

## English

We want our learners to be readers and writers who can communicate effectively and functionally. We want them to be able to share their experiences, express their likes and dislikes and refine a variety of skills. They will practise fine and gross motor skills as well as use a range of ICT to support their written and verbal communication. We want them to develop a love of listening to and/ or reading stories for pleasure. Learners will be equipped appropriately in order to be successful, including the application of IT and AAC where appropriate. We want learners to develop the functional skills that will support meaningful communication as they prepare for adulthood and beyond.

Early reading is taught through developing communication and phonological awareness. The NAPA assessment and teaching tool is used to ensure pupils have developed the necessary phonological awareness skills to access phonics. The use of the Rocket Phonics SSP is used to develop phoneme and grapheme knowledge, blending, segmenting and fluency, where appropriate. Other strategies used to support the teaching of English include Chatta, symbols (Widgit Online), Alphablocks, SaLT intervention, AAC and VOCA devices and a wide range of age related and personalised software programmes.

Progression is linked to the Pre-Key Stage Standards for English Language Comprehension and Reading and English Writing. We recognise that pupils may not progress at the same rate across each of the strands due to the different knowledge required to acquire each skill.

Please read in line with;

Appendix 1 – Use of Augmentative & Alternative Communication (AAC)

Appendix 2 – Physical Writing Skills Progression Document

Fundamentals of Learning (Developing Social Communication and Interaction)

Newcastle Intervention for Phonological Awareness (NIPA) – Manual and Session Plans (Stringer, H. (2019). *The Newcastle Intervention for Phonological Awareness (NIPA)*. Newcastle upon Tyne, UK: Newcastle University, School for Education, Communication and Language Sciences.

***Whilst we maintain high expectations and encourage rapid progress in all our pupils, we recognise them as individuals who have, or are still overcoming multiple barriers to learning, considering their EHCP outcomes alongside a Personalised Learning Plan, that ensures the progress they make is meaningful and purposeful to their development.***

	STAGE1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	STAGE 6
Speaking & Listening	Attends to sounds and spoken language <ul style="list-style-type: none"> <li>- Looks towards the source of a sound</li> <li>- Smiles/ gives (brief) eye</li> </ul>	Knows to listen to adults when spoken to  Increases attention to high motivators  Knows how to clap/ point along with the syllables in a word	Maintains attention and knows how participate in simple conversational exchange <ul style="list-style-type: none"> <li>- Single word (using voice or AAC)</li> <li>- Sign</li> </ul>	Knows to listen and respond appropriately to peers and adults  Know and identify final word sounds (as laid out in the SSP)	Knows to ask relevant questions relating to subject/ topic to extend understanding  Know and begin to understand initial	Knows to ask relevant questions to extend their knowledge and understanding  Know and identify words that rhyme

