



**PROVISION MAP  
FOR  
NORTHMEAD JUNIOR SCHOOL'S**

**COMMUNICATION AND INTERACTION CENTRE (COIN)**

This document gives an overview of the extra provision which is in place for children who attend the COIN Centre, over and above the Wave 1 provision as described in the whole school provision map (also see the COIN Centre Induction Booklet and the COIN Centre Information Report)

Type of Intervention	Name of Intervention	Intervention details	Expected Outcome
Literacy (includes language)		Daily lesson Highly differentiated and personalised learning programme Specialist Teaching Team, lead by Head of Centre Specialist resources Adult/child ratio - approx. 1:4	Move 1-3 points per year on the New National Curriculum Assessment Record
Maths		Daily lesson Highly differentiated and personalised learning programme Specialist Teaching Team, lead by Head of Centre Specialist resources Adult/child ratio - approx. 1:4	Move 1-3 points per year on the New National Curriculum Assessment Record
Speech and language Therapy		2x weekly therapy session Speech and Language Therapist Speech and Language Therapy Assistant Adult to child ratio 1:1	Improved functional language (different for each child) Improved standardised scores and percentile rankings in assessments (different for each child)
Social skills	Break time support	Increased levels of adult supervision and support during unstructured times (whole centre or 1:1) Daily by member of specialist teaching team	Increased enjoyment and socialisation at break time
Social skills years 3 and 4 autumn - cycle one	Talk About: Me and You - Physical Appearance (sessions 1-11)	Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term	I describe and discuss my own and others' physical appearance I can take turns and be a co-operative member of a small group
Social Skills years 5 and 6 autumn - cycle one	Socially Speaking - Let's communicate (sessions 1-12)	Led by member of specialist Centre teaching team	I identify a range of words which all mean the same as 'happy, sad, angry,

		<p>Small group 1x weekly - each week of the term</p>	<p>surprised, frightened and disgusted' I match a wide range of feeling words to the correct face I think of situations which make me feel disgusted, afraid, bored, miserable, worried, proud, confused, amazed I order sets of 4 faces (e.g. from happy to happiest) and think of scenarios from my own life that might go with some of the pictures I understand the 'feelometer' and I order a range of scenario picture cards on it</p>
<p><b>Social Skills years 3 and 4 spring - cycle one</b></p>	<p>Talk About: Me and You - Personality/People in our Lives/Likes and Dislikes (sessions 12-23)</p>	<p>Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term</p>	<p>I describe and discuss my own and others' personalities I discuss who are the important people in our lives and why they are important I discuss what I and others in the group like and dislike I can take turns and be a co-operative member of a small group</p>
<p><b>Social Skills years 5 and 6 spring - cycle one</b></p>	<p>Socially Speaking - Let's be friends* (sessions 1-12) Targets:</p>	<p>Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term</p>	<p>I respond appropriately to how another is feeling I can explain what a friend is I know how to make a new friend by asking them questions I know what makes me happy/sad/excited/angry and can show it by using my voice, face and body</p>
<p><b>Social Skills years 3 and 4 summer - cycle one</b></p>	<p>Talk About: Me and You - Strengths and Needs/Problem solving (sessions 24-35)</p>	<p>Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term</p>	<p>I demonstrate understanding of simple school based scenarios by: answering questions about people's feelings suggesting what people could do next (using picture prompts showing various alternatives)</p>

