

Manor School



Literacy Guidance

2024-2025

CONTENTS

Overview	3
EYFS	4
KS1	5
KS2	6
Rationale	7
Speaking and Listening	7
Reading	8
Writing	11
Appendices	12
• Appendix 1: Building blocks of development	14
• Appendix 2: Little Wandle Phonics Progression	15-18
• Appendix 3: Mnemonics (Little Wandle) to support each phoneme (sound)	19-20
• Appendix 4: Supporting development of writing	21-23
• Appendix 5: Teaching strokes and letters	24-25
• Appendix 6: Letter and number formation	26-30
• Appendix 7: Foundation Skills for Phonics	31

Communication

Receptive - Listening

- Consistent, simple language in routines
 - Key words
- Blank's Levels of Questioning
- Targeted vocabulary and concept development
- Use of symbols and Makaton signing

Expressive - Speaking

- 'Means, reasons and opportunities to communicate'
- Developing vocabulary, syntax and grammar
 - Alternative and Augmentative Communication
- Speech intelligibility
 - Fluency

Literacy

Reading

Pre-reading

- Daily speaking and listening activities
- Context based print
- Print-rich classroom environment

Early reading and phonics

- Little Wandle phonics programme
- Reading scheme (*home-school reading*)
- Reading Eggs online reading programme (*home-school*)

Reading for enjoyment

- The Power of Reading approach (high quality texts and creative teaching approaches, including 'irresistible' storytelling)
 - Multi-sensory books
 - Weekly school library sessions (*home-school reading*)
- Local library visits (KS2)

Reading for meaning

- Before - During - After approach to reading
 - Reading scheme
- Blanks level questioning
- Inference / comprehension

Reading and Writing interventions (KS1&KS2)

Writing

SaLT Essential and Enhanced Provisions

Writing – engagement, enjoyment and purpose

- Using meaningful and motivating tasks or themes for colouring, mark-making and writing for a purpose
(e.g. linked to curriculum theme books, drawing/writing about personal experiences and events, writing shopping lists or making cards for friends/family, etc.)

Writing – grammar and punctuation

- Contextualized approach
(drawing on authentic examples from quality reading, exploring the effect and impact of the use of the grammar and punctuation).

OT Essential and Enhanced Provisions

Writing – spelling

- Repertoire of interactive games, whiteboard work and mnemonics.
 - Spelling books

Writing – handwriting

- Activities to promote fine motor skills, functional pencil grasp and efficiency and confidence in producing written work incorporated into class lessons
- Multi-sensory ABC Boom! handwriting programme to teach letter strokes and letter formation
 - Promoting and celebrating legibility.

EYFS		
Communication, Language and Literacy	Total Communication Approach SaLT Essential Provision (including Assessment on entry and Intervention) and Family Provision	
	<u>Receptive - Listening</u>	<u>Expressive - Speaking</u>
	<ul style="list-style-type: none"> • Use of consistent, simple language in routines • Developing children’s abilities to follow instructions (information-carrying words) • Develop children’s verbal reasoning skills according to Blank’s Levels of Questioning • Teach relevant and functional vocabulary and concepts • Use of symbols with written words and/or Makaton signing to support children’s understanding in all learning and communication opportunities 	<ul style="list-style-type: none"> • Applying the ‘means, reasons and opportunities’ model to supporting children’s communication development • Modelling and teaching of functions of language, e.g. requesting, labelling, commenting, narrative, etc. • Supporting the children’s development of syntax and grammar where appropriate, e.g. through the use of Colourful Semantics or Shape Coding • Providing Alternative and Augmentative Communication [AAC] systems where needed (e.g. Makaton signing, communication boards/books, Pragmatic Organisation Dynamic Display [PODD] books, the Picture Exchange Communication System [PECS]) • Supporting children’s speech intelligibility (including the Nuffield Dyspraxia Programme) if deemed appropriate following assessment
Pre-reading	<ul style="list-style-type: none"> • Daily speaking and listening activities, print-rich classroom environment and context based print 	
Early Reading & Phonics	<ul style="list-style-type: none"> • Building Foundation skills for Phonics (appendix 7) • Introduction to Little Wandle mnemonics picture cards and vocabulary. • Where identified children are ready - Little Wandle systematic synthetic phonics at appropriate phase (SEND programme) 	
Reading for enjoyment	<ul style="list-style-type: none"> • High quality texts and creative teaching approaches • Multi-sensory books • Pupils actively involved (i.e. doing different actions linked to content of story) during group story time • Symbol books created using InPrint software and photo books • Bespoke Big Books created by EYFS team • 	
Writing -engagement and enjoyment (supporting pupils’ motivation to engage in ‘written’ work)	<ul style="list-style-type: none"> • EYFS staff modelling exploring and making marks in a variety of messy or tactile media, i.e. foam, sand, glitter, paint, on a daily basis. Using playful actions, gestures, exclamations and games to make activities interesting, fun and enticing. • Extending child’s play to incorporate making marks in a fun way, i.e. dipping a child’s preferred object or toy in paint to make marks on large piece of paper. • Mark-making/writing station available during child-directed play, with large pieces of paper and thick mark-making tools (markers, chalk crayons, etc.) 	

Handwriting	<ul style="list-style-type: none"> • Equipment and activities to promote strength and stability of trunk, arms, hands and fingers (all prerequisite skills for efficiency within writing) incorporated within the classroom • Use of multi-sensory handwriting approach ABC Boom! to introduce strokes required for letters. (Appendix 5 and 6) • Focus will be on consolidating understanding of strokes through gross motor actions, large arm movements and adults modelling strokes within other motivating or meaningful activities, i.e. messy play vs. paper and marker tasks. • Collaboration between OT and class team to review needs and adapt interventions as needed
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KS1					
Total Communication Approach SaLT Essential Enhanced Provisions (including Assessment on entry if applicable, and Intervention) and Family Provision					
Communication, Language and Literacy	<table border="1"> <thead> <tr> <th data-bbox="371 453 981 480"><u>Receptive - Listening</u></th> <th data-bbox="981 453 2101 480"><u>Expressive - Speaking</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="371 480 981 901"> <ul style="list-style-type: none"> • Use of consistent, simple language in routines • Continue to develop children’s abilities to follow instructions (information-carrying words) • Continue to develop children’s verbal reasoning skills according to Blank’s Levels of Questioning • Expand children’s vocabulary and conceptual understanding • Continued use of symbols with written words and/or Makaton signing to support children’s understanding in all learning and communication opportunities </td> <td data-bbox="981 480 2101 901"> <ul style="list-style-type: none"> • Applying the ‘means, reasons and opportunities’ model to supporting children’s communication development • Modelling and teaching of functions of language: requesting, labelling, commenting, narrative, etc. • Supporting the children’s development of syntax and grammar, e.g. through the use of Colourful Semantics or Shape Coding • Providing and refining Alternative and Augmentative Communication [AAC] systems where needed (including Makaton signing, communication boards/books, Pragmatic Organisation Dynamic Display [PODD] books, the Picture Exchange Communication System [PECS], Voice Output Communication Aids) • Supporting children’s speech intelligibility (including the Nuffield Dyspraxia Programme) if deemed appropriate following assessment and/or previous intervention </td> </tr> </tbody> </table>	<u>Receptive - Listening</u>	<u>Expressive - Speaking</u>	<ul style="list-style-type: none"> • Use of consistent, simple language in routines • Continue to develop children’s abilities to follow instructions (information-carrying words) • Continue to develop children’s verbal reasoning skills according to Blank’s Levels of Questioning • Expand children’s vocabulary and conceptual understanding • Continued use of symbols with written words and/or Makaton signing to support children’s understanding in all learning and communication opportunities 	<ul style="list-style-type: none"> • Applying the ‘means, reasons and opportunities’ model to supporting children’s communication development • Modelling and teaching of functions of language: requesting, labelling, commenting, narrative, etc. • Supporting the children’s development of syntax and grammar, e.g. through the use of Colourful Semantics or Shape Coding • Providing and refining Alternative and Augmentative Communication [AAC] systems where needed (including Makaton signing, communication boards/books, Pragmatic Organisation Dynamic Display [PODD] books, the Picture Exchange Communication System [PECS], Voice Output Communication Aids) • Supporting children’s speech intelligibility (including the Nuffield Dyspraxia Programme) if deemed appropriate following assessment and/or previous intervention
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Pre-reading	<ul style="list-style-type: none"> • Daily speaking and listening activities, print-rich classroom environment and context based print 				
Early Reading & Phonics	<ul style="list-style-type: none"> • Where children are identified as not ready for discreet Phonics teaching: • Building Foundation skills for Phonics (appendix 7) • Children assessed as Phase 2 or above. • Introduction to Little Wandle mnemonics picture cards and vocabulary. • Little Wandle systematic synthetic phonics (SEND) at appropriate phase, • Reading for Enjoyment – school library visits. • Levelled Phonics books are sent home where the child is at Phase 2-5 • Every child has a reading record book. • Phonics Ebooks are available as alternatives or in addition to physical books. 				
Reading for enjoyment	<ul style="list-style-type: none"> • High quality texts (see KS1 book list) and creative teaching approaches • Multi-sensory books • Pupils actively involved (i.e. doing different actions linked to content of story) during group story time • Symbol books created using InPrint2 software and photo books where appropriate 				