	<p>contact to a familiar adult</p> <p>Listens/ attends to a short story</p> <p>Begins to point/ clap along with words in a short sentence</p> <ul style="list-style-type: none"> <li>- Jane is small</li> <li>- Clouds are white</li> </ul> <p><i>(NIPA Session 2 Content – Counting Single Syllable Words in Sentences)</i></p> <p>Engages in ‘conversation’</p> <ul style="list-style-type: none"> <li>- Use of sounds and gestures to gain attention</li> <li>- Babbles</li> <li>- Use of single known words/ signs/ symbols (mum, dad, cup/ juice, eat/ biscuit, home, more, finished, ready, hello, goodbye)</li> </ul>	<ul style="list-style-type: none"> <li>- Football</li> <li>- Sunshine</li> <li>- Picnic</li> <li>- Lollipop</li> <li>- Telephone</li> <li>- Helicopter</li> <li>- Hippopotamus</li> </ul> <p><i>(NIPA Session 3 Content – Syllable Segmentation)</i></p> <p>Knows how to segment syllables in a word</p> <p><i>(NIPA Session 3 Content – Syllable Segmentation)</i></p> <p>Knows how to express their likes and dislikes</p> <ul style="list-style-type: none"> <li>- Gestures</li> <li>- Facial expressions</li> <li>- Single word</li> </ul> <p>Knows how to answer some questions</p> <ul style="list-style-type: none"> <li>- Single word (using voice or AAC)</li> <li>- Sign</li> <li>- Symbol/ visual support</li> </ul> <p>Knows some simple description words to</p>	<ul style="list-style-type: none"> <li>- Symbol/ visual support</li> </ul> <p>Begin to understand first syllable deletion</p> <ul style="list-style-type: none"> <li>- Sunshine (sun)</li> <li>- Blackbird (black)</li> <li>- Toothbrush (tooth)</li> <li>- Rabbit (ra)</li> </ul> <p>And last syllable deletion</p> <ul style="list-style-type: none"> <li>- Football (ball)</li> <li>- Popcorn (corn)</li> <li>- Paper (per)</li> <li>- Donkey (key)</li> </ul> <p><i>(NIPA Session 4 Content – Syllable Deletion)</i></p> <p>Knows to listen to peers and adults</p> <p>Know and identify initial word sounds (as laid out in the SSP)</p> <p><i>(NIPA Session 5 Content – Initial Sound Identification)</i></p> <p>Knows how to answer questions and initiate some conversation</p>	<p><i>(NIPA Session 6 Content – Final Sound Identification)</i></p> <p>Knows how to make simple predictions and begins to use imagination</p> <p>Begins to know how to articulate answers and preferences, using more than one word/ sign/ symbol</p> <p>Knows to ask some relevant questions relating to subject/ topic</p> <p>Knows how to describe familiar people/ characters/ objects</p> <p>Know how to join in with rehearsed performances</p> <p>Know how to gain the attention of a person/ audience</p> <p>Begin to know how to change voice/ facial expression/ body to</p>	<p>sound (complex) deletion</p> <ul style="list-style-type: none"> <li>- You say mouse. Now say it again, don’t say /m/</li> <li>- If I say play and don’t say /p/ its lay</li> </ul> <p><i>(NIPA Session 7 Content – Initial Sound Deletion)</i></p> <p>Know and begin to understand final sound (complex) deletion</p> <p><i>(NIPA Session 8 Content – Final Sound Deletion)</i></p> <p>Know and begin to understand initial sound substitution</p> <ul style="list-style-type: none"> <li>- The first sound in cat is /k/, if I change the sound to /b/ it will say bat</li> </ul> <p><i>(NIPA Session 9 Content – Initial Sound Substitution)</i></p>	<p><i>(NIPA Session 11 Content – Rhyme Identification)</i></p> <p>Know, identify and manipulate initial sounds in CCV and CCVC words</p> <p><i>(NIPA Session 12 Content – Consonant Cluster Identification and Manipulation)</i></p> <p>Knows how to use language to predict, explore ideas and imagination</p> <p>Knows how to articulate and justify some of their answers, opinions and arguments, using</p> <ul style="list-style-type: none"> <li>- ‘Because’</li> <li>- Examples</li> <li>- Previous experiences</li> </ul> <p>Knows how to give detailed descriptions and explanations, including expression of feelings</p> <p>Knows relevant strategies to build and</p>
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	<p>Can point to a named picture or object</p> <p>Know some familiar actions, words, rhymes and phrases, when prompted</p> <p>Knows to communicate requests using photograph/ symbol/ pictorial support</p> <p>Responds to adult requests with photograph/ symbol/ pictorial support</p>	<p>identify a picture or object</p> <ul style="list-style-type: none"> <li>- Colour</li> <li>- Size</li> <li>- Shape</li> </ul> <p>Knows how to engage in simple role play</p> <ul style="list-style-type: none"> <li>- Café</li> <li>- Shop</li> <li>- Doctors and nurses</li> </ul> <p>Mummies and daddies</p>	<ul style="list-style-type: none"> <li>- Single word (using voice or AAC)</li> <li>- Sign</li> <li>- Symbol/ visual support</li> </ul> <p>Knows some simple descriptive language, using voice/ AAC/ sign/ symbol</p> <ul style="list-style-type: none"> <li>- Colour</li> <li>- Size</li> <li>- Shape</li> <li>- Boy/ girl</li> <li>- Animal name</li> </ul> <p>Knows to ask some questions</p> <ul style="list-style-type: none"> <li>- Why</li> <li>- Where</li> <li>- When</li> <li>- How</li> </ul> <p>Knows how to participate in role play and demonstrate an ability to improvise within the context of play</p>	<p>effectively communicate different emotions</p> <ul style="list-style-type: none"> <li>- Happy</li> <li>- Sad</li> <li>- Worried</li> <li>- Angry</li> </ul> <p>Excited</p>	<p>Know and begin to understand final sound substitution</p> <p><i>(NIPA Session 10 Content – Final Sound Substitution)</i></p> <p>Knows how to articulate answers and opinions</p> <ul style="list-style-type: none"> <li>- I think</li> <li>- I believe</li> <li>- I like/ dislike</li> <li>- I know</li> </ul> <p>Knows how to participate in discussions, performances and improvised role play</p> <p>Knows how to describe in detail, using size-colour-(shape)-object rule</p> <ul style="list-style-type: none"> <li>- Big, red tractor</li> <li>- Small, blue, square, button</li> </ul> <p>Knows how to give some simple explanations</p> <ul style="list-style-type: none"> <li>- Instructions</li> <li>- Recall</li> </ul>	<p>extend their vocabulary</p> <ul style="list-style-type: none"> <li>- Make inferences</li> <li>- Use a thesaurus</li> </ul> <p>Knows how to speak audibly and fluently (where appropriate), and with an increasing command of Standard English</p> <p>Begin to know how to participate in debates and presentations</p> <p>Know which registers to select and use for effective communication</p> <ul style="list-style-type: none"> <li>- Expressing likes/ dislikes</li> <li>- Reading aloud</li> </ul> <p>Use of grammar (!, ?)</p>
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					<ul style="list-style-type: none"> <li>- Non-chronological reports</li> </ul> <p>Knows relevant strategies to build their vocabulary</p> <ul style="list-style-type: none"> <li>- Ask questions</li> <li>- Uses a dictionary</li> </ul> <p>Knows how to speak loudly and clearly (where appropriate)</p> <p>Know how to gain and maintain the attention of a person/ audience</p>	
	<p><i>See also; Appendix 1 – Use of Augmentative &amp; Alternative Communication (AAC) Communication Pathway Document and Resources</i></p> <p><i>Newcastle Intervention for Phonological Awareness (NIPA) – Manual and Session Plans</i></p>					
<b>Reading: Word Recognition</b>	<p>Enjoy sharing a book with an adult</p> <p>Know books can be held, opened, closed and explore turning pages</p> <p>Know books contain pictures</p> <p>Can point to a named picture in a book</p>	<p>Knows and repeats (vocally or using AAC) words or phrases from familiar stories</p> <p>Know where to locate initial letters and words using AAC, where appropriate (as laid out in the SSP)</p> <p>Know the first 10 phonemes/</p>	<p>Know the first 20 phonemes/ graphemes (as laid out in the SSP)</p> <p>Know how to read accurately by blending sounds in words with two or three known graphemes (as laid out in the SSP)</p>	<p>Know the first 40+ graphemes, including one grapheme for each of the 40+ phonemes (as laid out in the SSP)</p> <p>Know how to read accurately by blending sounds in words with up to five known graphemes (as laid out in the SSP)</p>	<p>Read accurately by blending sounds in words that contain the common graphemes for all 40+ phonemes (as laid out in the SSP)</p> <p>Read words with two or more syllables that contain the same GCPs (as laid out in the SSP)</p>	<p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes</p> <p>Read most common exception words</p> <p>Know how to use phonic knowledge to</p>

