



Protect Inspire Nurture Embrace Succeed

English at The Pines (Teacher's Guide)

**As a rights Respecting School we believe that all children have the right to an education
*Article 28***

This is a guide to help you to understand what English looks like at The Pines. The topics covered in this guide are our English non-negotiables and should be seen in every classroom unless otherwise advised by SLT.

If you are unsure about any of the content please see Michelle Rudd English Lead.



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What does an English lesson look like?

At The Pines School, learning opportunities are carefully matched to the individual pupil and their starting point. Some pupils will follow the E pathway and some the M pathway, but we acknowledge that some pupils need and combination of these and a tailored approach to learning.

EYFS

The key aim of the EYFS curriculum is to provide high quality play to support pupils in acquiring new skills, develop socially and become better communicators. In EYFS English lessons are not stand alone lessons but English skills are practiced throughout the day through continuous provision. This is important as the children develop skills across a range of situations. Continuous provision includes activities inside and out and children will have the opportunity to explore different areas with an English focus, such as the reading area and a writing/messy play area. Communication is key and children benefit from a total communication environment.

The curriculum is thematic and key texts are linked to these themes. These are often presented through a sensory story or an Attention Autism. Pupils will have the opportunity to engage with play that is child led, play, which is sensitively supported and extended by adults, and play that is guided towards specific educational outcomes.

From spring term children begin to engage in phonics sessions and independent learning trays with some English activities being introduced in the summer to prepare for transition to key stage 1.

E Pathway

We aim to create consistency across classes to enable our pupils to access teaching and learning in a way that is familiar to them throughout their school life. A typical E pathway English lesson at The Pines would be structured in the following way, however it may be done on an individual or small group basis if the individuals starting point and learning style requires this.

Starter:

A sensory story (using the key text), an attention autism or a sensory starter will be used to introduce the lesson to the whole class. All pupils are not required to sit for the entirety and can be taken for short movement breaks where appropriate.

Main session:

Pupils will have the opportunity to engage with explore and learn/independent exploration activities linked to English learning. At least one of these activities should be linked to the key text being studied. Supporting adults will engage with pupils and make observation of the pupils learning.



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Independent Learning Trays will be available to pupils to complete independent English work. These activities will give pupils the opportunity to complete activities they can already do independently.

A 1:1 work activity will provide pupils with the opportunity to gain new knowledge on a 1:1 basis.

Plenary:

Lessons will often finish with choice time to reward the children for their work or with a whiteboard song to bring the children back together, if appropriate. Pupils will have the opportunity to self-assess their work and receive appropriate feedback during their 1:1 work

M Pathway

As with all pathways, we aim for consistency of approach and ensure that we are considering the individual needs of the pupils. Some of our pupils in the M pathway are following the National Curriculum teaching and learning is in line with this, with some adaptations to meet the needs of each individual class. A typical M pathway English lesson at The Pines would be structured in the following way:

Starter:

A story (using the key text), a shared write, shared read or an interactive activity will be used to introduce the lesson to the whole class. Our M pathway pupils benefit from adult modelling so many starters will include the teacher modelling the main activity.

Main session:

Pupils will have the opportunity to complete differentiated activities, in a small group or independently, linked to the lesson starter.

Plenary:

Lessons will end with the group coming back together and completing some self/peer assessment where appropriate. The teacher may check understanding by asking questions. Pupils may also get the opportunity to show their work to the class.

ME Pathway

Teachers in the combined pathway can decide which pathway structure is the most appropriate for their cohort of children. They may also take elements of each pathway to ensure the best learning environment for their class.



What does reading look like at The Pines?

What do I teach?

The English knowledge overview will guide you to which key text you will need to cover. Each half term you will cover a fiction text, a non-fiction text and a poem/play. The reading focus for each key text is noted on the overview.

Key texts are located in the cupboard next to the ICT suite.

You will also find resources to use with your key text and some topic based books to use for explore and learn or reading at the end of the day.

How do I capture evidence?

Reading evidence is captured through work activities, observations and reading time. Skills ladders in the front of the book will show dates when pupils have achieved outcomes, which will link to the work shown in books. This data then gets uploaded to solar half termly as a minimum. Evidence of reading can be captured in many different opportunities during the school day.

Independent reading

This is for ALL children.

Independent reading should take place at least once a week with the **class teacher** and twice a week for pupil premium children (once with a teaching assistant). This is a minimum.

Pre-phonics learners – pre-phonics learners should have access to the library and should be able to choose books to share with an adult.

Reading sessions should be recorded on the reading sheet and kept in your class reading folder

Phonic learners (RWI) – Phonic (RWI) learners should have an additional **Read, Write, Inc fiction book** to read alongside their daily phonic learning. The book the child is reading should be a book that contains sounds that they know, not the sounds they are learning. For example, if they are learning Set 1.2 (ingpo) then they should be reading a book containing the previous sounds - set 1.1 (masdt).