	<ul style="list-style-type: none"> • Weekly school library sessions (home-school reading) • Every child takes home a reading for enjoyment book each week. • Classes have quality texts available in class to encourage reading. • Author visits where possible
Reading for meaning	<ul style="list-style-type: none"> • Blanks level questioning • Fluency reader planning: https://collins.co.uk/pages/primary-english-collins-big-cat-free-resources
Writing -engagement, enjoyment and purpose (supporting pupils' motivation to engage in producing written work)	<ul style="list-style-type: none"> • Extending activities that are meaningful and motivating for the individual child to incorporate strokes, letters, or words, i.e. making strokes, letters or words in sand, foam, or other tactile trays, out of playdough or putty, using magnetic letters, iPad apps, labelling their pictures, producing written work on the computer. • Using meaningful and motivating themes for writing, e.g: linked to curriculum theme or preferred books, writing about personal experiences and events, writing shopping lists or cards to friends/family. • Opportunities for free writing • Colouring, drawing, writing activities to be done in different positions, i.e. on stomach on floor, in standing at easel or with large piece of paper on wall, in sitting. • Giving real life purpose to writing through group writing e.g. writing to entertain or inform
Handwriting	<ul style="list-style-type: none"> • Access to advice and support from OT to promote gross and fine motor skills required for increased efficiency in writing, to be incorporated within lessons/activities . • Use of multi-sensory handwriting programme ABC Boom! to continue to introduce letter strokes and consolidate understanding and ability to produce letter strokes, introduce formation of letters/numbers or to correct inaccurate letter formation (depending on individual's stage of writing) (where a child is forming letters differently to how we teach them, but where the writing is perfectly legible, we do not try to reteach them through direct teaching sessions). • Provision of OT equipment (i.e. movin'sit cushion, inclined plane, pencil grip) to support individual's efficiency within writing (where required) • Collaboration between OT and class team to review needs and adapt interventions as needed

KS2

Total Communication Approach

SaLT Essential and Enhanced Provisions (including Assessment in Years 3 and 6, and on entry if applicable, and Intervention), and Family Provision

Communication, Language and Literacy	<p style="text-align: center;"><u>Receptive - Listening</u></p> <ul style="list-style-type: none"> • Use of consistent, simple language in routines as needed • Continue to develop children’s abilities to follow instructions (information-carrying words) as needed • Continue to develop children’s verbal reasoning skills according to Blank’s Levels of Questioning • Continue to expand children’s vocabulary and conceptual understanding • Continued use of symbols with written words and/or Makaton signing to support children’s understanding in all learning and communication opportunities, as needed 	<p style="text-align: center;"><u>Expressive - Speaking</u></p> <ul style="list-style-type: none"> • Applying the ‘means, reasons and opportunities’ model to supporting children’s communication development • Modelling and teaching of functions of language: requesting, labelling, commenting, narrative, etc. • Supporting the children’s development of syntax and grammar, e.g. through the use of Colourful Semantics or Shape Coding as appropriate • Providing and refining Alternative and Augmentative Communication [AAC] systems where needed (including Makaton signing, communication boards/books, Pragmatic Organisation Dynamic Display [PODD] books, the Picture Exchange Communication System [PECS] Voice Output Communication Aids), including onward referral and family support if required • Supporting children’s speech intelligibility (including the Nuffield Dyspraxia Programme) if deemed appropriate following assessment and/or previous intervention
Pre-reading	<ul style="list-style-type: none"> • Daily speaking and listening activities; print-rich classroom environment and context based print 	
Early Reading & Phonics	<ul style="list-style-type: none"> • Where children are identified as not ready for discreet Phonics teaching: Building Foundation skills for Phonics (appendix 7) Introduction to Little Wandle mnemonics picture cards and vocabulary. • Little Wandle systematic synthetic phonics (SEND) at appropriate phase, • Reading for Enjoyment – school library visits. • Levelled Phonics books are sent home where the child is at Phase 2-5 • Phonics Ebooks are available as alternatives or in addition to physical books. • 	
Reading for enjoyment	<ul style="list-style-type: none"> • High quality texts (see KS2 book list) and creative teaching approaches • Multi-sensory books • Pupils actively involved (i.e. doing different actions linked to content of story) during group story time • Every child takes home a reading for enjoyment book • Classes have quality texts available in class to encourage reading. • Weekly school library sessions (home-school reading) • Local library visits where possible – Kilburn Library and Willesden Library. • Author visits where possible 	
Reading for meaning	<ul style="list-style-type: none"> • Blanks level questioning • Guided reading sessions including Blanks Level questions, comprehension (identifying the main points, purpose, and intended readership of the text) and inference (when the reader works things out using clues in the text. It involves understanding implied information rather than direct statements). • Collins Big Cat Banded Readers (Purple to Lime) for pupils who have finished phase 5 	
Writing - engagement, enjoyment and purpose <small>(supporting pupils’ motivation to engage)</small>	<ul style="list-style-type: none"> • Continued opportunities to produce strokes, letters or words within activities that are meaningful and motivating for the individual child, i.e. making strokes, letters or words in sand, foam, or other tactile trays, out of playdough or putty, using magnetic letters, iPad apps, labelling their pictures, producing written work on the computer. • Using meaningful and motivating themes for writing, e.g. linked to topic books, writing about personal experiences and events, writing shopping lists or making cards for friends/family. 	