	<p>Know books contain text or print</p> <p>Can point to text/ words on a page</p> <p>Show interest in pictures and symbols in books and in the environment spontaneously</p>	<p>graphemes (as laid out in the SSP)</p> <p>Know how to blend sounds with known graphemes, with support (as laid out in the SSP)</p> <p>Show interest in print in books and in the environment</p>		<p>Know and read some common exception words (as laid out in the SSP)</p> <p>Read aloud books consistent with their phonics knowledge</p>	<p>Know and read many common exception words (as laid out in the SSP)</p> <p>Know how to use phonic knowledge to sound out unfamiliar words</p> <p>Read many words and books fluently, where able</p> <p>Read words with contractions</p> <ul style="list-style-type: none"> <li>- Can't</li> <li>- Don't</li> </ul>	<p>sound out unfamiliar words, without hesitation</p> <p>Read with fluency, where able</p> <p>Know how to read aloud with some expression and intonation</p>
<p><b>Reading: Language Comprehension</b></p>	<p>When being read to by an adult...</p>					<p>In a book they can read fluently...</p>
	<p>Know and recognises own name</p> <p>Demonstrate some anticipation by turning the page</p> <p>Know some familiar actions, words, rhymes and phrases, when prompted</p> <p>Express likes and dislikes for familiar stories and books</p>	<p>Recognise own name in print</p> <p>Hold and look at books appropriately</p> <ul style="list-style-type: none"> <li>- The right way up</li> <li>- With care</li> <li>- Turning pages from right to left</li> <li>- Looking at words and pictures from left to right</li> </ul>	<p>Know and enjoys familiar stories, rhymes and songs</p> <p>Talk about familiar stories</p> <ul style="list-style-type: none"> <li>- Characters</li> <li>- Likes/ dislikes</li> <li>- Role play</li> </ul> <p>Ask their own questions about a story</p> <ul style="list-style-type: none"> <li>- Who is that?</li> </ul>	<p>Know what has happened in a story and begin to link to their own experiences</p> <p>Know and retell some or all of a story</p> <p>Listen and respond to others appropriately as part of a conversation or discussion</p>	<p>Know the answer to questions in discussion with the teacher</p> <p>Make simple inferences</p> <p>Know a dictionary can be used to check the meaning of unknown or unfamiliar words</p>	<p>Know whether what they have read makes sense</p> <p>Know to correct themselves if they have read a word incorrectly</p> <p>Know the answer to questions and are able to make some inferences</p>

