

MEDIUM TERM PLAN - LITERACY

Autumn term plan for Acorn Class: FRIENDS AND FAMILY

Early Years Foundation Stage Framework:

ELG 01 – Listening and Attention	ELG 02 - Understanding
ELG 03 – Speaking	ELG 06 – Self-confidence and self-awareness
ELG 07 – Managing feelings and behaviour (SMSC)	ELG 08 – Making Relationships
ELG 09 – Reading	ELG 10 - Writing

Solar:

CVGP; Reading; Writing; Speaking and Listening

Link Priorities:

1. **Being part of a group and community – In school** – safely and independently accessing groups in class, assembly and playground.
2. **Being part of a group and community – Friendships** – able to form and maintain positive relationships with peers, resolve conflict with others and move forward in relationships in a successful way.
3. **Spiritual Development-** Notice and be inspired by the world around them.
6. **Communication – Functional-** able to make needs and wants known in a way that is understandable to both familiar and unfamiliar people.
12. **Emotional Development** – able to **regulate and communicate their emotions.**

Non-fiction

Focus book to read to the class

'I Like Myself!' by Karen Beaumont
 'All Kinds of People' by Emma Damon

<p>Speaking and Listening</p> <p>Reading Aims</p>	<p>Attention Autism stages to develop joint attention, symbol use</p> <p>SOLAR targets / EYFS</p> <p>Exploration of vocabulary through hands on experiences across the curriculum; including child-initiated hands-on experiences through pretend play and exploration both in and outside the classroom and the school, embedded learning, effective observational assessment, sharing books as part of a group and in the reading corner, whiteboard stories and songs, use of symbols for exchanges and labelling activities, TEACCH workstation tasks</p>			
<p>Writing Outcomes</p>	<p>Pupils will be able to create a 'All About Me' book to include:</p> <ul style="list-style-type: none"> - Description of themselves using symbols - Things they like: either photographs and / or symbols <p>*Class teacher can model what an 'All About Me' book may look like by creating one about herself.</p> <p>Pupils will be able to collate information for a whole class A3 book 'All About Acorns!' depicting a picture of each pupil and adult and they things they like (in the form of words, symbols, pictures, anything 3D?)</p>			
<p>Pre symbol Users / Picture</p>	<p>Symbol Users</p>	<p>Phonics / Whole Word Approach</p>	<p>Sentence Level</p>	<p>Text Level</p>
<p>TEACCH – puzzle of my face (maybe just add eyes)</p> <p>Name familiar people / places</p> <p>Match name to picture</p>	<p>Match symbol to familiar object P5</p> <p>Match symbol to picture of familiar object</p> <p>TEACCH – puzzle of me</p> <p>Phase 1 / 2 L&S</p> <p>Match symbol to picture (e.g. eyes, mouth ...)</p>	<p>Working on Phase 2 L&S</p> <p>Initial letters spelling</p> <p>CVC words</p> <p>Match name to picture (e.g. eyes, mouth...)</p>	<p>Phase 2 / 3</p> <p>SVO sentences in his book</p> <p>Likes / dislikes</p>	

Interventions available to include in weekly activities:				
Attention Autism		Seeing Stars		Rhyming Time (rhyming suitcase)
TEACCH		Intensive Interaction		Colourful Semantics
Applied Behaviour Analysis		Interactive music		
Fiction				
Focus book to read to the class		'Elmer' by David McKee		
Speaking and Listening Reading Aims		<p>Attention Autism stages to develop joint attention, symbol use</p> <p>SOLAR targets / EYFS</p> <p>Exploration of vocabulary through hands on experiences across the curriculum; including child-initiated hands-on experiences through pretend play and exploration both in and outside the classroom and the school, embedded learning, effective observational assessment, sharing books as part of a group and in the reading corner, whiteboard stories and songs, use of symbols for exchanges and labelling activities, TEACCH workstation tasks</p>		
Writing Outcomes		<p>Choose a puppet for the classroom, eg. A teddy bear.</p> <p>Create a book as a class to include: name of the puppet, clothing, what it likes, pictorial adventures in acorns (going down the slide, etc.)</p>		
Pre symbol Users / Picture	Symbol Users	Phonics / Whole Word Approach	Sentence Level	Text Level