in producing written work)	<ul style="list-style-type: none"> • Opportunities to engage in creative writing , i.e. poems for assembly, short stories to share with peers. • Colouring, drawing, writing activities to be done in different positions, i.e. on stomach on floor, in standing at easel or with large piece of paper on wall. • Giving real life purpose to writing following examples, e.g. writing to entertain, inform or persuade
Handwriting	<ul style="list-style-type: none"> • Access to advice and support from OT to promote gross and fine motor skills required for increased efficiency in writing, to be incorporated within the classroom. • Provision of OT equipment (i.e. movin’sit cushion inclined plane, pencil grip) to support individual’s efficiency within writing, where required. • Use of multi-sensory handwriting programme ABC Boom! to continue to introduce letter strokes and consolidate understanding and ability to produce letter strokes, introduce formation of letters/numbers, to correct inaccurate letter formation (as appropriate for each individual), (where a child is forming letters differently to how we teach them, but where the writing is perfectly legible, we do not try to reteach them through direct teaching sessions). • To introduce joined-up writing style where appropriate • Collaboration between OT and class team to review needs and adapt interventions as needed

Rationale

Literacy underpins the school curriculum by developing children’s abilities to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, think and explore. Helping children to express themselves clearly orally and in writing enhances and enriches teaching and learning in all subjects.

Speaking and Listening

At Manor School, functional communication is at the heart of all curricular and non-curricular activities. Activities are designed so that pupils are engaged and motivated to participate, and a ‘Total Communication’ approach is adopted.

Pupils’ attention and listening skills are supported in communication-friendly environments, where distractions are minimised and understanding is supported by the use of real-life objects, photos, symbols and Makaton signing as appropriate. The Attention Autism approach also supports the development of attention and engagement.

Pupils are also given frequent opportunities to make choices and share their thoughts with others. Whilst some pupils are verbal communicators, others require the use of an Alternative and Augmentative Communication (AAC) system, which may include the use of objects of reference, Aided Language Stimulation with communication boards and/or communication books, Pragmatic Organisation Dynamic Display [PODD] books, the Picture Exchange Communication System [PECS], Makaton signing or high-tech Voice Output Communication Aids. We aim to ensure that each pupil has a functional method of communication in the classroom and beyond.

Class-based staff work closely with our large, in-house Speech and Language Therapy team to ensure that pupils’ communication goals are targeted and reviewed regularly, and embedded into learning and communication opportunities throughout the school day. Progress in functional

communication enables our pupils to achieve a greater degree of independence and encourages stronger self-esteem, to support them as they become young adults.¹

Reading

Pre-reading

At Manor School, pre-reading skills are taught through daily speaking and listening activities that are well matched to the children's abilities and interests. For example, daily story times introduce the children to words, fluency and sequencing. Moreover, we recognise that context based print such as, shop signs or logos on household product packaging, is meaningful to children. Thus, we provide enhanced opportunities for them to experience context based print. Our print-rich classroom environment also supports children's pre-reading skills.

Early reading and phonics

We believe that systematic, high quality phonics teaching is essential for pupils to become proficient readers and writers. At Manor School, we use the Little Wandle Letters and Sounds Revised systematic, synthetic phonics programme (SEND) which meets the criteria for high quality phonic work. We follow Grapheme by Grapheme progression (see *Appendix 2*). To support the teaching of the sounds we use Mnemonics (see *Appendix 3*). The Little Wandle phonics SEND programme helps us to adapt our teaching to the range of pupils' developing abilities. It also helps us to ensure that all children make progress at a pace that benefits their enlarging capabilities.

Little Wandle is a six-phase teaching programme. Phase one (Foundation Skills) fosters pupils' speaking and listening skills as valuable in their own right and as preparatory to learning phonic knowledge and skills. We start teaching high quality discreet phonics sessions (phase 2) at the point we judge pupils are ready to begin the programme, and we use a range of multi-sensory activities where pupils can recognise letters by touch, sight and sounding out simultaneously. We ensure Non-Verbal Learners are able to demonstrate their skills to, using Non-verbal methods for assessment and teaching.

Our teaching of reading is built on the achievements and strengths of our pupils, and we have high expectations for every child. We use Little Wandle's Collins Big Cat fully decodable reading books that help pupils to develop a strong phonic knowledge and a love of reading. For pupils who have finished Phase 5 we use Collins Banded Readers (Purple to Lime)

Reading for enjoyment

The use of high quality texts within the reading curriculum is at the heart of our approach to engage and support children to become motivated and independent readers. We believe that if children enjoy sharing books and reading, they become better readers.

The texts that we use at Manor School enable pupils to develop knowledge of a wide range of books, authors, illustrators and genres. We explore books as a whole class focus through a range of creative approaches, such as: *reading aloud and rereading, 'Tell Me' – book talk, storytelling and story mapping, responding to illustrations, role-play and drama, drawing and annotating, reading journals, shared writing and writing in role, bookmaking, making puppets/story boxes, and book-based reading games*. The books provide children with experience of the rhythms and patterns, vocabulary, structures and ideas in written language that they can draw on in their own writing.

¹ Please find SALT resources in: Shared → SaLT

The selection of books for the classroom plays an important part in the development of an effective reading curriculum, thus we have a selection of multi-sensory books (Bag Books) for the pupils who cannot benefit from 'mainstream' books. These books can be enjoyed without being understood as they are told interactively through voice and emotion rather than words and pictures.

'Irresistible' Storytelling

Pupils at Manor School have opportunities to access learning through Attention Autism sessions in class. These are developed by Gina Davies and focus on helping pupils develop the skills needed to focus and sustain their attention on an adult led agenda for a short period of time, shift their attention to take a turn, then refocus on watching their peers take a turn, and finally complete an activity independently in each session. Class teams are encouraged to use some of the routines, and principles of attention autism sessions when telling stories with their class in order to ensure that storytelling sessions are intrinsically motivating. These may include:

- Use of iconic objects from the story
- Telling the story without the book
- Use of iconic gestures and phrases (repetition and rhyme) that are often repeated during the session, giving pupils the opportunity to join in
- Using visually interesting activities to tell the story
- Including turn taking activities as part of the storytelling
- Use of voice
- Supporting adults involved in modelling appropriate responses, commenting and engagement in the storytelling
- Reacting and adapting to any input from the pupils and including it in the storytelling
- Thinking about how to present the story in a way that is interesting from the children's point of view
- Using the story to create cross curricular activities in other subject areas

Reading for meaning

We use the following strategies to help children in the reading-thinking process.

Before Reading:

- Activating background knowledge
- Investigating text structure
- Predicting text content
- Reviewing and clarifying vocabulary

During Reading:

- Establishing the purpose for each part of the reading
- Confirming/rejecting predictions

- Identifying and clarifying key ideas

After Reading:

- Identifying the main idea and details
- Making comparisons
- Drawing conclusions
- Summarizing
- Analysing (children make judgments and form opinions using explicit information from the reading)

Writing

Pupils at Manor School are encouraged to write and, therefore, have independent access to resources in their classroom environment to facilitate this. Early mark-making experiences are supported by the ABC Boom! handwriting approach across all phases, which serve to develop proficiency in strokes that constitute the various letters. Across the school, a standard letter formation is encouraged and modelled by teaching staff. Pupils learn to write functionally, personally and imaginatively to convey meaning in language appropriate to audience and purpose: paying attention to punctuation, structure, spelling, handwriting and presentation. The Marking and Annotation policy aims to support and develop next steps in pupils' writing.