	<p>Know where characters and objects are in a picture, when asked</p> <ul style="list-style-type: none"> <li>- Can match objects to a photo/ picture</li> <li>- Can match photo/ picture to an identified object</li> </ul> <p>Know and understand single words/ body signs in context</p> <ul style="list-style-type: none"> <li>- Mum</li> <li>- Dad</li> <li>- Cup/ juice</li> <li>- Eat/ biscuit</li> <li>- Home</li> <li>- More</li> <li>- Finished</li> <li>- Ready</li> <li>- Hello</li> <li>- Goodbye</li> </ul>	<p>-</p> <p>Listen to a short story for up to 10 minutes</p> <p>Know the answer to some questions</p> <ul style="list-style-type: none"> <li>- Where is...?</li> <li>- What is this?</li> <li>- Who is this?</li> <li>- What are they doing?</li> </ul> <p>Joins in with predictable words or phrases</p> <p>Understand and respond to a simple instruction</p> <ul style="list-style-type: none"> <li>- Get/ find...</li> <li>- Clap/ march</li> <li>- Come here</li> <li>- Say...</li> <li>- Stop/ no</li> <li>- Sit down/ stand up</li> </ul> <p>Describe pictures in familiar books, using single- or two-word phrases</p>	<ul style="list-style-type: none"> <li>- Where are they?</li> <li>- What happened?</li> <li>- Why...?</li> </ul> <p>Know the answer to simple questions that require recall</p> <p>Know a short sequence of events within a story</p> <p>Know and respond to two-part instructions</p>	<p>Make simple predictions about what they think will happen next</p> <p>Re-read favourite books for pleasure</p>	<p>Know how to make predictions about what they think will happen next</p> <p>Discuss books they have shared, their likes and dislikes</p> <p>Has developed a collection of favourite stories and authors</p>	<p>Know and explain what has happened so far in what they have read</p> <p>Know what questions to ask to improve understanding</p>
<p><b>Writing: Composition</b></p>	<p>Know an appropriate word to complete the end of a sentence (spoken/ signed/ symbol)</p>	<p>Puts a mark against a list of tasks completed</p> <p>Know a simple clause to complete a</p>	<p>Know how to make up their phrases or short sentences orally (or using AAC) about</p>	<p>Make up own sentences and speak aloud (or using AAC), after teacher discussion</p>	<p>Consider own ideas before beginning to write</p>	<p>Know how to write simple coherent narratives about their own experiences and</p>

	<ul style="list-style-type: none"> <li>- We are going to the... park/ bus/ shop</li> </ul> <p>Scribbles on paper and attends to the marks they have made when prompted by a member of staff</p> <p>Distinguish between the different marks they make</p> <p>Shows 'writing' to a member of staff</p>	<p>sentence said aloud (When we went to rebound... we bounced up and down)</p> <p>Gives some meanings to marks as they 'write', draw and paint</p> <p>Uses own symbols/ pictures/ lines of 'writing' to create their own book in a relevant context</p> <ul style="list-style-type: none"> <li>- Familiar story</li> <li>- Recount</li> <li>- Instruction</li> <li>- Recipe</li> </ul>	<p>stories or their experiences</p> <p>Write, using an appropriate method of communication, a caption or short phrase using known graphemes</p> <p>Develop own ideas for writing for a purpose</p>	<p>Know how to write down/ record at least one of their rehearsed sentences</p> <p>Read-aloud own writing and begin to make corrections</p>	<p>Know how to write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>Know how to use full stops and capital letters some of time</p>	<p>that of others (real or fictional)</p> <p>Know how to write about real events</p> <p>Know to use full stops and capital letters most of the time</p> <p>Know how to use question marks correctly</p> <p>Know how to use present and past tense correctly, most of the time</p> <p>Know how to use coordination</p> <ul style="list-style-type: none"> <li>- And</li> <li>- Or</li> <li>- But</li> </ul> <p>To join clauses</p> <p>Know how to use some subordination</p> <ul style="list-style-type: none"> <li>- When</li> <li>- If</li> <li>- That</li> <li>- Because</li> </ul> <p>To join clauses</p> <p>Know how to read own writing aloud,</p>
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						with expression and intonation
<b>Writing: Transcription</b>	<p>Mark make (lines and circles) on a small or large scale, using either hand</p> <ul style="list-style-type: none"> <li>- On paper</li> <li>- In the air</li> <li>- In sand</li> <li>- In other mediums</li> </ul> <p>Using a variety of drawing tools</p> <ul style="list-style-type: none"> <li>- Crayons</li> <li>- Pens</li> <li>- Paintbrush</li> <li>- Fingers</li> </ul>	<p>Controls both hands simultaneously, where physically able</p> <p>Where physically appropriate, know how to form correctly a, c, e, i, j, l, m, n, o, r, s, u, v, w, x, z</p> <p>Know/ identify (and write) these graphemes on hearing corresponding phonemes</p>	<p>Where physically appropriate, begin to refine pencil grasp with a pincer grasp</p> <p>Where physically appropriate, know how to form most lower- case letters</p> <p>Know/ identify (and write) these 20+ graphemes on hearing corresponding phonemes</p> <p>Know how to spell words (with known graphemes) by identifying the phonemes</p> <p>Know how to represent known phonemes with known graphemes (using appropriate method of recording)</p>	<p>Where physically appropriate, know how to form all lower-case letters</p> <p>Know/ identify (and write) these 40+ graphemes on hearing corresponding phonemes</p> <p>Know how to spell words (with known graphemes) by identifying the phonemes and how to represent known phonemes with known graphemes, including consonant clusters and digraphs (using appropriate method of recording)</p> <p>Know how to spell some common exception words (as laid out in the SSP)</p>	<p>Know how to spell some words correctly and make phonically plausible attempts at others</p> <p>Know how to spell most common exception words (as laid out in the SSP)</p> <p>Where physically appropriate, know how to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Where physically appropriate, know how to form lower case letters of the correct size, relative to one another in some of their writing</p> <p>Know to use spaces between words</p>	<p>Know how to spell common exception words (as laid out in the SSP)</p> <p>Where physically appropriate, know to form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Have developed some fluency and stamina for writing, in their preferred method</p>
	<p>Copy actions, movements and gestures</p> <p>Begins to use both hands simultaneously, where physically able</p> <p>Presses buttons/ makes choices to communicate single words or simple phrases</p>	<p>Where physically appropriate, begin to show a preference for a dominant hand</p> <p>Copy different patterns</p> <ul style="list-style-type: none"> <li>- Lines</li> <li>- Circles</li> <li>- Waves</li> <li>- Dots</li> <li>- Zig zags</li> </ul>				
<i>See also; Appendix 2 – Physical Writing Skills Progression Document</i>						



