practice of both teaching and assessment of knowledge and comprehension for our non-verbal pupils.

Impact

All pupils, regardless of their disability or any barriers to learning, deserve the opportunity to be a reader and the curriculum at Saxon Hill recognises and develops the skills they will need to do so. The English Curriculum alongside the Age-appropriate Literature Map from EYFS to our 14-19 department ensures that all pupils are exposed to rich and varied language and a variety of texts.

Through the use of the Rainbow Profile, Engagement Model and Phonics assessments as well as AIM and AQA accreditations in TI department, we are able to track each individual pupil's progress towards the pre-requisite and emergent reading skills. This supports our understanding as educators of when the right time to move a pupil onto more formal phonics is, and ensures that each pupil has the skills they need to be able to access phonics and reading.

Our adapted and personalised phonics pathways mean that every learner is able to access the right form of phonics teaching for them and is able to make good progress towards reading in all its forms.



Pre-phonics

Intent

Pre phonics develops auditory discrimination and listening skills which equip our pupils with the knowledge and skills to maximise their communication (Golden Threads for Learning and Life). These are also vital prerequisite skills for any future formal phonics learning.

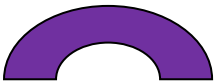
Pre-phonics is the approach used to teach the pre-requisite skills for phonics to all pupils from Explorers to Adventurers who are assessed as Red through to Yellow on the Rainbow Scale within My Communication; Leaders Curriculum Aspect Communication Language and Literacy.



At Green and Blue levels of assessment pupils will begin more focused pre-phonics lessons. This may include being a part of sensory exposure to phonemes, having phonemes modelled as initial sounds, matching symbols, key words etc (within or as a separate session to formal RWInc sessions)



Once pupils are working within Purple they will move to Read Write Inc Phonics sessions.



Implementation

We focus on developing the pre-requisite skills for reading as identified in the diagram on page 3 and structured around the 6 aspects identified in the Letters and Sounds document:

Aspect	Term
General sound discrimination – environmental sounds	Autumn 1
General sound discrimination – instrumental sounds	Autumn 2
General sound discrimination – body percussion	Spring 1
Rhythm and rhyme	Spring 2
Alliteration	Summer 1
Voice sounds	Summer 2

The skills within these aspects are broadly progressive but do overlap.

These aspects are broken down into a weekly structure consisting of 4 focused sessions:

Session	Focus
1	Listen and respond to sound
2	Intensive interaction and switch sounds
3	Mark making
4	Explore the sound through play
5 (optional)	Listening walk / sound games

Within each lesson the structure follows a sequence of:

A consistent cue with an object of reference and song/sound

Revisit and review

Teach

Practice

Apply (see appendices for timetable)

This follows the proven success of the Read Write Inc programme.

Teachers (including TAs) use key words such as naming the sound and words highlighted in red above. They do not talk in extended sentences but using just the key words.

It is assumed that at this level of working some scaffolding is required to elicit a response e.g. response to verbal prompt or reminder, imitated in response to an adult model, response to a physical prompt.

Impact

Assessment of pupil progress in each Aspect is made using Evidence For Learning. Teachers complete an observation summarising the progress and current level each pupil is working at alongside their next step for the following Aspect.

Phonics



Phonics will be taught in discreet lessons to all non-verbal pupils working at Rainbow Profile level Purple up to Jewels Profile Orange (and beyond if needed). Sessions will use bespoke teaching approaches based on research findings alongside Read Write Inc. Phonics techniques. 4 weekly lessons of approximately 20 minutes will follow a carefully choreographed sequence; building and applying skills/knowledge alongside reviewing previous learning.

Key skills needed:

- Phonic knowledge
- Blending words (using internal speech)
- Sight recognition (automaticity) – key words (Red words)
- Comprehension

Key aspects of each lesson:

- Bespoke Read, Write, Inc. phonics teaching.(see appendices for timetable examples)
- Teach blending of words - use Nonverbal Reading techniques including “say it in your head” Diagnostic Distractor Arrays and error analysis to continuously assess and reteach where needed.
- Teach sight recognition of keywords.
- Use a “hook” to generate interest and engagement. A reading mascot/ funny character (toy).
- Check comprehension.