Engagement and enjoyment

At Manor School, we believe that pupils' engagement and enjoyment in their learning is directly linked to their intrinsic motivation. For children who are already intrinsically motivated by mark-making/writing, there are regular opportunities to engage in these activities during learning and play within the classroom, as well as opportunities to show off work/finished products of which they are proud and receive positive feedback. For children who do not show interest in mark-making or are avoidant or resistant to writing (i.e. due to low confidence, delayed motor skills that make writing highly demanding/overwhelming), their engagement and enjoyment within these tasks is promoted by the adult adapting mark-making or writing activities to match their stage of development and motor capacities as well as incorporating different elements that are motivating for the individual. When adapting activities to create individualised learning, adults consider the pupil's sensory preferences (i.e. using tactile medium – e.g foam, paint, sand - that is most motivating for them,), sensory irregularities (i.e. avoiding certain media if the pupil is hyper-sensitive), specific motivators (i.e. using favourite toy/object to print with, using favourite topic or character to write about), etc. to make the activities most purposeful and meaningful for the individual.²

Handwriting

Pupils' efficiency and performance within writing tasks is dependent on the presence of pre-requisite motor skills (including postural stability, strength and stability of shoulders, arms, wrist, hands and fingers, crossing of the midline, hand dominance, bilateral integration, finger individualisation, thumb opposition) as well as an understanding of, and ability to produce strokes/letters automatically (i.e. without having to consciously think about it). Where appropriate, joint assessment by the Class Teacher and Occupational Therapists helps identify pupils' readiness and stage of writing and areas to be targeted to increase performance in writing.³

All classrooms have a trampoline, a peanut ball, putty, etc (which are incorporated into lessons/accessible during structured play) which offer stimulating and strengthening feedback to the muscles.

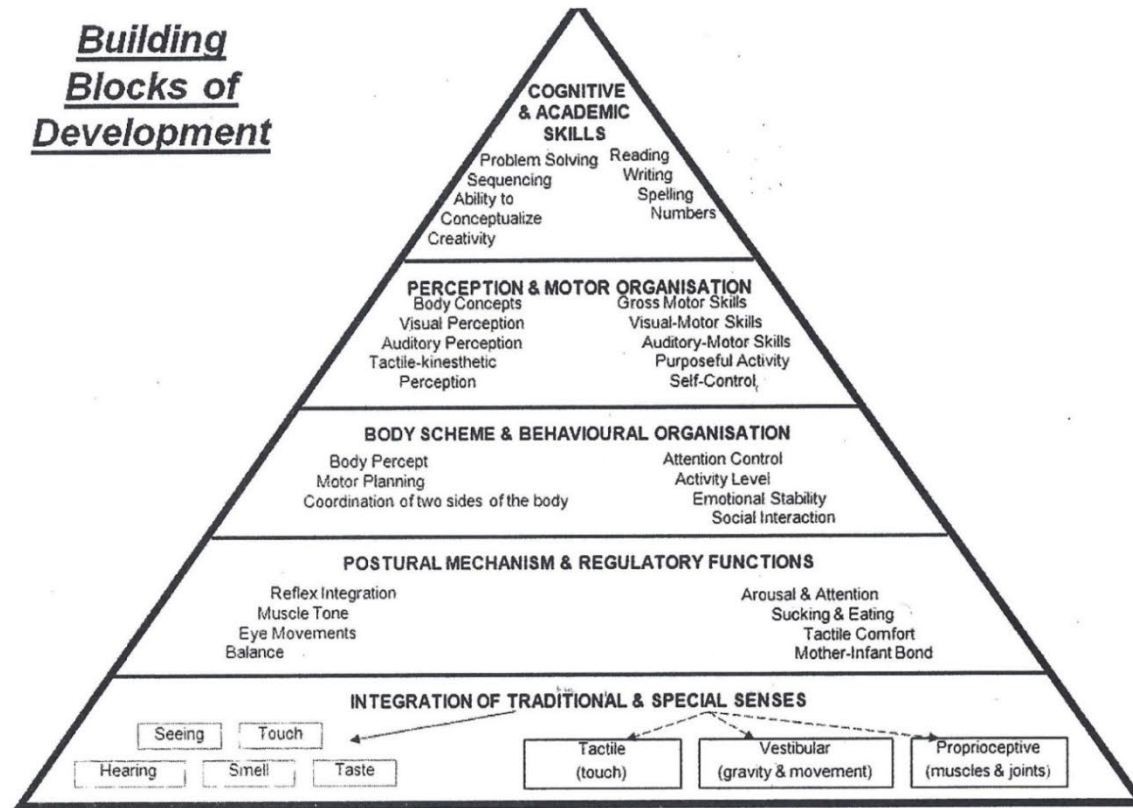
² Please find writing resources in: Shared → LITERACY
Please find OT resources in: Shared → Handwriting

Interventions to target the development of motor skills required for writing (see above) are supported by the Occupational Therapy team, with the focus on activities being incorporated within lessons/activities in a purposeful and meaningful way (see *Appendix 4*). Please see 'Building Blocks of Development' for hierarchy of motor skills (see *Appendix 1*).

Understanding of strokes: All teachers have training in the ABC Boom! multi-sensory approach to teaching handwriting and have access to resources to support teaching using this approach. Within this approach, each stroke (required for writing letters) is associated with a picture, sound and gross motor action/activity where the pupil experiences the direction of the stroke with their body (see *Appendix 5*). The emphasis is on practising the stroke with large motor movements or using arms against resistance before moving to pen and paper tasks. Letters are then introduced once a pupil is confident in producing all the strokes required for that specific letter. The use of ABC Boom 'letter families' can also support in correcting existing poor letter formation, for example, teaching the 'raindrop' stroke to prompt a child who starts their 'raindrop' letters (i.e. h, m, n, t) from the bottom. The Occupational Therapy team monitors and supports the class teams in using ABC Boom! as required.

Appendices

**Building
Blocks of
Development**



Little Wandle SEND programme progression

This programme overview shows the progression of GPCs and tricky words that we teach, in order. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences and, later on, in fully decodable books. Children review and revise GPCs and words daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.

Phase 2

Graphemes	Coverage in Phase 2 weekly grids						
	(Words should be introduced only when focus GPCs are secure)						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
s a t							
p i n							
m d							
g o c							
k ck							
e u							
r h							
b f							
l ll							
ff ss							
j v							
w x y							
z zz							
qu th							
ch sh							
ng nk							
Tricky words*	I is the	put* pull* full*	as and has	his her go	no to into	she push* of	he we me be

Phase 3

Graphemes	Coverage in Phase 3 weekly grids					
	(Words should be introduced only when focus GPCs are secure)					
Review Phase 2 GPCs	Week 1	Week 2	Week 3	Week 4	Week 5	
ai ee						
igh oa						
oo oo						
ar or						
ur ow						
oi ear						
air er						
Tricky words (review)*		I is the put* pull*	full* as and has his	her go no to into		she push* he of we

*Tricky words are included on the weekly grids for convenience but should be taught outside of the blending practice sessions in Phases 2 and 3. The words 'put', 'pull', 'full' and 'push' are not tricky in some regional pronunciations, in which case they should not be treated as such. They can be taught in teacher-led blending.