## Frederick Holmes School

### Appendix 1: Use of Augmentative & Alternative Communication (AAC)

*“AAC is a set of tools and strategies that individuals use to solve every day communicative challenges. Communication can take many forms such as: speech, a shared glance, text, gestures, facial expressions, touch, sign language, symbols, pictures, speech-generating devices, etc.*

*Effective communication occurs when the intent and meaning of one individual is understood by another person. The form is less important than the successful understanding of the message” (ISAAC)*

[International Society for Augmentative and Alternative Communication](#)

For the purposes of teaching and learning at Frederick Holmes School, Augmentative & Alternative Communication (AAC) may refer to any type of no tech, paper based or powered AAC system, or another computer interface. The term ‘tool’ refers to the individual’s access method e.g. finger, switch, eyes, head.

This document should be read in line with the school’s Communication, Interaction and AAC Policy.

Examples of no-tech and paper- based systems may include, and can be but not be limited to, E-Tran Frames, symbols, photographs and objects of reference. Power based devices typically use voice output, either digitised or synthesised, and can be accessed in a variety of ways including direct touch, switching and Eye-gaze control. Power-based systems include both dedicated communication aids and tablets with communication apps such as LAMP Words for Life, The Grid and others.

The [Assessment of Learning Process for AAC](#) breaks down learning to access a powered communication system into three broad stages with eight specific phases:

STAGE 1: Exploring Functions, with a focus on attention and early targeting

- Phase 1: Novice *“This is all new to me”*
- Phase 2: Curious Novice *“Something is happening but I am not sure how or why”*
- Phase 3: Beginner *“I’m making that happen”*