Motivate and engage learners.

Outside of the Reading Lesson:

- Spelling of words following the sound patterns taught.
- Enjoyment of reading.
- Comprehension work (e.g. discussing stories and responding to questions (through any form of communication such as signing, PODD, AAC, gestures, yes/no responses).
- Writing.

Non-verbal reading specific guidance

Internal Speech

Research demonstrating the development of sound-blending skills in the absence of speech production abilities (Smith, 1989) shows that saying it in their head, not trying to verbalise but concentrate on saying it in the head to “hear” the sounds in the way they should be pronounced. Say “in your head” then verbalise if it helps engagement.

When teaching pupils how to use Internal Speech the teacher starts by showing the word. Pupil is shown 1st letter and asked to “say in your head this sound” (teacher says it aloud at same time). Repeat with next letter. Then say it in your head all together. Say it in your head fast (as teacher says the word). (Pupils may sound each letter aloud to promote participation if this increases engagement but always model correct pronunciation and encourage Internal Speech). **When assessing pupils’ ability to read words independently using Internal Speech teacher should not model or join in with sounding out phonemes or words verbally.**

Additional instruction may include comparing the word with previously taught word (pointing out prefixes or suffixes, explaining a rule or way to think of the word, giving definition and / or using the word in a sentence, writing/spelling activities).

Teaching comprehension of each word or sentence is important.

Diagnostic Distractor Arrays

Nonverbal pupils will be taught to read using “Internal Speech”. As they will be unable to verbalise their reading it will not be possible to assess their success orally. Therefore, Diagnostic Distractor Arrays will be used to determine whether a nonverbal pupil is able to accurately read words using phonic strategies.

Diagnostic Distractor Arrays typically consist of correct word and 2+ additional words specifically chosen to determine if the pupil knows the target word. For example “ball” may have “bill”, “ball”, “doll”, and “bat” – this selection would check pupil wasn’t selecting purely on initial sound, vowel sound or words with different endings.

Distractor arrays would be changed based upon the types of errors the pupil is making (Error Analysis). A study by Heller, Fredrick & Diggs 1999 demonstrated dramatic differences in words pupils chose to select based upon indiscriminate, dissimilar distractor arrays and diagnostic distractor arrays. Indiscriminate arrays can falsely lead to assessment

that the pupil knows the word when he/she may only know the initial sound or a particular part of it.

Diagnostic Distractor Arrays for all of the Read Write Inc. Green Word Cards have been prepared and are ready for use within Nonverbal Reading Lessons. (See appendices)

Impact

The impact of the phonics teaching will be assessed through:

- Half-termly assessments against Rainbow / Jewel Profiles. Assessment data will be analysed half-termly and used by class teacher and the English Lead to tailor lesson content and teaching styles to address misconceptions / add further challenge / increase engagement for groups / individuals as identified.
- Ongoing assessment (including the use of “Diagnostic Distractor Arrays” for non-verbal pupils) to constantly assess pupil ability to correctly decode new words using phonics, to determine the type of error being made and to reteach within the same session if necessary.
- Monitoring of Lenses of Engagement / Empowering Learning data gathered from EFL observations.

Appendices

Our leaders curriculum is a spiral curriculum.

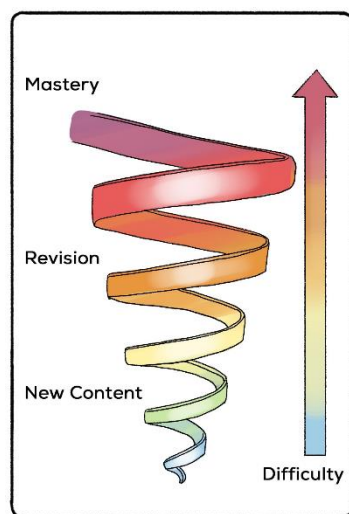
The main concepts of a spiral curriculum are that:

1. The student revisits a topic, theme or subject several times throughout their school career.
2. The complexity of the topic or theme increases with each revisit; and
3. New learning has a relationship with prior learning and is put in context with the previously acquired information.