<p><b>Social Skills years 5 and 6 summer - cycle one</b></p>	<p>Black Sheep - Think about it</p>	<p>Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term</p>	<p>I demonstrate inferencing and reasoning skills when discussing pictures of social scenarios and by answering questions about them in a small group</p>
<p><b>Social skills years 3 and 4 autumn - cycle two</b></p>	<p>Black Sheep: Pragmatics in Pictures 1</p>	<p>Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term</p>	<p>I look at a picture of a face and discuss how the person is feeling I answer 'Why is ... feeling...?' questions about simple picture scenarios Board games I play board games in a small group, taking turns and playing co-operatively</p>
<p><b>Social Skills years 5 and 6 autumn - cycle two</b></p>	<p>Black Sheep Practical Pragmatics 6</p>	<p>Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term</p>	<p>I identify a range of words which all mean the same as 'happy, sad, angry, surprised, frightened and disgusted' I match a wide range of feeling words to the correct face I think of situations which make me feel disgusted, afraid, bored, miserable, worried, proud, confused, amazed I order sets of 4 faces (e.g. from happy to happiest) and think of scenarios from my own life that might go with some of the pictures I understand the 'feelometer' and I order a range of scenario picture cards on it</p>
<p><b>Social Skills years 3 and 4 spring - cycle two</b></p>	<p>Black Sheep: Talking About Friends</p>	<p>Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term</p>	<p>I demonstrate understanding of simple friendship issues (on pictures) by: answering questions about people's feelings suggesting what people could do next (using picture prompts showing various alternatives)</p>

<p><b>Social Skills years 5 and 6 spring - cycle two</b></p>	<p>Black Sheep Pragmatics/Semantics 3 - "Speech Bubbles"</p>	<p>Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term</p>	<p>I ask the right question, so I get the information I need I begin to explain what common idioms mean I know the meaning of a range of homophones and can use them in context I look at a picture scenario and make suggestions as to how people might be feeling I use verbal reasoning skills when discussing picture scenarios</p>
<p><b>Social Skills years 3 and 4 summer - cycle two</b></p>	<p>Black Sheep: Talking About School (10 sessions)</p>		<p>I demonstrate understanding of simple school based scenarios by: answering questions about people's feelings suggesting what people could do next (using picture prompts showing various alternatives)</p>
<p><b>Social Skills years 5 and 6 summer - cycle two</b></p>	<p>Socially Speaking - Let's Practise (sessions 1-12)</p>	<p>Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term</p>	<p>I answer the telephone in an appropriate manner I ask for someone on the telephone I take a message on the telephone I ask for what I need in a café/restaurant</p>
<p><b>Listening, Attention, Memory Skills years 3 and 4 autumn - cycle one</b></p>	<p>Language Gap (auditory sequential memory game)/Memory Board Game (visual memory)</p>	<p>Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term</p>	<p>I place pictures onto a board, following verbal instructions (2-6 pictures). I do this after an increasing time delay, with and without background noise I memorise items from a picture (2-6 pictures) and/or Memorise strings of items in order (I am going to market/on holiday and I</p>

			buy/take) (auditory sequential memory)
<b>Listening, Attention, Memory Skills years 5 and 6 autumn - cycle one</b>	Look, Listen, Think (visual memory skills)* - 10 sessions	Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term	I study a picture, then it is taken away and I answer questions about it
<b>Listening, Attention, Memory Skills years 3 and 4 spring - cycle one</b>	Start Listening Book A (29-35) Spotting what's wrong (listening comprehension) Graded sentences to repeat Book B (1-7) (short term auditory memory)	Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term	I listen carefully to a sentence (max. 12 words) and say whether it is silly or not I listen carefully to sentences of increasing length (4-9 words) and repeat them accurately
<b>Listening, Attention, Memory Skills years 5 and 6 spring - cycle one</b>	Start Listening Book B (8-28) Hearing and Remembering (immediate recall of information - short term auditory memory)* Or Auditory Processing Book / Auditory Sequential Memory Game	Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term	I listen to passages of increasing length and answer questions about them (with and without also having been shown a picture) or Listen to a simple passage and answer retrieval questions (immediate recall of information - short term auditory memory)*
<b>Language Skills years 3 and 4 autumn - cycle two</b>	Start Listening Book A (1-14) Colour drawings to instruction	Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term	I colour line drawings to instruction, processing and remembering between 2-5 ICWs
<b>Listening, Attention, Memory Skills years 5 and 6 autumn - cycle two</b>	Look, Listen, Think (listening, concentration, memory)	Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term	I listen to increasingly complex instructions (containing increasingly complex vocabulary and the word 'if') and carry them out - 5 sessions I listen carefully to two lists of items being read out - which are nearly the same - and write down the missing item from the second list - 8 sessions or I listen to a list of digits being read out and then write it down from memory - 12 sessions I listen to a list of digits being read

