

# Baytree School Writing Continuum

## GOLDEN THREADS – independence and communication

### Early Years Foundation Stage

<p><b>Prime areas:</b></p> <ul style="list-style-type: none"> <li>• physical development</li> </ul>	<p><b>Physical development</b></p> <p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>○ Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>○ Demonstrate strength, balance and coordination when playing;</li> <li>○ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>○ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>○ Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>○ Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Specific areas:</b></p> <ul style="list-style-type: none"> <li>• Literacy- writing</li> </ul>	<p><b>Literacy- writing</b></p> <p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>Transcription</b> (spelling and handwriting) Examples in each area could include:</p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Early mark-making, e.g. messy play</li> <li>• Exploring different textures and materials in the outdoor provision, e.g. sand pit, water play.</li> <li>• Gross motor skills in busy bugs gym</li> <li>• Fine and gross motor movements in imaginative play, e.g. role play shop.</li> <li>• Drawing shapes, patterns and letter shapes in play</li> <li>• Role play corner, e.g. writing shopping list in kitchen.</li> <li>• Read, write inc letter formation rhymes</li> </ul>

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	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Listening to nursery rhymes</li> <li>• Early sequencing games, e.g. ready, steady, go! In play</li> <li>• Repeating rhythms in play</li> <li>• Writing name in sand in outdoor provision</li> <li>• Writing labels for items in the role-play corner</li> <li>• Writing in play, e.g. writing a list of friends to invite to a teddy bears picnic.</li> <li>• <i>Learning common exception words alongside appropriate phonics phase</i></li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• <b>Phase 1 phonics:</b> environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting</li> <li>• <b>Phase 2 phonics:</b> Learning 19 letters of the alphabet and one sound for each. Segmenting words into their separate sounds</li> <li>• <b>Phase 3 Phonics:</b> Learning the remaining 7 letters of the alphabet and graphemes. Segmenting words and writing words and captions.</li> </ul> <p><b>Composition</b> (articulating ideas and structuring them in speech, before writing) Examples in each area could include:</p> <p><b>Structure and purpose</b></p> <ul style="list-style-type: none"> <li>• Being exposed to and listening to language for different purposes, e.g. in early play, early independence skills (eating, dressing etc), nursery rhymes and songs.</li> <li>• Composing text using communication aids in play and early communication activities, e.g. requesting favourite toy or nursery rhyme.</li> <li>• Writing for different purposes, e.g. nursery rhymes, letters in play or role-play.</li> </ul> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• Anticipation games, e.g. this little piggy.</li> <li>• Listening to nursery rhymes and songs with a clear start and stop in them.</li> <li>• Develop early vocabulary for use in early functional communication, play etc.</li> <li>• Developing grammar through spoken language and communication aids; listening to stories; texts and spoken language.</li> </ul>
<ul style="list-style-type: none"> <li>○ Playing and exploring</li> </ul>	<p><b>Playing and exploring</b> <i>children investigate and experience things, and 'have a go'.</i></p>

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<ul style="list-style-type: none"> <li>○ Active learning</li> <li>○ Creating and thinking critically</li> </ul>	<p><b>Active learning</b> <i>children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</i></p> <p><b>Creating and thinking critically</b> <i>children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</i></p>
<b>EYFS curriculum approaches</b>	
Outdoor play curriculum Play based curriculum Self-directed curriculum Busy bugs gym	