Phonic (fresh start) learners should focus solely on the fresh start programme. They can choose a book from the library to read for pleasure or share with an adult.

Extra phonic reading should be recorded on the Read, Write, Inc comment sheet.



Post phonic learners – Bug Club

Each pupil should have one book that matches their word reading level (this information can be found on the yearly YARC assessment kept in your reading folder). These books should be chosen from the Bug Club banded books.

Books should be changed regularly and can be repeated at a later date. Each time a child reads it should be logged on a reading record form. Comments should relate to how and if the child has made progress towards a reading outcome.

Independent reading time should be indicated on your timetable. All reading sessions should be recorded and kept in a class reading folder along with other important reading documents.

Post Bug Club Readers - Each pupil should have one book that they have chosen from the school library to develop fluency and encourage a love for reading. Books should be changed as often as needed.

Phonic learning

Pre-phonics

For pupils who are not yet reading ready

Prior to beginning to learn phonics there are certain prerequisite skills that need to be developed, including: Early attention, auditory and imitation and visual discrimination.

For our learners who are not yet ready for phonics, they will learn these skills through pre-phonics learning. Pre phonics learning occurs daily and are taught through explore and learn activities, Independent Learning tray activities, whole class starters, small group sessions or 1:1 activity.

Skills ladders should be updated each time a child achieves a skill and should be uploaded to solar half termly. Skills ladders should be kept in the class reading folder

Phonics – Read, Write, Inc

[Training powerpoints can be found on onedrive](#)

[Staff – all classes – subjects and curriculum – English – Phonics - RWI – RWI Training](#)

Read Write Inc. is a literacy programme developed by Ruth Miskin. Read, Write Inc is taught at The Pines through 1:1 tutoring or in small groups. Due to the fast paced learning and differing abilities in each class whole class teaching is not suitable for our children.

Read, Write Inc is used to systematically teach all of the common sounds in the English language, help the children to recognise the sounds and then to 'sound-blend' them into words for reading and writing.



Each child using RWI should complete at least 10 minutes a day of phonic learning and should be indicated on your timetable

Skills ladders should be updated each time a child achieves a skill and should be uploaded to solar half termly. They should be kept in the class reading folder

Read, Write, Inc teaching should be indicated on your timetable.

Read, Write, Inc sessions should be recorded on the Read, Write, Inc recording sheet – what you did in the session and what the next steps are and should be kept in your class reading folder.

We have access to Read, Write, Inc resources through oxford owl. Please see Michelle Rudd for a log in if required.

Fresh Start – M pathway secondary learners working below NC level 3

Training powerpoints can be found on onedrive

Staff – all classes – subjects and curriculum – English – Phonics – Fresh start

Fresh Start is a synthetic phonics intervention programme for older learners working below NC Level 3. The programme gives older learners who have not yet cracked the 'code of reading' the chance to catch up and become confident, fluent readers. Fresh start is faster paced for our Secondary learners and will help them to.

Only M pathway pupils who have been accessing RWI in primary should be moved to Fresh Start and only those pupils working below NC level 3.

Each child using Fresh Start should complete at least 20 minutes a day of phonic learning and should be indicated on your timetable

Skills ladders should be updated each time a child achieves a skill and should be uploaded to solar half termly. They should be kept in your class reading folder

Fresh Start teaching should be indicated on your timetable.

Fresh Start sessions should be recorded on the Read, Write, Inc recording sheet – what you did in the session and what the next steps are. This should be kept in your class reading folder.

Functional Reading - E Pathway secondary

For our learners in secondary who are not yet accessing phonics the teaching of functional reading skills will begin in year 7 and will continue into year 9. Our students are assessed at the end of year 7, 8 and 9 to check for ready readiness, in which case they will begin Read, Write, Inc learning.

Skills ladders should be updated each time a child achieves a skill and should be uploaded to solar half termly. They should be kept in the class reading folder

Functional reading should be indicated on your timetable.



Guided Reading

For our learners accessing the National Curriculum opportunities for guided reading should be available. Guided reading is a great way for children to read aloud in a small group and give opportunities for comprehension based activities. Resources for guided reading can be found in the primary printer room. This includes books and booklets.

Guided reading sessions should be recorded on the school guided reading form and kept in your class reading folder.

Reading for pleasure

We want the pupils to enjoy and take pleasure in books and reading. At the end of every day children should be given the opportunity to either choose a story to read or to listen to a story being read. This may be on the interactive whiteboard or read by an adult. Children in primary classes should have story time with an adult at least once a week. Children in primary should listen to an adult read at least once to model good reading and fluency. *This should be indicated on your timetable.*

Pupils should be given an opportunity to visit the school library at least once a week to choose a book or to read with an adult. This can be as a whole class, in a small group or on a 1:1 basis. *This should be indicated on your timetable.*

If children are unable to transition to the library, then you can take one of the moveable library baskets to your class (located in the primary library).