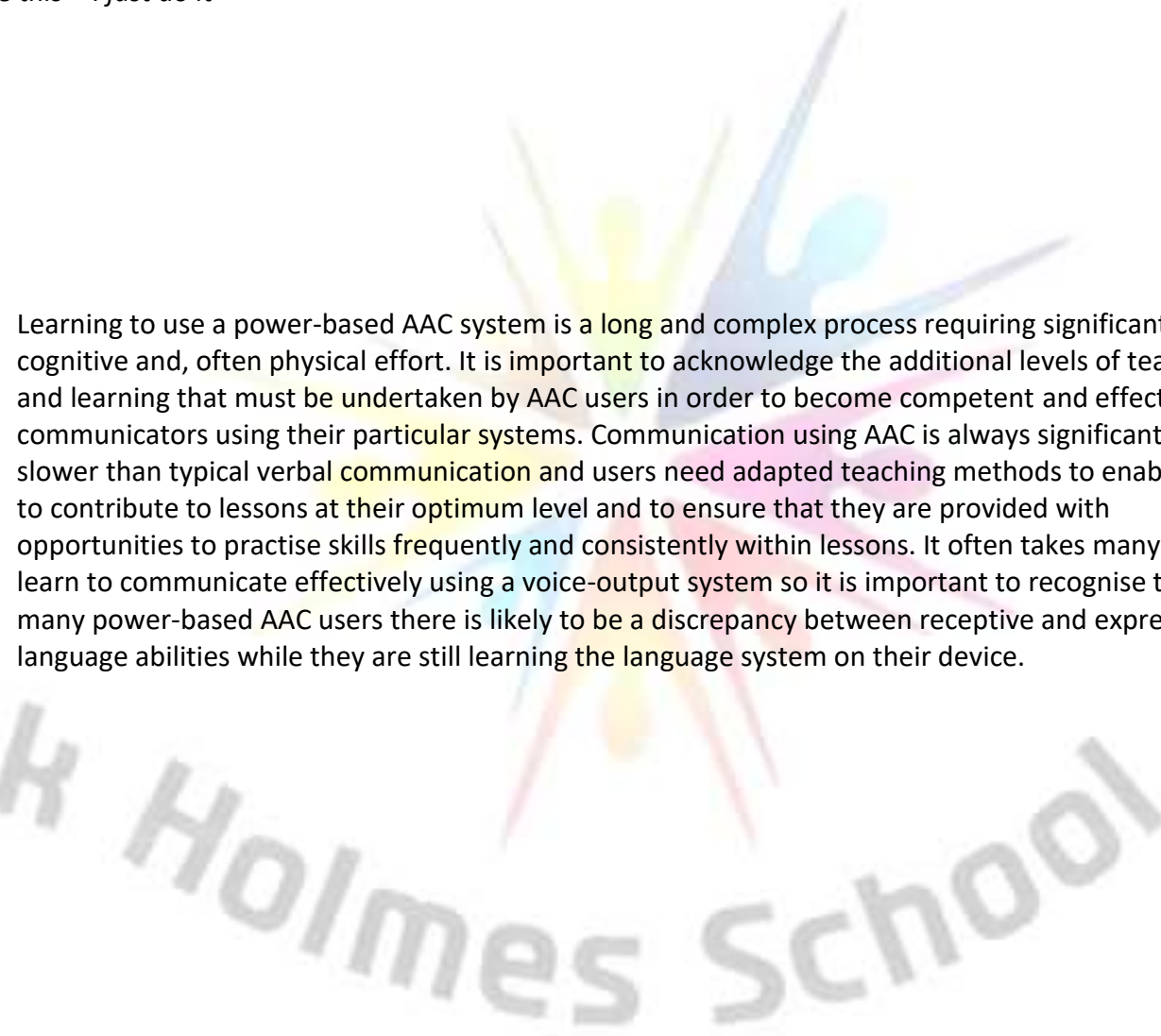
STAGE 2: Sequencing Activity, sequencing motor and cognitive acts

- Phase 4: Advanced Beginner: *“I find out more ways to use it”*
- Phase 5: Sophisticated Beginning: *“I know its use and try to master it”*

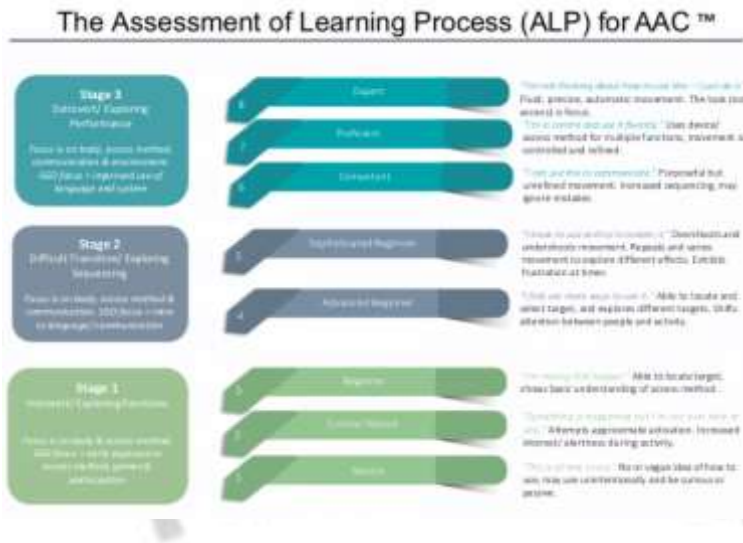
STAGE 3: Understanding Performance, uses access method for multiple communication and language functions

- Phase 6: Competent: *“I can use this to communicate”*
- Phase 7: Proficient: *“I’m in control and use it fluently”*
- Phase 8: Expert: *“I’m not thinking about how to use this – I just do it”*

Further breakdown of this process is available [here](#).



Learning to use a power-based AAC system is a long and complex process requiring significant cognitive and, often physical effort. It is important to acknowledge the additional levels of teaching and learning that must be undertaken by AAC users in order to become competent and effective communicators using their particular systems. Communication using AAC is always significantly slower than typical verbal communication and users need adapted teaching methods to enable them to contribute to lessons at their optimum level and to ensure that they are provided with opportunities to practise skills frequently and consistently within lessons. It often takes many years to learn to communicate effectively using a voice-output system so it is important to recognise that for many power-based AAC users there is likely to be a discrepancy between receptive and expressive language abilities while they are still learning the language system on their device.