Phase 4

Focus word type	Example words	Taught in weekly grids
Adjacent consonants with short vowels		
CVCC	hand	Week 1
CCVC	spot	Week 2
CCVCC	stamp	Week 3
CCCVC	string	Week 4
CCCVCC	strict	
Adjacent consonants with long vowels		
CVCC	paint	Week 5
CCVC, CCV	green, star	Week 6
CCVCC, CCCVC	spoilt, sprain	Week 7
Adjacent consonants with short vowels and suffixes		
-ing	resting	Week 7
-er	swimmer	
-est	longest	
-ed /id/	landed	
-ed /t/	dressed	Week 8
Adjacent consonants with long vowels and suffixes		
-ing	painting	Week 8
-er	toaster	
-est	smartest	
-ed /id/	painted	
-ed /d/	groaned	Week 10
Two-syllable words		
With short vowels	plastic	Week 9
With long vowels	frighten	Week 10

Tricky words (new words in bold)	Weeks revised/taught
the I no go to	Week 1
into we me be of	Week 2
was you they my all	Week 3
are sure come do have	Week 4
here like little love one	Week 5
out said says some so	Week 6
there today were what when	Week 7
put pull full push he	Week 8
she by pure come do	Week 9
have here like little love	Week 10

Phase 5

Not all Phase 5 graphemes from the main Little Wandle programme are taught in the Phase 5 SEND weekly grids. The 40 most common and useful GPCs are taught – these are the Phase 5 core graphemes. Some GPCs are taught as variants in words only, for example, /j/ 'ge' as in 'fringe' and /s/ 'ce' as in 'fence'.

These Phase 5 core graphemes will give children enough understanding of Phase 5 to be able to decode most common words whilst keeping the number of graphemes small enough to be manageable. Each Phase 5 core grapheme card has an image on it to help create a strong link; these are replicated in the SEND Grapheme mat for Phases 2, 3 and 5.

Graphemes	Example word	Taught in weekly grid
/ai/ ay	crayons	Week 1
/ow/ ou	cloud	
/oi/ oy	toy	
/ee/ ea	beach	Week 2
/ur/ ir	bird	
/igh/ ie	pie	
/oo/ ue	blue	Week 3
/yoo/ ue	statue	
/yoo/ u	unicorn	
/oa/ o	robot	Week 4
/igh/ i	spider	
/ai/ a	apron	
/ee/ e	lemur	Week 5
/oa/ ow	rainbow	
/ai/ a-e	cake	
/igh/ i-e	bike	Week 6
/oa/ o-e	fishbone	
/oo/ /yoo/ u-e	tubes/cute	
/ee/ e-e	athlete	Week 7
/oo/ /yoo/ ew	jewels/new	

Graphemes	Example word	Taught in weekly grid
/ee/ ie	shield	Week 8
/or/ aw	paws	
/ee/ y	jelly	
/e/ ea	bread	Week 9
/w/ wh	wheel	
/igh/ y	butterfly	
/j/ g	giant	Week 10
/j/ dge (ge)	bridge (fringe)	
/s/ c (ce)	mice (fence)	
/f/ ph	elephant	Week 11
/air/ are	square	
/z/ se	cheese	
/l/ le	apple	Week 12
/v/ ve	leaves	
/u/ o	gloves	
/o/ a	watch	Week 13
/or/ a (al)	ball (walk)	
/sh/ ti	station	
/sh/ ci	magician	Week 14
/or/ ore	before	

The graphemes in brackets are taught in Phase 5 as variants in words; 'ch' is also taught as a variant of /ch/.






































Tricky words (new words in bold)	Weeks revised/ taught
said says so some there	Week 1
today were what when come	Week 2
do have here like little	Week 3
love one our their people	Week 4
oh your Mr Mrs Ms	Week 5
ask* could would should our	Week 6
house mouse water want any	Week 7

Tricky words (new words in bold)	Weeks revised/ taught
many again who whole where	Week 8
two school call different thought	Week 9
through friend work once laugh	Week 10
because eye busy beautiful pretty	Week 11
house move improve parents shoe	Week 12
their people oh your Mr	Week 13
Mrs Ms ask could our	Week 14









*The word 'ask' is not tricky in some regional pronunciations, in which case it should not be treated as such.
















Grapheme mat

Phases 2, 3 and 5





























 s	 t	 p	 n	 m	 d	 g	 c	 r	 h	 b	 f	 l
ss	tt	pp	nn	mm	dd	gg	cc	rr		bb	ff	ll
 c							 k			 ph	 le	
se							 ck					
ce												
 j	 v	 w	 x	 y	 z	 qu	 ch	 sh	 th	 ng	 nk	
 g	 ve	 wh			zz		tch	 ti				
 dge					s			 ci				
ge				 se								

Grapheme mat

 a	 e	 i	 o	 u
	 ea		 a	 o

 ar	 or	 ur	 ow	 oi	 ear	 air
	 aw	 er	 ou	 oy		 are
	 a	 ir				
	 ore					

Phases 2, 3 and 5

 ai	 ee	 igh	 oa	 oo	 yoo	 oo
 ay	 ea	 ie	 o	 ue	 ue	
 a	 e	 i	 o-e	 ew	 u	
 a-e	 e-e	 i-e	 ow		 u-e	
	 ie	 y			 ew	
	 y					

Appendix 4

Supporting development of writing – activities to promote gross and fine motor skills and teach letter strokes/formation

STAGE 1: Pre-writing

Focus on:

- **Adult facilitating** the development of skills required for writing through **play** or other **motivating** activities.

Method

- Joining the pupil in their play and gradually extending activity to incorporate additional motor challenges in playful way.
- Using motivating activities to capture pupils' attention and incorporating new concept within these