You may even want to provide opportunities for your pupils to visit a local library. We have links with Erdington library. You can take your children for a story time (2 weeks' notice) or to browse and enjoy looking at books.

Primary classes and where appropriate in secondary, should have an inviting book corner which children are given regular opportunities to visit.

Book corners should have between 30 - 50 books with a few copies of some single titles.

Books should be refreshed and restocked regularly

Books corners should show pictures of children reading, book reviews/ recommendations or pictures of books that the children can read.

Books should be presented facing outwards as much as possible and should be at eye level so children can see what is available and engage their attention.

Children should be able to communicate which books they want to read either verbally or using available symbols.



Reading at home

Pre-phonics learners should be given the opportunity to choose a book from the library to share at home with an adult.

For pupils using Read, Write, Inc each pupil has access to Read, Write, Inc ebook library. After a book has been read 3 times in class it can be assigned as a book to read at home. Pupils should also be given the opportunity to take home a library book to share with adults at home.

Post-phonics pupils have access to bug club online. You should ensure that children are banded correctly and have access to only those books. A reading record should be sent home, with bug club log in details attached to the front, for parents to fill in when their child has read. Please ensure you acknowledge any comments made by a parent even if you just put a sticker or a stamp in the book.

There is also an option to send home paper books if there is no internet access at home.

At the beginning of the year a booklet should be sent home to share with parents what phonics learning their child will be doing and how they can encourage learning at home.

Resources

All classrooms have book areas that are stocked with a range of fiction and non-fiction texts appropriate to the learner's levels. The school library has a selection of fiction and non-fiction reading material from a wide range of genres and topics. Additionally, Primary and Secondary have a stock of banded books (bug club) and Read, Write Inc fiction books for teachers and children to access for independent reading purposes. These are located in the primary printer room along with guided reading resources.

Phonics and reading resources can be found in the English cupboard in the main foyer and in the cupboard leading down to primary. These are accessible for all Key Stages. Key texts and resources are located in the cupboard next to the ICT suite.

What does writing look like?

What do I teach?

The English knowledge overview will guide you to which key text you will need to cover. Each half term you will cover a fiction text, a non-fiction text and a poem/play. The writing focus for each key text is noted on the overview.

Key texts are located in the cupboard next to the ICT suite.

You will also find resources to use with your key text.

How do I capture evidence?

Writing evidence is captured through work activities and observations. Skills ladders in the front of the book will show dates when pupils have achieved outcomes, which will link to the work shown in books. This data then gets uploaded to solar half termly as a minimum.

Independent writing books show progress over time.

Independent Writing Books

All children have an independent writing book where they produce a piece of work every term. The writing book moves up the school with the children. This allows children to take pride in their work and presentation. This writing book enables teachers to have a very quick overview of progress of learners in their class and allows them to introduce interventions if necessary and allows progress to be tracked overtime

Shared Writing/Adult modelling

Shared writing may take place as a whole class or in small groups. This will involve the teacher and children completing a piece of writing together. This may be done through use of the interactive whiteboard, objects of reference or through an Attention Autism session. Shared writing will look very different in each class depending on the developmental stage of the learners in the room.

Adult modelling is key when introducing writing opportunities to our learners. Children with Autism are often visual and practical learners therefore we provide our learners with the opportunities to learn first visually and practically and then use these skills to produce something of their own

Handwriting

Pre-writing skills



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Pre-writing skills will be taught daily through Theralympics. This will help to improve hand eye co-ordination, hand strength, hand manipulation, finger manipulation and grasp and release.

Pencil Skills

Early pencil skills will be taught through specific activities to develop confidence and enjoyment of the writing.

Activities might include mark making, copying a straight line (horizontal, then vertical), copying shapes, copying a pattern, tracing/writing letter shapes. These activities will be available daily through explore and learn, 1:1 work or independent learning tray work.

Cursive Writing

Children will begin to learn cursive writing when they are working within the year 1 programme of study. All children will be taught using the Twinkl Handwriting Scheme.

Letters are taught in stroke related families

- The Ladder Family - l, i, u, t, y, j
- The One Armed Robot Family – n, m, h, k, b, p, r
- The Curly Caterpillar Family – c, a, d, e, s, g, f, q, o
- The Zig-Zag Monster Family – z, v, w, x

Five stages are identified and these form the basic organisational structure of the scheme:

1. Let's Get Ready to Write! Short sessions designed to develop gross and fine motor skills to build strength and stability, and visual perception skills.
2. Forming Letter Families Sessions to teach children the sets of 'letter families' with the aim of securing the correct letter formation.
3. Positioning & Pre-Cursive Sessions designed to teach the formation of letters as a precursor to joining.
4. Joining Letters Sessions which introduce different types of letter joins (and the letters best left unjoined) in an aim to increase legibility, quality and consistency.
5. Increasing Fluency, Speed & Style Sessions to further practise fluency and speed as well as pupils' own individual personalised handwriting style.