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<b>GOLDEN THREADS – independence and communication</b>			
<b>KS1</b>	<b>KS2</b>	<b>KS3</b>	<b>KS4</b>
Examples of use of writing in each area could include:		Examples of use of writing in each area could include:	
<p><b>Transcription (spelling and handwriting including phonics, word structure and spelling structure)</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>○ Exploration / sensory play, e.g. reaching out to explore objects in the sensory story Aliens love underpants</li> <li>○ Using switches to activate favourite toys</li> <li>○ Outdoor learning and forest school- exploring different materials and textures, e.g. making mud pies, large and small scale mark making, drawing different shapes and letters in outdoor materials</li> <li>○ Art activities in topic, e.g. making seaside pictures with sand, paint, foil.</li> <li>○ Pincer grip activities, e.g. picking out objects in sensory trays related to topic.</li> <li>○ Exploring different materials, making shapes, letters and words in different sensory materials.</li> <li>○ Read write inc letter formation rhymes</li> <li>○ Focusing on handwriting when writing a rhyme or a fairy tale.</li> </ul> <p><b>Spelling</b> (including phonics, common exception words)</p> <ul style="list-style-type: none"> <li>○ Listening to children’s songs, e.g. 1,2,3, 4, 5 once I caught a fish alive.</li> <li>○ Repeating patterns and rhythms on resonance board</li> <li>○ Ordering toys</li> <li>○ Writing name in different materials</li> </ul>		<p><b>Transcription (spelling and handwriting including phonics, word structure and spelling structure)</b></p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>○ Exploration of ingredients in sensory cooking.</li> <li>○ Switch work, e.g. to activate a music system.</li> <li>○ Functional gross and fine motor activities e.g. using pegs in life skills, putting coins into a piggybank, cutting out in enterprise.</li> <li>○ Physical skills in Duke of Edinburgh award (KS4), e.g. hydrotherapy, katakanu</li> <li>○ Drawing and mark making in enterprise</li> <li>○ Art activities in topic e.g. stamping to make own wallpaper.</li> <li>○ Scissor skills when making posters in enterprise</li> <li>○ Focusing on handwriting skills when writing in topic</li> <li>○ Writing in the community, e.g. filling out a form or using a touchscreen in the community</li> </ul> <p><b>Spelling</b> (including phonics, common exception words)</p> <ul style="list-style-type: none"> <li>○ Listening to sounds in the school and local community</li> <li>○ Repeating patterns and rhythms in orchestra sessions</li> <li>○ Ordering ingredients in sensory cooking</li> <li>○ Learning to write name to sign in to computer</li> <li>○ Learning spellings for key words, e.g. days of the week for a timetable, writing a shopping list.</li> </ul>	

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<ul style="list-style-type: none"> <li>○ Learning key spellings e.g. names. Using to create labels for their peg hooks/drawers.</li> <li>○ Using spelling strategies to write labels for toys</li> <li>○ Use spelling strategies when writing a fairy tale.</li> </ul> <p><i>Learning common exception words alongside appropriate phonics phase</i></p>	<ul style="list-style-type: none"> <li>○ Using spelling strategies in functional situations, e.g. writing a recipe or a card to a friend.</li> <li>○ Using different methods to spell with, e.g. identifying letters on a keyboard</li> </ul>
<p><b>Phase 1 phonics:</b> environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.</p>	<p><i>If a learner has not reached the end of phase 1 phonics by the end of key stage 1, they will not continue phonics and will focus on other writing techniques. However, if phonics is later deemed appropriate, they will start phonics at an appropriate stage.</i></p>
<p><b>Phase 2 phonics:</b> Learning 19 letters of the alphabet and one sound for each. Segmenting words into their separate sounds.</p>	<p><i>If a learner has not reached the end of phase 2 phonics by the end of key stage 2, they will not continue phonics and will focus on other writing techniques. However, if phonics is later deemed appropriate, they will start phonics at an appropriate stage.</i></p>
<p><b>Phase 3 Phonics:</b> Learning the remaining 7 letters of the alphabet and graphemes. Segmenting words and writing words and captions.  <b>Phonics phase 4:</b> Segmenting longer words with adjacent consonants.  <b>Phonics phase 5:</b> The "complex code". More graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.  <b>Phonics phase 6:</b> Spelling (including prefixes and suffixes, doubling and dropping letters etc.)</p>	<p><b>Functional phonics phases 3,4,5,6</b>  <i>If a learner is progressing well with phonics and this is an appropriate strategy for them, they will continue with this approach whilst in the secondary department, but will focus on using this in functional activities and settings.</i></p>
<p><b>Composition</b>  <b>Structure and purpose</b> (including using AAC, communication aids/books; approaches to word organisation such as colourful semantics)</p>	<p><b>Composition</b>  <b>Structure and purpose</b> (including using AAC, communication aids/books; approaches to word organisation such as colourful semantics)</p>