Core stability Ability to sit	Awareness and purposeful use of upper extremities Hand dominance	Awareness of direction Pre-writing strokes
<p>1) Stimulating and strengthening activities for trunk:</p> <ul style="list-style-type: none"> • Jumping on mini-trampoline • Bouncing on peanut ball (may be used as a seat) • Play on stomach on peanut ball • Co-op band activities (rowing/rocking front to back/side-to-side, jumping) • Obstacles courses <p>2) Play on stomach</p>	<p>1) Play on stomach where pupil is propped up on forearms with shoulders directly over elbows</p> <p>2) Crawling games (i.e. after adult crawling away playfully with motivating toy)</p> <p>3) Grasping/reaching/pushing/pulling within motivating play (facilitated by adult)</p> <ul style="list-style-type: none"> • Reaching for toys/motivating objects held above head by adult • Holding on to hula hoop or resistant REP band as pulled around by adult (can accompany with "Round the garden" song) • "Row your boat" in sitting on therapy ball (adult facilitating pushing/pulling with arms), • Catching body weight on hands when rolled forward on stomach on peanut ball by an adult (hands flat on floor and shoulders directly above wrist) • Activities on stomach on scooter board on resistant flooring (pulling/being pulled with hula hoop, propelling forward/pushing back with arms) • Co-op band activities, i.e. being pulled around as grasping, tug-of-war style games) • Putty/pop tube play with adult manipulating material to adjust level of stimulation or motor challenge offered within the activity (depending on pupils' sensory and motor profiles) <p>4) Opportunities to explore mark-making with different tools, in different media, materials</p> <ul style="list-style-type: none"> • In tactile and resistant materials <ul style="list-style-type: none"> ○ Foam, sand (dry/wet), soil, cornflour and water • Using chunky crayons, thick chalk, marker pens • On large pieces of paper or wall, floor • On big pieces of cardboard, different textured paper (i.e. ridged border paper) • Using sponges for painting 	<p>1) Modelling directions within motivating play, that also provides an additional sensory component</p> <ul style="list-style-type: none"> • i.e. "up" "down" with parachute when children underneath (visual and tactile) • Lifting co-op or resistant REP band 'up' as pupil is grasping it, so they feel stretch of arms (proprioceptive feedback) <p>2) Modelling ABC Boom! strokes/stroke sounds in Attention Autism</p> <ul style="list-style-type: none"> • Rocket balloons: prssh! (stage 1) • Pinwheel: (stage 1) • Raindrop: plopl! (stage 2) • Car: vroom! (stage 2) <p>3) Introduction of ABC Boom! sensory-motor activities for different strokes (ask OT for activity ideas)</p> <ul style="list-style-type: none"> • Raindrop • Pinwheel • Rocket • Cave • Car <p>Important! Always attach sounds to stroke activities and make sure movement is in correct direction! (pinwheel and cave – counter clockwise, car- left to right)</p>

STAGE 2

Focus on:

- Continuing to promote motor skills required for writing
- Teaching strokes and letter formation

Method

- Incorporating additional sensory-motor component that offers strengthening or stimulating feedback **within as many lessons and daily tasks as possible** to make input more purposeful. Grading activities to provide **'just-right' motor challenge** (not too easy or too difficult)
- Using ABC Boom! Handwriting Approach to introduce strokes and then letters/numbers

Core stability/ability to sit	Fine motor skills	Letter formation
<p>1) Incorporation of proprioceptive- and vestibular-rich activities for continued strengthening of trunk, incorporated within lessons</p> <ul style="list-style-type: none"> • Taking turns on trampoline or peanut ball for “good morning/afternoon” • Use of peanut ball to sit on instead of chair <p>2) Changing of positions of work, i.e. standing and writing on wall or easel, lying on stomach on floor</p> <p>3) Ensuring optimal position of table and chair heights for pupils when working at table</p> <p>4) Equipment provision (i.e. movin’sit cushion) as required</p>	<p>1) Activities on stomach on peanut ball; catching weight and stabilising on both hands (flat on floor, shoulders over wrist), then transferring to one hand while reaching with the other, i.e. to:</p> <ul style="list-style-type: none"> • Reach for shapes, symbols, letters to sort into categories • Reaching to throw different coloured bean bags into boxes (can be incorporated within maths lesson, i.e. number, colour, size) • To read different word cards held in front of ball by adult and identify the one that the teacher/adult asks for <p>2) Use of resistant tools/activities (i.e. tongs/tweezers, putty, clothes pegs) incorporated into lessons and daily activities, i.e.:</p> <ul style="list-style-type: none"> • Finding objects related to topic in putty (objects starting with ‘s’ for phonics, letter blocks, shapes, objects for counting) • Making models of objects related to topic out of playdough/clay/putty • Hanging sequence of story on line with clothes pegs • Using tweezers to pull off Velcro letters off strip to match to their name • Using tongs to hand out snack • Ripping cardboard paper into small pieces and gluing on to paper to ‘fill’ in pictures (alternative to colouring in picture) • Colouring/drawing on piece of paper over sandpaper <p>3) Continue to offer variety of writing tools - i.e. thick pencils, crayons, chalk, markers - for mark-making/writing. <i>For pupils who present with poor fine motor skills or confidence in their skills, the demands of using a pencil may impact on their motivation for and confidence within writing</i></p> <p>4) Colouring:</p> <ul style="list-style-type: none"> • Use of PVA glue to form shapes to be coloured within (after glue has dried!) to give additional tactile feedback of borders. (Pupils who are able to, can make shapes with glue themselves – providing additional challenge) • Colouring on cardboard (or on paper over cardboard) <p>Tip: Use of smaller pictures (A5 vs A4) to keep pupils’ interest and promote their success and sense of accomplishment within colouring task</p>	<p>1) Teaching strokes using ABC Boom! approach. The introduction of each stroke should always include the showing of the A3 picture, adults modelling the sound as demonstrating the direction of the stroke and the pupils experiencing the direction of the stroke with their whole body (see associated whole body activity for each stroke)</p> <p>2) Practising strokes with large arm movements and against resistance, i.e. erasing stroke on whiteboard or making stroke with paint using a sponge, with adult offering resistance as individual makes the stroke</p> <p>3) Introduction of letters once all the strokes required for letter are known</p> <p>4) Practising strokes/letters in as many different and fun ways as you can, e.g. using: glitter pens, glue and glitter, ribbons, torch on wall, water gun (on floor or wall outside!)</p> <p>5) Once pupils show understanding of stroke and can produce with large arm movements, they may be given opportunity to use pencil and paper if they choose. If they are not ready or resistant, continue to practise strokes/ letters with large movements and against resistance. Moving to paper and pen task too early can not only impact on a pupil’s confidence and motivation to write, but their efficiency within writing (i.e. due to poor motor skills or decreased consolidated knowledge of letter strokes/formation).</p>

STAGE 3

Focus on: Increasing efficiency and presentation of written work (including correction of errors)

- Introducing joined-up writing

Method

- Involving pupil in self-assessing their work to create goals for their own writing
- Using ABC Boom! strategies to target letter reversals, poor letter formation
- Using visual strategies for writing on a line, size of letters, spacing

Core stability/Ability to sit	Fine motor skills	Written work
<p>1) Continuing to ensure optimal positioning, adapting furniture as required</p> <p>2) Equipment provision (movin'sit, footstool) as required</p>	<p>1) Continuation of activities for hand strength and stability (see above)</p> <p>2) Use of adaptive equipment to increase efficiency or endurance within writing (inclined planes, pencil grips)</p>	<p>1) Use of ABC Boom! to target specific poor letter formation</p> <p>2) Use of specific 'sky/tree/root' worksheets to teach or review where each letter starts/sits/ends (i.e. long 'raindrops' stroke such as h, t, l start in the sky/blue area, strokes such as g, p, q, dip under the ground into the roots/brown area, other letters stay in the green/tree area)</p> <p>3) Use highlighters as visual cue to shape letter size , i.e. if child writes large letters, start with thick highlighter (horizontal) line that they have to keep their letters within and then slowly decrease width of the highlighter to promote smaller letter size</p> <p>4) Use stickers for spaces</p> <p>5) Joined-up writing should only be introduced once pupils are able to produce all letters securely with the correct formation</p> <p>6) When teaching joined-up writing, upper-case letters are separate and only the lower-case letters are joined up</p>