<p>TEACCH – puzzle of my face (maybe just add eyes)</p> <p>Name familiar pictures</p> <p>Match name to picture</p>	<p>Match symbol to familiar object P5</p> <p>Match symbol to picture of familiar object</p> <p>TEACCH – puzzle of me</p> <p>Phase 1 / 2 L&S</p> <p>Match symbol to picture (e.g. eyes, mouth ...)</p>		<p>Story map for a day at the Link for our puppet</p> <p>Create a book writing SVO sentences and pictures that match the sentences</p>										
<p>Interventions available to include in daily activities:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Attention Autism</td> <td style="width: 33%;">Seeing Stars</td> <td style="width: 33%;">Rhyming Time (rhyming suitcase)</td> </tr> <tr> <td>TEACCH</td> <td>Intensive Interaction</td> <td>Colourful Semantics</td> </tr> <tr> <td>Applied Behaviour Analysis</td> <td>Interactive music</td> <td>Letters and Sounds</td> </tr> </table>					Attention Autism	Seeing Stars	Rhyming Time (rhyming suitcase)	TEACCH	Intensive Interaction	Colourful Semantics	Applied Behaviour Analysis	Interactive music	Letters and Sounds
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TEACCH	Intensive Interaction	Colourful Semantics											
Applied Behaviour Analysis	Interactive music	Letters and Sounds											
<p style="text-align: center;">Autumn term 1 plan for Willow and Beech: Thank You for the Music</p> <p>Solar:</p> <p>CVGP; Reading; Writing; Speaking and Listening</p> <p>Link Priorities:</p> <ol style="list-style-type: none"> 1. Being part of a group and community – In school – safely and independently accessing groups in class, assembly and playground. 2. Being part of a group and community – Friendships – able to form and maintain positive relationships with peers, resolve conflict with others and move forward in relationships in a successful way. 3. Spiritual Development- Notice and be inspired by the world around them. 6. Communication – Functional- able to make needs and wants known in a way that is understandable to both familiar and unfamiliar people. 12. Emotional Development – able to regulate and communicate their emotions. 													
<p>Poetry: rhyming development – Nursery Rhymes</p>													
<p>Focus</p>	<p>Phonological Awareness: “ability to reflect on and manipulate the structure of an utterance as distinct from its meaning“ (Stackhouse & Wells, 1997) and</p>												

		<p>Phonemic Awareness: “the awareness that the speech stream consists of a sequence of sounds—specifically phonemes, the smallest unit of sound that makes a difference in communication.” (Yopp & Yopp, 2000).</p> <p>Rationale:</p> <p>Phonological Awareness development is a prerequisite to language skills (Carroll, Snowling, Hulme and Stevenson, 2003; Chiat, 2001; Stackhouse & Wells, 1997); and literacy acquisition (Hulme et al., 2002; de Jong, 2007)</p> <p>Using your knowledge about the children, choose 5 nursery rhymes that are melodically similar for rhyming suitcase time each week.</p> <p>End of term – rhyme party to include favourite nursery rhymes explored, familiar songs (e.g. Twinkle twinkle Little Star, Old MacDonald had a Farm, The Wheels on the Bus, Pat-a-Cake, Row Row Row your Boat, Little Miss Muffet) and add the props to the rhymes (e.g. Row Row your Boat – rectangular box, toy wooden boat, some passengers and a crocodile for singing the song with props).</p>		
Speaking and Listening Reading Aims		<p>Attention Autism stages to develop joint attention, symbol use, rhyming suitcase</p> <p>SOLAR targets / EYFS</p> <p>Exploration of vocabulary through hands on experiences across the curriculum; including child-initiated experiences through pretend play and exploration both in and outside the classroom and the school, embedded learning, effective observational assessment, sharing books as part of a group and in the reading corner, whiteboard stories and songs, use of symbols for selecting a particular rhyme during group time; and labelling props, TEACCH workstation tasks</p> <p>Relevant vocabulary teaching and learning through opportunities to explore real object, and identify correspondent pictures and symbols.</p>		
Writing Outcomes		<p>Outcome: create a nursery rhymes book with pictures of the children engaging with the nursery rhymes explored; adding rhyming words and games that include activities explored during the term.</p>		
Pre symbol Users / Picture	Symbol Users	Phonics / Whole Word Approach	Sentence Level	Text Level