The Assessment of Learning Process (ALP) for AAC

STAGE	PHASE	Activity & Movement with AAC Device	Understanding of AAC device use	Attention	Social interaction	Expressions/emotions
<b>Explore Performance</b> Extrovert - Focus on body, tool/s, environment & occupation	<b>8 Expert</b> "I'm not thinking about how to use this - I just do it."	Uses tool for <i>multiple activities in various settings</i> . Effortless tool-use for interaction & communication. Movements automatic, fluid, precise.	<i>Integrated tool use</i> Tool use is sub-conscious/ automatic. Consciousness is focused on interaction and communication in the actual situation and occupation.	<i>Attention regulation</i> is well established/ sustained	Consistently/simultaneously interacts with tool, environment and social partners	Depends on the occupation involving interaction/ communication
	<b>7 Proficient</b> "I'm in control and use it fluently."	<i>Controlled, smooth tool use</i> for interaction and communication. Refinement of movement fluency. Uses full scope of communication device.	Complete awareness of tool use; Refines choices and correcting mistakes	<i>Shares attention</i> on multiple items Generally focused	Open to multiple interactions at once; Uses tool to facilitate social interaction	Happiness Satisfaction
	<b>6 Competent</b> "I can use this to communicate."	Uses tool in a <i>goal-directed way</i> for interaction and conveying messages. Movements are purposeful, but coarse and unrefined.	<i>Competent tool use</i> ; Conscious of how to respond to interaction and create own messages. May ignore mistakes	<i>Focus on goal</i> ; Can focus on many items, but easily disrupted	Consecutive interactions one after the other; tool use interrupts social interaction	Serious Contented Laugh Excited
<b>Explore Sequencing</b> Difficult transition - Focus on body, tool/s & environment	<b>5 Sophisticated Beginner</b> "I know its use and try to master it."	<i>Puts chains of acts/effects together (sequencing)</i> Knows the message, focuses on how to say it. Repeated, varied, eager movements when experimenting to find best pattern. May appear to be stuck/ plateauing.	Aware of the AAC device's expanded use for communication & language; Searches patterns for linking effects into meaningful expressions. May be reluctant/ unwilling to follow directives.	<i>Active concentration</i> ; Two channeled shared attention	Engages partner in interaction, communication on object, or other person.	Eager Smile Serious Frustration
	<b>4 Advanced Beginner</b> "I find out more ways to use it."	<i>Builds chains of acts/effects (early sequencing)</i> Explores more effects & ways to approach the tools for choosing output. Able to find and select targets. Intentional, cautious movements.	Conscious that the tool can be used to interact with the environment/ communicate. Aware of variations and choice of effect/output.	<i>Attentive</i> ; Spontaneously shifts between two foci (e.g., environment and task) for attention	Involves others in interaction; May indicate need for help	Serious Smile Sometimes laugh
<b>Explore Functions</b> Introvert- Focus on body & tool/s	<b>3 Beginner</b> "I'm making that happen."	<i>Acts to get anticipated effect with intent</i> Activates tool/s; Distinct targeted movements; Able to find a target, and may select	<i>Basic tool use</i> Conscious of cause-effect relationships. Anticipates a specific effect/output	<i>Alert</i> . One focus for attention but able to shift att'n when prompted.	Initiates interaction Keeps and responds to eye-contact Facial signaling	Serious Contented Smile
	<b>2 Curious Novice</b> "Something is happening, but not sure how or why."	Attempts <i>approximate activation</i> ; Explores all parts of the tool/s without clear purpose or intent; Diffuse vague multi-directed movements; May try various body parts to get effect	<i>Awareness</i> that something happens at activation but not conscious of where, when and how	<i>Increased alertness</i> ; One focus for attention	Responds to interaction; Some eye-contact; Behavioral mirroring	Contented Curious Anxious Angry
	<b>1 Novice</b> "This is all new to me."	Excited interest – look, touch; or Non-act; or Rejecting behaviors	<i>No or vague idea</i> of how to use the AAC device for interaction and communication	<i>Alert/ curious</i> ; or Non-focused/ passive; or Distractible	Limited interaction with others	Open Indifferent Anxious




Frederick Holmes School  
 Appendix 2: Physical Writing Skills Progression



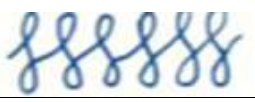

Postural Description	Assessment and Comments
Place feet flat on the floor/ on a flat surface	
Hips and knees at a 90-degree right angle, with a 2-finger space behind the knee to avoid compression	
Sit approximately a fist's distance from table/ surface	
Table height adjusted so that forearms rest on top without leaning forward (too low) or raising the shoulders (too high)	
Does the pupil have a slouched posture, lean heavily over the desk, sit at the edge of their chair, fall off the chair regularly?	
Does the pupil fidget in their chair, rock back and forth, move their feet often?	