Teaching strokes and letters

Strokes	Letters
<ul style="list-style-type: none"> • Show the picture of the stroke • Trace over the stroke with your finger while making the corresponding sound • Model making the stroke on large vertical surface (i.e. whiteboard, chalkboard) • If appropriate, point out examples of letters that contain the stroke (i.e. letters in pupils' names) • Do the whole body activity that is associated with the stroke, while producing the corresponding sound • Have pupil trace strokes using large movements and muscular resistance <ul style="list-style-type: none"> ○ On whiteboard (tracing over stroke with finger/eraser) ○ In large trays of tactile or resistant materials ○ With brush/sponge and paint ○ Chalkboard (tracing over stroke with another colour chalk, wet/dry sponge) • When they are able to trace, have pupil "draw" stroke in air <ul style="list-style-type: none"> ○ After a demonstration prompt from adult (i.e. imitation) ○ On their own (without a model) ○ On their own with their eyes closed • When the motor pattern is integrated, practise on paper <ul style="list-style-type: none"> ○ Tracing over enlarged picture with finger ○ Tracing over enlarged picture with marker • Additional worksheets can be offered if pupil shows interest/chooses 	<ul style="list-style-type: none"> • Show or write the letter on a large screen in front of the pupil and name it • Trace over the letter with your finger while making the corresponding sounds and add the corresponding drawings (for the strokes) • Search for letters within words (i.e. pupil's name cards) • Have pupil trace letter using large movements and muscular resistance <ul style="list-style-type: none"> ○ On white board (tracing over stroke with finger/eraser/sponge) ○ In large trays of tactile or resistant materials ○ Chalkboard (tracing over stroke with another colour chalk, wet/dry sponge) • When they are able to trace letter, have pupil "write" the letter in the air <ul style="list-style-type: none"> ○ After a demonstration prompt from adult (i.e. imitation) ○ On their own (without a model) ○ On their own with their eyes closed with associated sounds ○ On their own with their eyes closed and without making associated sounds ○ In different ways (quickly, slowly, big, small) with their eyes closed • When the motor pattern for the letter is integrated, practise on paper <ul style="list-style-type: none"> ○ Tracing letter using finger ○ Tracing letter using pencil ○ Copying letters in the spaces provided in their workbooks ○ Ask pupils to find their "champion" letter • Ask pupils to write words with the new letters they have learned

Additional guidance to teaching strokes/letters

- Start with raindrop (easiest), ideally addressing diagonal lines last (as these are the most difficult)
- Avoid teaching strokes with opposite directions (i.e. raindrop/rocket, cave/robot) directly after each other
- Sequence of strokes introduced can be adapted based on what letters you want to introduce first
- Always remember to model the stroke in the correct direction (car/grasshopper: always left to right, cave/pinwheel: anti-clockwise as pupils see it)

Letter groups

Letters starting with **raindrop**: b, h, i, k, l, m, n, p, r, t, B, D, E, F, H, I, K, L, M, N, P, R, T