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<ul style="list-style-type: none"> <li>○ Being exposed to and listening to language for different purposes, e.g. in play in school and local playgrounds, independence skills (e.g. self care, transitioning around school), in sensory stories.</li> <li>○ Composing text using communication aids in play and functional activities in school, e.g. requesting favourite snacks</li> <li>○ Writing for different purposes, e.g. traditional tales, stories about favourite characters on TV.</li> </ul> <p><b>Vocabulary, grammar and punctuation</b> (vocabulary used to be appropriate to the learner and to include objects of reference, TOBIs, photos, symbols, words, etc)</p> <ul style="list-style-type: none"> <li>○ Anticipation, e.g. playing with a Jack in the Box..</li> <li>○ Starting and stopping games, e.g. musical statues games.</li> <li>○ Develop vocabulary for functional communication, topic related activities, play and games.</li> <li>○ Using grammar and punctuation, (e.g. plurals leave spaces between words, punctuate sentences, use capital letters, clauses) e.g. in writing an invitation to a teddy bear’s picnic.</li> <li>○ <i>Learning grammar as set out in national curriculum (where appropriate for learner)</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Being exposed to and listening to language for different purposes, e.g. in functional situations at school and in the local community, in independence skills (e.g. in the local community and home), stories related to topic work.</li> <li>○ Composing text using communication aids in functional activities in school and the local community e.g. cooking, in the life skills flat.</li> <li>○ Writing for different purposes in school and the local community, e.g. shopping lists, recipes, letters to friends and family.</li> </ul> <p><b>Vocabulary, grammar and punctuation</b> (vocabulary used to be appropriate to the learner and to include objects of reference, TOBIs, photos, symbols, words, etc)</p> <ul style="list-style-type: none"> <li>○ Starting and stopping when using switch activities, e.g. playing pop music.</li> <li>○ Anticipation, e.g. making popcorn.</li> <li>○ Continue to develop vocabulary, with particular focus for use in school, and the local community.</li> <li>○ Using grammar (e.g. different punctuation, clauses, suffixes) and punctuation in functional writing activities such as writing an instruction for topic or writing a letter to a friend.</li> <li>○ <i>Learning grammar as set out in national curriculum (where appropriate for learner)</i></li> </ul>
<ul style="list-style-type: none"> <li>● <i>Plan, revise and evaluate writing</i></li> <li>● <i>Develop vocabulary through reading and listening to appropriate reading books and stories.</i></li> </ul>	
<p><b>Cross curricular links</b></p> <ul style="list-style-type: none"> <li>○ Communication- exposure and use of vocabulary and communication for different purposes</li> <li>○ Reading - exposure to and use of vocabulary and writing for different purposes</li> <li>○ Topic</li> </ul>	

# Baytree School Writing Continuum

- Physical education: physio, forest school, Duke of Edinburgh Bronze award, PE sessions, rebound, hydrotherapy, Sherbourne movement therapy, tac pac, intensive interaction
- ICT- keyboard and typing skills, switch skills
- Peer to peer learning opportunities
- Self directed learning

# Baytree School Writing Continuum

<b>GOLDEN THREADS – independence and communication</b>			
<b>Post - 16</b>			
	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
<p><b>Preparation for adulthood</b></p> <ul style="list-style-type: none"> <li>○ Good health</li> <li>○ Employability</li> <li>○ Independent living skills</li> <li>○ Community participation</li> </ul>	<p><b>Learners will continue to work on transcription and composition skills in post 16 and will use these in activities related to the preparation for adulthood objectives.</b></p> <p><b>Examples in each area could include:</b></p> <p><b>Good health</b></p> <ul style="list-style-type: none"> <li>○ Using writing skills to manage their own health, e.g. writing application forms for a doctors surgery or gym.</li> <li>○ Using fine and gross motor skills in personal care.</li> <li>○ Learning and using vocabulary for good health, e.g. physical and mental health; health facilities in the community.</li> </ul> <p><b>Employability</b></p> <ul style="list-style-type: none"> <li>○ Exploration of different textures and items in enterprise and careers.</li> <li>○ Creating posters to advertise enterprise projects</li> <li>○ Completing job application forms</li> <li>○ Using handwriting skills in functional skills, e.g. creating posters to advertise enterprise projects, in work experience.</li> <li>○ Writing in functional situations and life skills in school, the local and wider community, e.g. enterprise, work experience</li> </ul> <p><b>Independent living skills</b></p> <ul style="list-style-type: none"> <li>○ Gross and fine-motor skills for independent living, e.g. using kitchen equipment.</li> <li>○ Starting and stopping cooking equipment with switches</li> <li>○ Switch work, e.g. in leisure activities</li> <li>○ Ordering in life skills, e.g. clothing to wear.</li> <li>○ Using spelling strategies in functional situations and life skills, e.g. emails, job applications, recipes.</li> </ul>		