			out and then write it down <i>backwards</i> - 12 sessions
<b>Listening, Attention, Memory Skills years 3 and 4 spring - cycle two</b>	Start Listening Book A Add detail to line drawing following instructions (15-28)	Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term	Draw to instructions (add detail to black and white line drawings) 2-6 ICWs
<b>Listening, Attention, Memory Skills years 5 and 6 spring - cycle two</b>	Spring: Listening Skills Key Stage 2 Add detail to and colour pictures to instruction	Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term	I colour line drawings to more complex instructions, processing and remembering 4 to 8+ information carrying words
<b>Language skills year 3 and 4</b>	Rhodes to Language	Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term	Find which item does not belong in the same category as the others and explain why (with pictures/ with words) (Odd one out) Name different parts of a whole, so partner can guess what it is you are describing (pictures) (What is it?) Word finding) Find a verb which will fit in the given sentence (Verb variety) Name the category of the item on the card (word cards) (Group them)
<b>Language skills year 5</b>	Rhodes to Language	Led by member of specialist Centre teaching team Small group 1x weekly - each week of the term	Make a sentence, using a verb picture, including when, where and how (when, where, how? (adverbs)) Practise using the past, present and future forms of 60 verbs (irregular), using picture card (describe the action) (tricky tenses) Pick two or more different adverbs (on word cards) to go with a given verb picture (adventurous adverbs) Give several meanings of one word (word cards) (multiple meanings)
<b>Language skills year 6</b>	Rhodes to Language	Led by member of specialist Centre	Say whether two words are the same

		<p>teaching team  Small group  1x weekly - each week of the term</p>	<p>or opposite in meaning (word card)  (Same or different?)  Give a word which either means the same or the opposite of a given word (Antonyms and Synonyms)  Describe the way two words are the same and how they are different (word cards) (Pesky pairs)  Name specific concepts in relation to given items (something in the same category, something which has the same shape or colour, the same use or function, made of the same material (Cool concepts)</p>
<b>Stranger/Danger</b>	<p>Stranger danger pack from <a href="http://www.free-for-kids.com">www.free-for-kids.com</a></p>	<p>Led by member of specialist Centre teaching team  Small group  1x weekly - each week of the term</p>	<p>Explain what is a stranger/safe stranger  Explain what is a safe place/ a high risk location  Know simple rules to stay safe  Recognise warning signals  Know what to do when in danger</p>
<b>Fine and gross motor skills</b>	<p>Jump Ahead</p>	<p>Led by member of specialist Centre teaching team  Small group  2-3x weekly (all year)</p>	<p>Improve</p> <ol style="list-style-type: none"> <li>1. Body awareness</li> <li>2. Balance</li> <li>3. Visual tracking</li> <li>4. Basic fine motor</li> <li>5. Motor planning</li> </ol> <p>(pre and post assessment)</p>
<b>Fine motor skills</b>	<p>Write from the Start</p>	<p>Led by member of specialist Centre teaching team  Small group  2-3x weekly - (all year)</p>	<p>Improve:  Hand-eye co-ordination  Form constancy  Form recognition and motor control (figure ground discrimination)  Spatial judgement</p>