Pencil Grip Description	Assessment and Comments
<p><b>1. Fisted grasp (palmar supinate grasp)</b>            Pencil is held in the palm            All fingers and thumb are used            Movement is from the shoulder            – arm and hand move as a unit            Light scribbles produced</p> 	
<p><b>2. Digital pronate grasp</b>            All fingers holding the pencil,            wrist turned with palm facing down towards the paper            Shoulder is stabilised,            movement mostly comes from the elbow            Horizontal, vertical and circular lines are able to be copied</p> 	
<p><b>3. Four-finger grasp</b>            Fingers are held on pencil shaft, opposite the thumb, beginning to form an arc between thumb and index finger            Movement occurs from wrist;            hand and fingers mover as a whole unit            Zigzag, crossed and stick man lines can be drawn with this grasp</p> 	

<p><b>4. Static tripod or quadropod grasp</b></p> <p>A three (or four) finger grasp where thumb, middle and index fingers work as a unit</p> <p>Movement is usually from the wrist</p> <p>Triangles, circles and squares can be copied using this grip</p>		
<p><b>5. Dynamic tripod grip</b></p> <p>Pencil is held in stable position between thumb, middle and index fingers</p> <p>Ring and little fingers are bent, relaxing comfortably on writing surface</p> <p>Movement comes from fingertips</p> <p>Ideal grip to move the pencil efficiently and accurately, for letter formation practise</p>		<p><i>Tips for teaching Tripod Grip: Rocket Phonics Teacher's Guide Book 1 pg 24</i></p>

Pressure Description	Assessment and Comments
<p><b>Light Pressure Indicators</b></p> <ul style="list-style-type: none"> <li>- Faint/ shaky script</li> <li>- Fingers are often more extended at joints and higher up pencil shaft</li> </ul>	
<p><b>Heavy Pressure Indicators</b></p> <ul style="list-style-type: none"> <li>- Marks go through the paper</li> <li>- Raised ridges on the back of the paper that can be felt by the fingertips</li> <li>- Marking on skin due to contact with pencil</li> <li>- White knuckles when mark making</li> </ul>	

Movement Patterns	Assessment and Comments
<p>Copy and continue patterns using a downward stroke which finish on and below the line (a,c,d,g,o,q,s,f,e letters)</p> 	
<p>Start on the line and copy and continue a pattern by combining a push and pull action (b,h,m,n,p,r,i,l,t,u,y letters)</p> 	
<p>Copy and continue an anti-clockwise circular pattern (a,c,d,g,o,q,s,f,e letters)</p> 	

<p>Start on the line and copy and continue a pattern which combines a clockwise movement (a,c,d,g,o,q,s,f,e letters)</p> 	
<p>Start on the line and copy and continue a zig zag pattern (k,v,w,x,z letters)</p> 	
<p>Start on the line and copy and continue a loop pattern (e,f,s letters)</p> 	
<p>Start on the line and copy and continue a pattern which loops in a diagonal direction (e,f,s letters)</p> 	

<p><b>Lowercase Letter Formation</b>  <i>Lowercase Scripts: Rocket Phonics Teacher's Guide Book 1 pg 24-25</i></p>	<p><b>Assessment and Comments</b>  <i>Individual Letter Formation Tracker: Rocket Phonics Teacher's Guide Book 1 pg 28</i></p>
The L team: l i u t y j	
The C team: c a d g o e s f	
The R team: r n m h b k p	
The zig zag team: z x v w y k	
Spaces: Children need to understand that spaces need to be left between words so they can be easily read	
<p>Once letter formation is secure, they need to know where to position them on the line</p> 	
<p>Uppercase Letter Formation  <i>Uppercase Scripts: Rocket Phonics Teacher's Guide Book 1 pg 26-27</i></p>	

<p><b>Size of Letters</b></p>	<p><b>Assessment and Comments</b></p>
<p>Small/ on the line letters  a,w,e,r,u,i,o,s,z,x,c,v,n,m</p>	

Ascenders t,d,h,k,l,b (and f)	
Descenders q,y,p,g,j (and f)	

<b>Physical Writing Progression</b>	
1. Can scribble on paper	
2. Can make horizontal, vertical and circular marks on paper	
3. Can copy horizontal, vertical and circular lines in the air, on paper	
4. Can use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly	
5. Can form lower case letter and digits 0 to 9	
6. Can form capital letters	
7. Can write lower letter, digits and uppercase letter that are all the correct size in relation to each other	
8. Increase legibility, consistency and quality of handwriting	
9. Can use the strokes needed to join letters	
10. Writes legibly, fluently and with increasing speed	