The benefits of implementing a spiral curriculum include:

1. The information is reinforced and consolidated each time the student revisits the subject matter.
2. Students are encouraged to apply the early knowledge to later course objectives.
3. The spiral approach to teaching focuses on the open-ended nature of understanding. It demonstrates that learning never ends and is a lifelong process.

- Harden and Stamper (1999)



Curriculum Aspects










The curriculum is split into 6 aspects. Aspects are met differently through each of our Pathways, where they are interpreted and delivered within realistic and relevant areas of learning.

Aspects are the same throughout school but the Areas of Learning within each aspect are dependent on a young person's learning Pathway.

These Areas of Learning provide opportunity for pupils to acquire, retain and use pre-requisite skills and concepts, gradually reaching a standard when skills and concepts can be classified under specific subjects such as English and Mathematics. Pupils are expected to demonstrate learning autonomy in all pre-requisite skills and concepts before being taught or assessed in specific subjects.

Aspects of learning reflect documents by specialist schemes of work e.g. Equals, Sounds of Intent and Routes for Learning as well as the Early Years Foundation Stage and the National Curriculum. They align with PHSE, PFA, EHCP outcomes, and Golden Threads of Learning and Life curriculum drivers ensure good coverage, for timetable purposes to ensure a common language throughout the school:

Leaders Curriculum Aspects		National Curriculum subjects mapped to aspect	Typical curriculum weighting per week
	Communication, Language and Literacy	Communication and language, English,	5 periods
	Independence & Well-being	PHSE (inc. SRE, PSED), Citizenship, PfA, Cooking.	2 periods
	Thinking and Problem Solving	Maths and Science.	5 periods
	Physical Skills & Fitness	Physical Development, PE.	2 periods
	Community and the Wider World	Understanding the world, Geography, History, RE, MFL, Citizenship.	2 periods
	Creativity	Expressive art and design, Art, Music, DT (inc. cooking), Drama	2 periods
	Vocational Skills (Toward Independence dept. only)	Preparation for Adulthood, post-school planning, Careers Guidance, pupils choice's reflecting career pathway and aspirations.	5 periods

Compulsory NC subjects mapped to LEADERS aspects	Explorers	Investigators	Adventurers	Towards Independence	Saxon Hill Aspects
	Key stage 1	Key stage 2	Key stage 3	Key stage 4	
Age	5-7	7-11	11-14	14-16	
Year groups	1-2	3-6	7-9	10-11	
Core subjects					Core Aspects
English	✓	✓	✓	✓	Communication Language and literacy
Mathematics	✓	✓	✓	✓	Thinking and Problem solving
Science	✓	✓	✓	✓	
Foundation subjects					Foundation Aspects
Art and design	✓	✓	✓		Creative
Citizenship			✓	✓	community and the wider world
Computing	✓	✓	✓	✓	community and the wider world
Design and technology	✓	✓	✓		Creative
Languages		✓	✓		community and the wider world
Geography	✓	✓	✓		community and the wider world
History	✓	✓	✓		community and the wider world
Music	✓	✓	✓		community and the wider world
Physical education	✓	✓	✓	✓	Physical skills and fitness
Religious education	✓	✓	✓	✓	independence and well-being
Sex and relationship education			✓	✓	independence and well-being