Spelling

Children working at National Curriculum Level learn a set of spellings each week relevant to their level. The Pines have their own spelling scheme based on the statutory and non-statutory guidance of the National Curriculum.

Spellings are often sent home for the children to do some extra practice.

Children will also get opportunities for extra spelling learning through Read, Write, Inc sessions.

Spelling sessions should be indicated on your timetable



Punctuation and Grammar

Children in the M pathway are taught Punctuation and Grammar skills through stand-alone English sessions once a week using classroom secrets scheme of work to allow for consistency across the school. Each learner will follow a carefully planned sequence of work that is consistent with their learning level.

Punctuation and Grammar lessons should be indicated on your timetable

Vocabulary

Children in the E pathway are offered a language rich environment through Attention Autism sessions where adults model key vocabulary. Symbol support is also used to aid word understanding and to help children make links between the spoken word and the meaning behind it.

Children in the M pathway learn vocabulary through an intervention called word aware. Children should receive one word aware lesson a week with class teacher followed by 1 smaller session with a teaching assistant each week. A word aware display should be available in class to support learning.

For all pupils, key vocab is highlighted on the curriculum documents.

Please see Speech and Language for additional information.

Word Aware sessions should be indicated on your timetable



What does communication look like?

What do I teach?

Most of communication teaching happens throughout the day as we offer a communication rich environment. Communication lessons should be taught once a week and should be planned around teaching children the knowledge and skills they need to become effective communicators. This will often be based around SaLT targets and EHCP targets but also provide the children with opportunities to debate, discuss and present ideas in a variety of contexts.

Communication specific lesson should be indicated on your timetable

How do I capture evidence?

Communication evidence is captured through work activities, observations and SaLT interventions. Skills ladders in the front of the book will show dates when pupils have achieved outcomes, which will link to the work shown in books. This data then gets uploaded to solar half termly as a minimum

The SaLT team require termly assessments completed by the class team.

Language Levels

Due to many children at The Pines having communication difficulties language is adapted to suit the needs of our children. Language used in and around school is limited and may only involve one or two key words, where appropriate. Children at The Pines may also need extra processing time, therefore when communicating with a child staff will give the child extra time to respond before repeating the instruction or request if needed. Symbols or Makaton signs may also be used to aid understanding

Speech and Language Therapy

All children with communication needs will be assigned to one of three different 'Partner Profiles' (taken from the SCERTS model).

These profiles are

- Social Partner Profile
- Language Partner Profile and
- Conversational Partner Profile.

Each students' communication strengths and needs are informally assessed by school staff and the SALT team and he/she is given a Communication Profile which baselines strengths and needs



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and communication objectives across 4 different aspects of communication, appropriate to the Partner stage.

In order to meet the objectives identified within the Profile, each student will receive regular timetabled interventions with the SALT team. Classroom communication champions have been identified and trained to enable them to support these interventions and ensure that continued opportunities are available back in the classroom.

Both the SALT team and the class staff collect data across the year to inform progress and facilitate progression through the partner communication stages.

On occasions, students have needs that cannot be met using this pathway and they will receive more specialist and support in the way of formal assessment and specific individualised communication objectives.

Picture Exchange Communication

PECS is used for communicating wants and needs and for cross-curricular learning. For example, during an Art lesson a child could choose which colour paint they want to use by requesting it using their sentence strip or during tuck time a child could request what they would like to eat. Each child will have their own folder with symbols that are relevant to them.

Please see communication lead Hanifa Rahman for more information.

The SaLT team will determine whether a child should be using PECs or whether they are able to move away from it.

Symbols

All classrooms have symbols on the back of the door readily available and accessible for the children to be able to communicate their wants and needs. Classes have a standard set of wants and needs plus any additional symbols they may need for their class.

Symbols are used during teaching time to aid understanding of teaching intentions and to embed topic vocabulary.

All classrooms have visual timetables next to the interactive whiteboard to help the children to understand what their day looks like. Visual timetables can help to ease children's anxieties ensuring they are ready to learn.

All staff must wear a keyring lanyard with symbols to ensure children are able to access symbols at all times and communicate with adults.

Makaton



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Makaton is taught to the children during good morning time through a video. The video introduces 3 signs a week or a sentence (dependent on communication level) to the children and is taught by our SLTA. The same video is posted on our whole school dojo story so parents can also practice at home with their child.

Makaton is encouraged when communicating with children throughout the school day in all classes.