			<p>Linear control  Figure ground discrimination  Visual closure  Orientation  Fluency  Understanding size  Spatial organization  Symmetry  Orientation and directionality  Detailed motor control  Spatial organization  All perceptual skills  Fluency, rhythm and flow</p>
<p><b>Extra High Frequency Word and Phonics Practice</b></p>	<p>Words First</p>	<p>Led by member of specialist Centre teaching team  Small group  2-3x weekly - one whole year (or longer)</p>	<p>Confidently read and spell the following HF words:  write, I, see, can, this, me, not, you, is, get, do, and  come, it, for, go, yes, look, no, going, cat, my, to, said  all, big, like, on, of, dad, mum, away, the, we, at, play  a, dog, up, was, am, day, he, she, are, in, they, went,  be, good, help, make, people, some, things, what, who  down, one, put, someone, these, when, will  back, but, house, so, that, there, with bed, came, next, out, them, today, very, were, your  about, can't, from, have, last, old, then, where  boy, did, girl, home, into, now, school, time, who  as, don't, his, love, our, saw, us, why called, forget, got, just, new, ran, somewhere, too, want, your</p>

<b>Extra Phonics Practice years- all year (small group and 1:1)</b>	LCP Phonics	Led by member of specialist Centre teaching team Small group 2-3x weekly - one whole year (or longer)	grapheme /Phoneme recognition for all individual letter sounds, digraphs and trigraphs
<b>Extra Maths - tables year and rapid recall</b>	Individual programmes -tailor made	Led by member of specialist Centre teaching team Small group 2x weekly - whole term	I begin to know by heart/rapidly recall all pairs of numbers which make 10 and 20 I begin to know by heart (LCD)/rapidly recall all addition and subtraction facts for each number to 10 and 20 I know my times tables by heart and I can answer mixed times tables questions And other, individual targets.
<b>Inferential reasoning</b>	LDA - Looking at Pictures	Led by member of specialist Centre teaching team Small group 1x weekly - whole term	I look carefully at a picture and answer questions which require inference and deduction
<b>Auditory Processing/listening comprehension/memory</b>	Auditory processing Activities Book	1:1/1:2	Individual targets
<b>Phonological Awareness</b>	Phonological Awareness programme (Martin and Spence)	Led by member of specialist Centre teaching team Small group 2x weekly - whole term	Identify word boundaries/count words in sentences presented orally (includes one and poly syllabic words) To identify the number of syllables in one to four syllable words in sentences presented orally To identify the number of syllables in one to four syllable words and working from own representation To blend syllables heard and access meaning Delete the initial or final syllable in a word orally presented To blend two and three phonemes

			<p>heard into a word and access meaning</p> <p>To identify rhyme in single and polysyllabic words, heard</p> <p>To identify rhyme in single and polysyllabic words, working from own representation</p> <p>To segment onset from rhyme in CV, CVC, CVCC words heard</p> <p>To segment onset from rhyme in CV, CVC, CVCC words, working from own representation</p> <p>To isolate initial, final and medial phonemes in words heard spoken (segment)</p> <p>To isolate initial, final and medial phonemes in words, working from own representation (segment)</p> <p>To blend up to 4 phonemes into a word and access meaning</p> <p>Segment cvcc words spoken and from own rep</p> <p>To discriminate between: similar sounding words between differences in final sounds (cvc) between vowels (in cvc words and non words) between cvc and cvcc words (bell, belt) between cv and ccvc words and non words(initial s cluster and vowel, sair/smair) between cv and ccv initial consonant blend (four/floor) between different initial blends (all in words heard spoken) To blend and segment s clusters To blend initial consonants onto cv and</p>
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			<p>cvc words and access meaning (p+ray=pray)</p> <p>To segment initial consonant blends in words heard spoken</p> <p>To segment phonemes of initial consonant blends in ccv, ccvc, ccvcc words heard spoken</p> <p>To segment phonemes of initial consonant blends in ccv, ccvc, ccvcc words, working from own representation</p> <p>To segment phonemes in initial ccc s clusters in words heard spoken and from own representation</p>
<b>Transition</b>	Arfur Moe	<p>Led by member of specialist Centre teaching team</p> <p>Small group</p> <p>1x weekly - 2<sup>nd</sup> half summer term</p>	<p>Prepare for transition to secondary school (what is my school called, who will be my teachers, where is my school, what does it look like etc.)</p>

**NB: All Centre children receive small group support by a trained member of staff in the afternoons (mainstream based)**