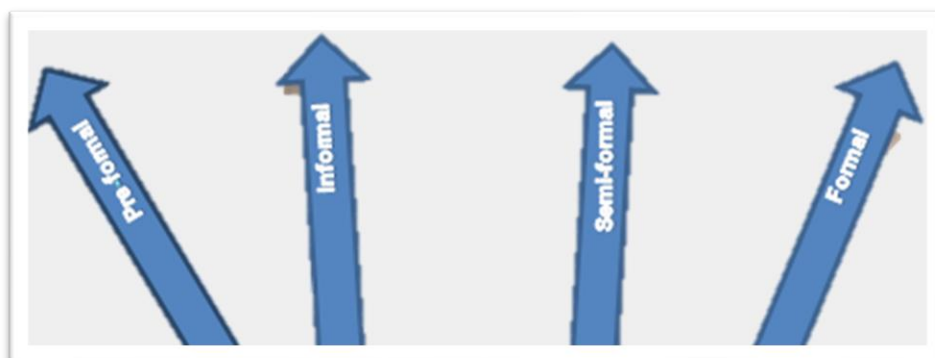
Learning pathways

Our curriculum delivery is adapted to reflect pupils' developmental stage of learning, as opposed to their chronological age. This is to best meet their individual Special Educational Needs and Disabilities. We continue to ensure that learning activities and resources remain age appropriate.

We have designed a sequenced and well-connected curriculum using four broad and creative learning pathways. Generally, a learner will fit within one of the pathways however a teacher may look to another pathway for example to provide a higher level of challenge in a certain area when appropriate. We offer fluidity between pathways, allowing for a personalised approach, enabling pupils to move pathways if it is beneficial to their learning.

1. Pre-formal	2. Informal
<p>Learners in this pathway tend to be our pupils with profound and complex multiple learning needs.</p> <p>They are at the very early stages of learning and development. The Pre-formal learning pathway focuses on awareness of self and their effect on the world immediately around them. It is delivered using a bespoke therapeutic curriculum approach. This promotes communication, interaction and engagements through highly personalised strategies, working from each learner's unique characteristics of learning, engagement levels and preferences. Learners may need to repeat activities many times to begin to show anticipation, express their preferences/dislikes and to interact. In the Pre-formal Pathway, our Leaders Curriculum is taught holistically through a wide variety of non subject-specific learning opportunities. There is an emphasis on pupils acquiring the pre-requisite knowledge and skills for learning. To ensure a broad and balanced delivery, the areas of learning are divided into our aspects and timetabled individually even though all parts of the curriculum are interconnected.</p>	<p>Learners in this pathway typically have complex learning difficulties and are working consistently within the severe learning difficulties spectrum.</p> <p>An 'in the moment' approach is adopted; fostering communication skills throughout, developing, and building upon interactions as they occur. Specific learning objectives cannot always be planned for as outcomes are driven by the pupil's ability to engage, and experiences which capture their interests at any given moment.</p> <p>The Informal Pathway supports experiences within and beyond the school community. Sensory needs are addressed for individual learners to promote self-regulation and increase engagement.</p> <p>In the informal pathway our Leaders Curriculum is taught holistically through a wide variety of early stages of subject-specific learning opportunities, bridging the gap between a sensory curriculum and subject-based learning. There is still a need for pupils to build on the foundations of the pre-requisite knowledge and skills for learning. To ensure a broad and balanced delivery, the areas of learning are divided into our aspects and timetabled individually even though all parts of the curriculum are interconnected. Within this pathway staff will maximise the learning opportunities in planned and unplanned situations to develop learning for individual pupils.</p>