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	<ul style="list-style-type: none"> <li>○ Being exposed to and listening to language for different purposes, e.g. in functional skills in school, college and the wider community; in independence skills (e.g. for home, the local and wider community and workplace), reading for leisure</li> </ul> <p><b>Community participation</b></p> <ul style="list-style-type: none"> <li>○ Listening to environmental sounds, e.g. different places in the wider community and workplaces</li> <li>○ Anticipation in leisure activities, e.g. ready, steady go to release a bowling ball</li> <li>○ Writing name to label college work</li> <li>○ Using writing skills at college, e.g. to write an evaluation</li> <li>○ Learning spelling for key information, e.g. names, addresses for application forms for community activities and jobs</li> <li>○ Writing lists to organise and prepare for events, e.g. prom</li> <li>○ Composing text using communication aids in the community and in leisure activities, e.g. in a café or leisure facility.</li> <li>○ Using grammar and punctuation in writing activities for functional skills and in settings in school and the wider community, e.g. writing a letter to a friend who has left school.</li> </ul>
<p><b>Equals – functional English</b></p>	<ul style="list-style-type: none"> <li>○ Literacy for information: Using a library</li> <li>○ Literacy for life and leisure: Social Sight and Information, Signs, Including Shopping and, Travel</li> <li>○ Creating an interest: Poetry, plays and songs</li> <li>○ Sharing information: Letters and postcards</li> <li>○ Literacy for Information: Using a library</li> <li>○ Literacy for the future: This is me and personal statements</li> <li>○ Literacy for information: Magazines and newspapers</li> <li>○ Literacy for life and living: Using leisure facilities</li> <li>○ Literacy for information: Bibliography and factual literacy</li> <li>○ Sharing information: People and events</li> <li>○ Literacy for the future: Group discussions and debate</li> <li>○ Creating an interest: Films, Radio, T.V. and Theatre</li> </ul>
<p><b>AQA – personalised accreditation</b></p> <p>Units of work following sensory or subject specific learning.</p>	<p>Sensory learners</p> <p>Yearly completion of AQA units in communication (linked to learners EHCP outcome) / fine motor skills (switch skills- independent living skills).</p> <p>Subject specific learners</p>

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Progressive personalised routes enable learners to develop key life skills and develop interests for post Baytree School.

Yearly individual AQA writing unit (linked to EHCP outcomes)

## Cross curricular links

- *Communication* - exposure and use of vocabulary and communication for different purposes and in different settings
- *Reading* - exposure to and use of vocabulary and writing for different purposes including functional purposes and in leisure time
- *Physical* – physio/hydro/being in control of my own body
- *Health and leisure* – gross and fine motor skills in using leisure facilities/gyms/swimming pools
- *Community champions* – actively taking a role in their immediate and wider community.
- *Careers* – careers lessons, work placements (sheltered and independent), work experience personalised to their future interests, workplace encounters, careers meetings, mini-enterprise, running a local shop selling products made by young people in the town centre alongside other learners from other local SEND schools
- *ICT skills* – use of keyboard and typing in the community and for leisure
- *Travel training*, independent living skills, school flat
- *College links* – 1 day a week link programme at Weston College

# Baytree School Writing Continuum

<b>GOLDEN THREADS</b> – independence and communication					
EYFS	KS1	KS2	KS3	KS4	Post-16
					
<b>Therapeutic curriculum, including therapies</b>	<ul style="list-style-type: none"> <li>○ Play</li> <li>○ drama</li> <li>○ sensory OT</li> <li>○ physio</li> <li>○ Hydrotherapy</li> <li>○ Rebound</li> <li>○ Attention autism</li> <li>○ Intensive interaction</li> <li>○ Sherbourne movement</li> <li>○ occupational therapy</li> <li>○ speech and language</li> <li>○ sensory therapeutic curriculum and explorative curriculum</li> <li>○ intervention sessions</li> </ul> <p><i>these therapies are bespoke to the individual or as part of small group work.</i></p>				
<b>Sensory processing</b>	Gross and fine motor skills development in: <ul style="list-style-type: none"> <li>○ Personalised sensory diets</li> <li>○ sensory circuits</li> <li>○ sensory OT specific learner programmes</li> </ul>				
<b>Life skills</b>	<ul style="list-style-type: none"> <li>○ eating and drinking</li> <li>○ toileting</li> <li>○ dressing/undressing</li> <li>○ brushing teeth</li> <li>○ Cooking</li> <li>○ Cleaning</li> <li>○ School life skills flat</li> </ul>				