Letters starting with **cave**: a, c, d, g, q, s, C, G, S

Letters starting with **pinwheel**: f, o, O, Q

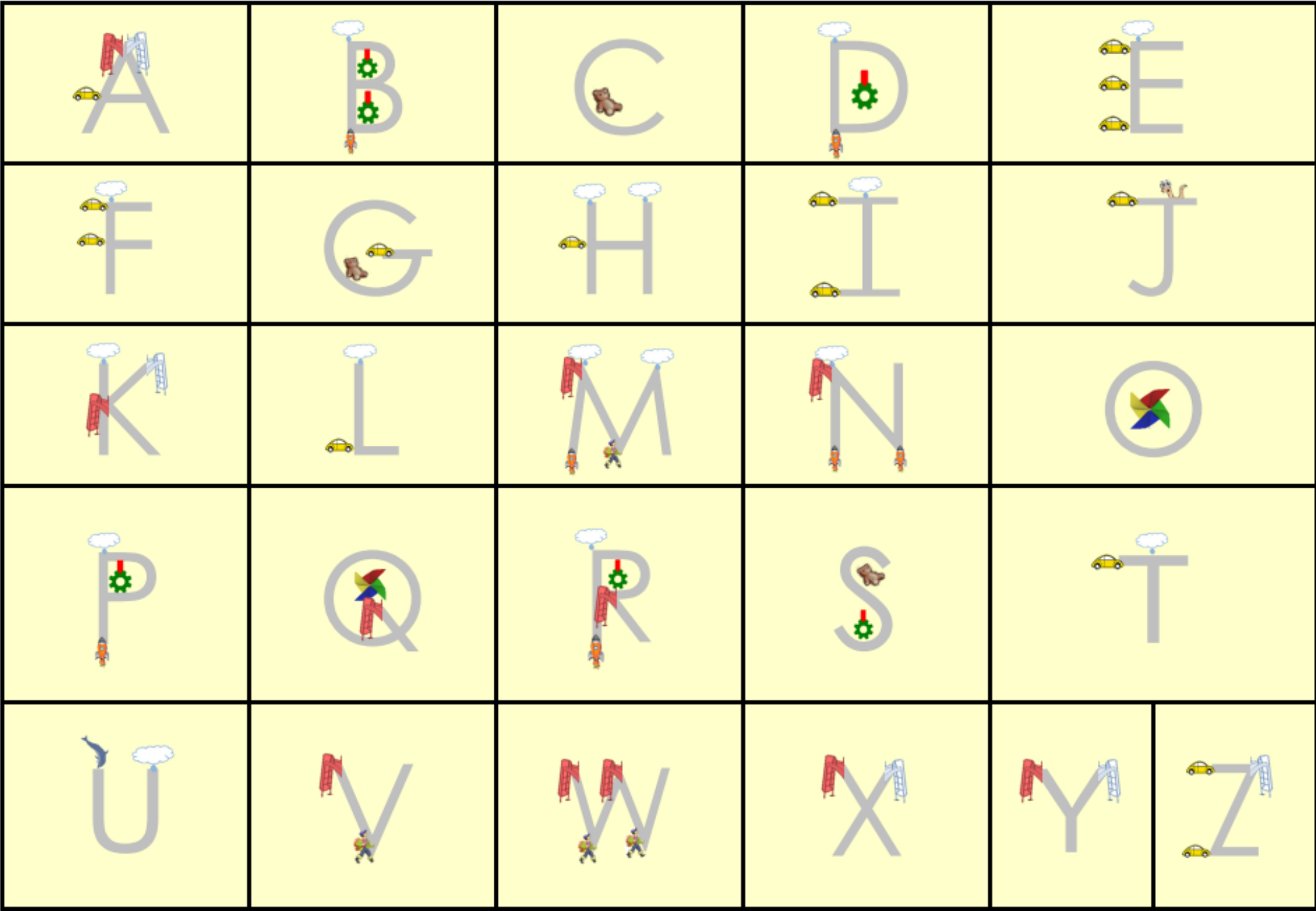
Letters starting with **car**: e, z, Z

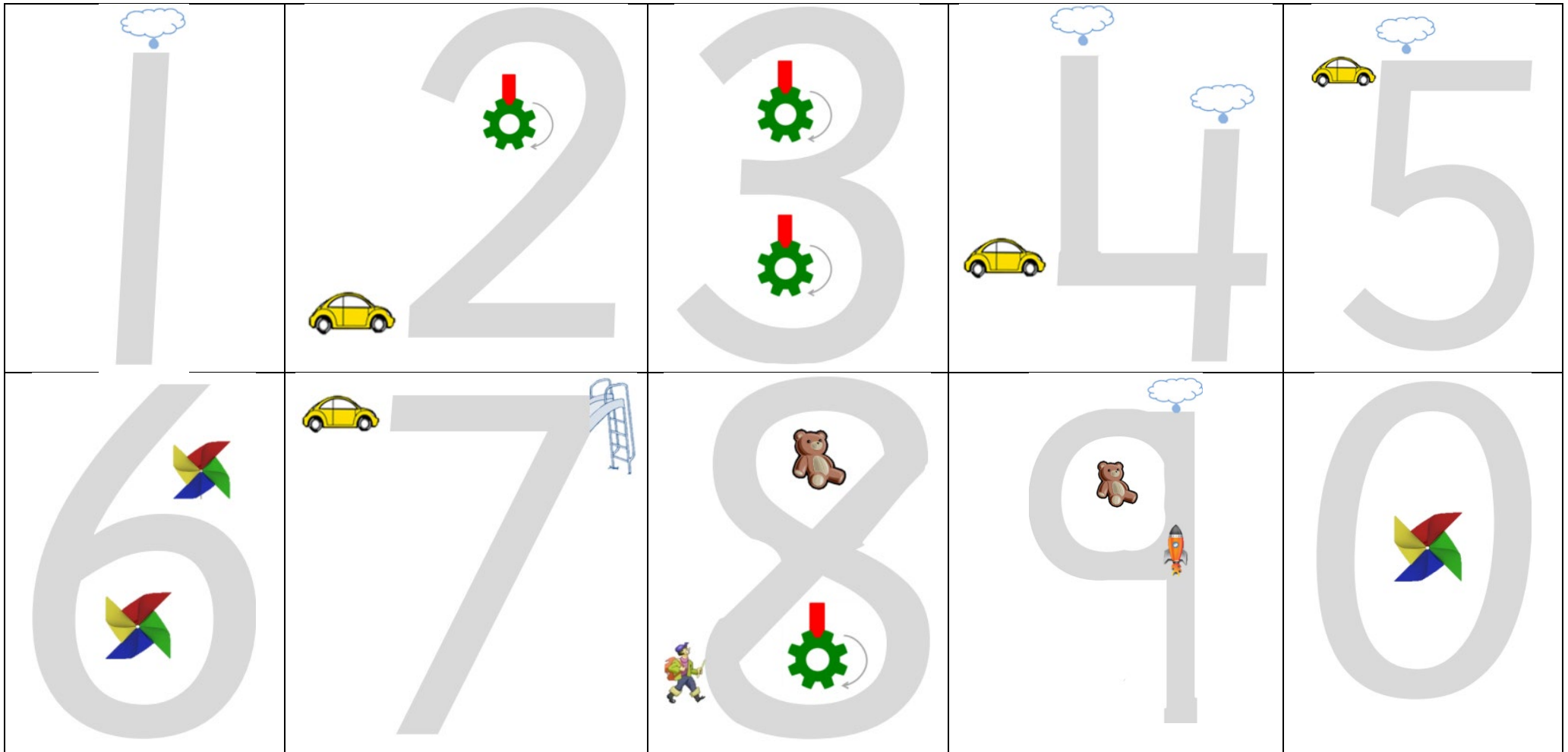
Letters starting with **slide**: v, w, x, y, A, V, W, X, Y

Others: j, J (earthworm), u, U (dolphin)

Letter formation with ABC Boom! strokes

a	(snoring sound), prrssh, plop!	A	Weee, weee!, vroom!
b	Plop, prrssh, crank	B	Plop, crank, crank
c	(Snoring sound)	C	(snoring sound)
d	(snoring sound), prrssh, plop!	D	Plop, crank
e	Vroom, (snoring sound)	E	Plop, vroom, vroom, vroom
f	(blowing sound), plop, vroom!	F	Plop, vroom, vroom
g	(snoring sound), prrssh, yoop!	G	(snoring sound), vroom
h	Plop! boing!	H	Plop, plop, vroom
i	Plop! Tick	I	Plop, vroom, vroom
j	Yoop, tick	J	Yoop, vroom
k	Plop, weee! Weee!	K	Plop, weee, weee
l	Plop!	L	Plop, vroom
m	Plop, Boing, Boing!	M	Plop, weee, uhhp, plop!
n	Plop, boing	N	Plop, weee, prrssh!
o	(blowing sound)	O	(Blowing sound)
p	Plop, prrssh, crank	P	Plop, crank
q	(snoring sound), prrssh, plop!	Q	(blowing sound), weee!
r	Plop, boing!	R	Plop, crank, weee!
s	(snoring sound), crank!	S	(snoring sound), crank!
t	Plop, vroom!	T	Plop, vroom
u	Splash, plop!	U	Splash!
v	Weee, uhhp!	V	Weee! Uhhp!
w	Weee! Uhhp, weee, uhhp!	W	Weee! Uhhp! Weee! Uhhp!
x	Weee! Weee!	X	Weee! Weee!
y	Splash, yoop!	Y	Weee! Uhhp! Plop!
z	Vroom, weee, vroom	Z	Vroom! Weee! Vroom!





Full document saved here: "G:\Shared drives\Manor - Cloud Shared\Curriculum\Subject areas\Literacy\3. WRITING\ABC imitate trace copy write (UCL).docx"

Using this resource:

- ❖ The dotted lines indicate where the page is to be folded.
- ❖ A letter can be introduced as soon as a learner knows all the strokes required to form this letter and can **automatically** produce each of these strokes with one fluid, controlled movement⁴. For example, the letter 't' can be introduced once a learner can independently produce a vertical and a horizontal line (i.e. 'raindrop' and 'car' strokes).
 - *Where a learner cannot automatically produce the strokes required for a letter, letter formation should not be introduced at this stage and the focus should be on continuing to promote the development of pre-writing strokes using the ABC Boom! approach⁵.*
- ❖ The 4 sections (i.e. 'trace with finger', 'imitate adult', 'copy', 'write') indicate the progression of handwriting.
- ❖ Only one section of the resource should be presented to a learner at one time.
- ❖ The section(s) presented to a learner should be determined based on their developmental stage/motivations.
- ❖ If you would like additional advice on using this resource with a learner, please consult your occupational therapist or literacy lead.

All lowercase letters available on the google drive here:

"G:\Shared drives\Manor - Cloud Shared\MAST\Therapy\Handwriting\ABC trace copy write.docx"

⁴ Please refer to 'Letter formation' guide (saved in G:\Shared drives\Manor - Cloud Shared\MAST\Therapy\Handwriting\ABC Boom!\Information and guidelines) or Trust's 'Letter formation' video on YouTube <https://www.youtube.com/watch?v=pB2nLKbPiM8> for more information

⁵ More information on ABC Boom! can be found in G:\Shared drives\Manor - Cloud Shared\MAST\Therapy\Handwriting or via Trust's training video on YouTube (<https://www.youtube.com/watch?v=cuFfzN-Yt08>)

Trace with finger



imitate adult

Abcd
Abcd
copy



write

Foundation skills in Phonics