3. Semi-formal	4. Formal
<p>Learners in this pathway typically have complex and severe learning needs and are consistently working significantly below age related expectations but with a focus on the development of the knowledge and skills of emergent subject-specific learning. Learners require experiences and opportunities which promote the development of independence, functional skills, communication, emotional well-being, and confidence. This includes opportunities to learn from problems encountered and the chance to practise and apply skills in different situations with different people.</p> <p>It is important for these pupils that achievable aspirations for transitioning to their adult lives remain at the heart of the curriculum. The core subjects of maths and English are taught discretely. Foundation subjects are taught during specific sessions and through our topic Themes.</p>	<p>Learners in this pathway have learning difficulties and are consistently working below age related expectations. For these learners subject-specific input including Core and Foundation subjects, provides a bridge between the Semi-formal Pathway and that of the National Curriculum, whilst taking into account individual learning styles and interests. The subject-based knowledge and skills are taught contextually with functional literacy and numeracy skills being practised in a variety of contexts e.g. through role play in Explorers departments and applied to support real life situations e.g. reading a shopping list and handling money, in secondary departments. Our young people may take many years to consolidate basic concepts, knowledge and skills and therefore priorities are identified which will best support them in their aspirations and future life. In the Formal Pathway topic-based teaching is used as and when it enriches the learning, otherwise, subjects are taught discretely, following the programs of study set out in the NC. Subjects are delivered relevant to their cognitive ability rather than their age.</p>



In every Pathway we promote pupils to be Leaders in their care

Care routines including personal care as well as eating and drinking are a big part of everyday life at Saxon Hill. We do not consider care routines as an interruption to our pupils' education, instead we focus on the learning opportunities these routines provide.

Departments/ Age stages

The Leaders Curriculum is delivered progressively through each of the 4 age phased departments.

- Explorers (≈EYFS/ KS1)
- Investigators (≈ KS2)
- Adventurers (≈ KS3)
- Towards Independence (≈ 14-19)

Explorers

The Explorers department are on the first steps in their educational journey. The Explorers curriculum delivery aims to give a balance between In the Moment Planning, child-initiated, and adult-led approaches to learning. An enabling, fully inclusive environment encourages exploration and independent learning alongside the development of communication and positive relationships with peers and adults. The Explorers department prepares pupils for their future learning pathway.

Investigators

The Investigators curriculum builds on the foundations of learning, knowledge and skills learned in the Explorers department. It focuses on, and gives opportunity for, pupils to make connections between play and real-life situations; to broaden the context of their learning from their own life experiences to the experiences of people in their wider school community. The knowledge and skills gained helps prepare the children for life in the secondary school.

Adventurers

The Adventurers department supports the transition in from primary to secondary learning, and then the move to KS4. The Adventurers curriculum delivery builds on previous knowledge and offers opportunities to put learned skills into practice. Students are introduced to the world of work and their wider community. They are encouraged to take part in a range of different life and work experiences, in order to make informed decisions about their lives and future education. Preparing for Adulthood sessions are taught as discrete sessions as well as cross-curriculum. Topics Themes are used to enrich and give variety of contexts to their learning opportunities. The knowledge and skills gained means that pupils are prepared for the move to KS4 in the Towards Independence department.

Towards Independence

The Towards Independence curriculum gives students the opportunity to apply skills, learned in the Adventures department to a context wider than their school community. The Towards Independence Curriculum is designed to develop personal independence, functional and core skills, social and emotional development, employability, and life skills.

Pupils undertake a range of accreditations linked to their formal curriculum, life skills opportunities and work experience. Our curriculum will prepare students for life after Saxon Hill by being centred around their own personal aspirations, laying foundations to reach their lifelong goals

Phonics Appendices

All these documents are available in full in Team, Teachers files, in the Leaders Curriculum folder.

Pre-phonics timetable:

Weekly Timetable for Pre-phonics



Day	Focus	Cue 1 mins	Revisit and review 2mins	Teach 2 mins	Practice 5 mins	Apply 10 mins
1	Listening and responding to sound	Song "Tick tickety tick tick" (See Jo) Salad spinner with lights.	Briefly recap recently taught sounds e.g. listen to and name 3 sounds	Salad spinner – "Tick tickety tick tick" – reveal new sound from inside spinner. Teach sound explicitly e.g. Listen – xxxx	Model exploring the sound – loud, quiet, fast/slow, far away / near changing pitch if possible. Talk explicitly about the changes. Give time and opportunity for pupils to respond to each sound.	Break into smaller groups or pairs. Pupils explore using the sound independently and respond to others in their group.
2	Intensive interaction or switch work	Song "Tick tickety tick tick" (See Jo) Salad spinner with lights.	Briefly recap recently taught sounds e.g. listen to and name 3 sounds	Salad spinner – "Tick tickety tick tick" – reveal new sound from inside spinner. Teach sound explicitly e.g. Listen – xxxx	Apply Intensive interaction – pupils have access to the source of sound , teachers follow pupil lead in responding to the sound ideally in focused 1:1 interactions and/or a small group peer interaction. Switch work – Very small group / pairs; teacher model use of switch with sound and scaffold so pupils can independently make the sound. Teacher names the sound and says "yes" when sound is made.	
3	Mark making	Song "Tick tickety tick tick" (See Jo) Salad spinner with lights.	Briefly recap recently taught sounds e.g. listen to and name 3 sounds	Salad spinner – "Tick tickety tick tick" – reveal new sound from inside spinner. Teach sound explicitly e.g. Listen – xxxx	In small groups teachers model using the mark-making equipment (foam, sand, paint etc) in response to the	Pupils use the mark-making equipment to respond to the sound (teachers work out how to use the sound as a stimulus)
4	Explore the sound through play	Song "Tick tickety tick tick" (See Jo) Salad spinner with lights.	Briefly recap recently taught sounds e.g. listen to and name 3 sounds	Salad spinner – "Tick tickety tick tick" – reveal new sound from inside spinner. Teach sound explicitly e.g. Listen – xxxx	This will be individualised so a pupil who engaged in mark-making/switch work / intensive interaction will encounter this again following a similar approach to the table above.	Pupils will explore the sound using their chosen approach.
5	Listening walk / sound games (optional)	Song "Tick tickety tick tick" (See Jo) Salad spinner with lights.	Briefly recap recently taught sounds e.g. listen to and name 3 sounds	Salad spinner – "Tick tickety tick tick" – reveal new sound from inside spinner. Teach sound explicitly e.g. Listen – xxxx	Teacher plans a listening walk/game based on recent sounds. Teacher model listening to the sound using minimal key-words to express.	Pupils engage in playing the game / going on a listening walk.

Teachers should use key words such as naming the sound and words highlighted in red above. They should not talk in extended sentences but using just the key words.

It is assumed that at this level of working some scaffolding is required to elicit a response e.g. in response to verbal prompt or reminder, imitated in response to an adult model, in response to a physical prompt.

Phonics order of teaching:

Set 1 Sounds

m	a	s	d	t	i	n
p	g	o	c	k	ck	u
b	f	e	l	h	sh	r
j	v	y	w	th	z	ch
qu	x	ng	nk			

Set 2 Sounds

ay	ee	igh	ow	oo	oo
or	ar	air	ir	ou	oy

Set 3 Sounds

ea	oi	a-e	i-e	o-e
cup of tea	spill the boy	make a cake	ride smile	phone home
u-e	aw	are	ur	er
huge bright	spin at again	race and share	push for a race	better letter
ow	ai	oa	ew	ire
breath coat	snail in the rain	goat in a boat	chase the stick	free feel
ear	ure	tion	ious	ious
deal with your ear	take it's pure	pay attention it's a combination	scrumptious delicious	

Phonics timetables:

Weekly Timetable Set 1 Phonics Sessions - Nonverbal Readers



Day	2min	3 min	5 min	5 min	5 min
1	New sound (bouncy/stretchy?)	Say the sound (Internal Speech)	Hear in context (Pictures / objects / What's in the box?)	Read the sound (draw on board, hide and find)	REVIEW sounds- Spot new sound in pack
2	Say the <u>sound</u> (Internal Speech)	Read the <u>sound</u> (draw on board, hide and find)	REVIEW sounds- Spot new sound in pack	Sing the formation song and model forming the letter (3x) Pupils form in air (big! Can use scarves)	Fred Talk (oral blending) Teacher <u>say</u> phonemes of CVC word – pupils blend and identify correct object / <u>picture</u>
3	Say the <u>sound</u> (Internal Speech)	Read the <u>sound</u> (draw on board, hide and find)	REVIEW sounds- Spot new sound in pack	Sing formation song and pupils have a go at writing (use paper, sand, light boards)	Fred Talk (oral blending) Teacher/pupil say phonemes of CVC word – pupils blend and identify correct object / picture (What's in the box?)
4	Say the <u>sound</u> (Internal Speech)	REVIEW sounds- Spot new sound in pack	Speed <u>write</u> – this weeks' sound and 3 previously taught sounds (using any writing media)	Fred Talk (oral blending) Teacher <u>say</u> phonemes of CVC word – pupils blend and identify correct object / picture (What's in the box?). Model writing in simple sentence.	Complete "The Story of Fred's Week!" (A fun individualised scrapbook style book in which the weeks sound, pictures, keywords, photos and a simple sentence are kept to <u>build</u> own record and reading book)

Weekly Timetable Set 2/3 Phonics Sessions - Nonverbal Readers



Day	2min	3 min	5 min	5 min	5 min
1	New sound	Say the <u>sound</u>	Hear in context (picture/ objects)	Read the <u>sound</u>	REVIEW sounds- Spot new sound in pack
2	Say the <u>sound</u>	Read the <u>sound</u>	REVIEW sounds- Spot new sound in pack	Read the words – phonics Green Word Cards (matching the sound taught) using NV reading techniques (3 <u>words</u>)*	Review the words – Green Word Cards from previous Set 2 lessons (Word time 1.6/1.7) (3 words)
3	Say the <u>sound</u>	Read the <u>sound</u>	REVIEW sounds- Spot new sound in pack	Red words –teach 3 new Red Words*	Mix into pack of 3+ previously taught – read using NV <u>techniques</u>
4	Say the <u>sound</u>	REVIEW sounds- Spot new sound in pack	Reading assessment –Set 2 Nonsense <u>words</u> (3 words using NV reading techniques)	Apply to independent reading within keyword sentences e.g. Fred likes to play with Blip. (Use words/sounds covered this week and in previous sessions)	Complete "The Story of Fred's Week!" (A fun individualised scrapbook style book in which the weeks sound, keywords, Fred photos and sentence are kept to <u>build</u> own record and reading book)

*Always model new red/green words in a sentence, with picture/objects/role play to ensure comprehension.

Phonics Diagnostic Distractor Arrays

Red Words

Read Write Inc Green Words Diagnostic Distractor Arrays

Read Write Inc Green Word cards	Teach	Different initial sound	Different vowel	Different ending
1.1	mad	dad	mud	mat
	sad	mad	sid	sat
	dad	mad	did	dam
	mat	sad	met	mad
	sat	mat	sid	sad
	at	it	-	an
1.2	in	an	on	it
	on	in	an	ok
	it	at	-	is
	an	in	on	at
	and	sand	end	ant
	pin	din	pun	pit
	pat	fat	pot	pan
	got	dot	gut	god
	dog	mog	dig	dot
	sit	mit	sad	sid
	tip	sip	tap	tig
	pan	man	pin	pad
	gap	tap	gup	gas
	dig	tig	dog	dim
	top	mop	tap	tog
	cup	pup	cat	cut
	up	op	-	us
	bad	sad	bud	bat

I	the	you	your
<u>said</u>	was	are	of
want	<u>what</u>	they	to
he*	me*	we*	she*
be*	no*	so*	go*
old*	her*	* words that are red for just a while	
do	does	all	call
tall	small	many	any
one	anyone	some	come
watch	who	where	there

here	were	brother	other
mother	father	love	above
two	once	buy	worse
walk	talk	caught	bought
thought	through	wear	whole
could	would	should	great
saw*	why*	now*	how*
down*	over*	* words that are red for just a while	
my*	by*	son	water
school*	ball	everyone	<u>their</u>
people			