<ul style="list-style-type: none"> • playing with the characters • attention activities on 1:1 basis related to the chosen rhyme • sensory tubs based on a particular rhyme 	<ul style="list-style-type: none"> • matching rhyming words • rhyming baskets (gathering pairs of objects that rhyme, find them and find correspondent symbols) • naming representation of symbols in objects and match rhyme 	<ul style="list-style-type: none"> • matching rhyming words and finding new ones from a list, from own vocabulary • finding the rhyming words in story picture books 		
<p>Fiction: Brown Bear, Brown Bear, What do You See?</p> <p>We are Going on a Bear Hunt</p> <p>Walking Through the Jungle (emphasis on verbs)</p>				
<p>Focus</p>	<p>XC: Health and Relationship Education – Family and Friends Relationships</p> <p>XC: Topic – Thank You for the Music</p> <p>XC: Maths – repeated patterns</p> <p>Students will have the opportunity to explore rhymes in the contexts of texts.</p>			
<p>Speaking and Listening</p> <p>Reading Aims</p>	<p>They will be able to start developing an awareness or understanding of how onset and rime work in order to help them recognise common chunks within words. This helps students to decode new words when reading and spelling words when writing.</p> <p>Teachers can make use of Syllable Segmentation strategies and games in order to facilitate the development of rhyme awareness. These activities link to the term's topic, Thank You for the Music.</p>			
<p>Writing Outcomes</p>	<p>To create a whole class book swapping Brown Bear and the animals by the peers in the classroom.</p> <p>To create an individual class book based on We are Going on a Bear Hunt by substituting Bear to an instrument / music puppet, etc.</p> <p>Step up: to create individual books swapping brown bear and the animals by their peers; choose the order; describe peers; order colourful semantic symbols to create a simple sentence</p> <p>Step up: to create individual books swapping brown bear and the animals by their peers; choose the order;</p>			

		describe peers; create a sentence to describe the person that comes next in their stories, using punctuation for their sentences.		
Pre-symbol users / Picture	Symbol Users	Phonics / Whole Word	Sentence Level	Text Level
<p>Multisensory experiences to vocabulary:</p> <ul style="list-style-type: none"> - sensory story exploration - naming objects - matching picture to objects 	<p>Multisensory experience to vocabulary and narrative:</p> <ul style="list-style-type: none"> - sensory story - introduction of sequential vocab (beginning, middle, end) - introduce story maps - placing objects / pictures / symbols / words in the story map - descriptive language 	<p>Multisensory experience to vocabulary and narrative:</p> <ul style="list-style-type: none"> - sensory story - story maps - sequencing - descriptive language - adjective clauses 	<p>Multisensory experience to vocabulary and narrative:</p> <ul style="list-style-type: none"> - Sensory story exploration - Story maps - Sequencing - Descriptive language within whole sentences 	
Interventions available to include in daily activities:				
Attention Autism		Seeing Stars		Rhyming Time (rhyming suitcase)
TEACCH		Intensive Interaction		Colourful Semantics
Letters and Sounds		Interactive music		

Autumn term 1 plan for Maple and Oak: Water, Water Everywhere

Solar:

CVGP; Reading; Writing; Speaking and Listening

Link Priorities:

1. **Being part of a group and community – In school** – safely and independently accessing groups in class, assembly and playground.
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3. **Spiritual Development-** Notice and be inspired by the world around them.
6. **Communication – Functional-** able to make needs and wants known in a way that is understandable to both familiar and unfamiliar people.
10. **Community – generalising skills** – able to apply knowledge and skills they have learnt in school in community settings.
12. **Emotional Development** – able to **regulate and communicate their emotions.**

Focus	<p>XC: Geography</p> <p>XC: Health and Relationship Education</p>
<p>Speaking and Listening</p> <p>Reading Aims</p>	<p>Multisensory approach to learning through the use of props and story sacks.</p> <p>Pupils will be encouraged to voice their opinion about the characters, story line by creating a 'Book Reviews' display in their reading corners.</p> <p>Pupils will engage in three discrete weekly phonics sessions (Letters and Sounds). Down Syndrome students (Younes) will access own reading programme.</p> <p>PIPA power points created with key topic vocabulary (vocabulary development, comprehension during 1:1 reading sessions (2-3 times a week) and during literacy lessons, naming and applying such vocabulary out in the community; and to develop phonemic awareness.</p> <p>To begin learning skills to read for meaning – discovering main idea, using context, sequencing events, predicting outcomes.</p>
Writing Outcomes	<p>3 sessions / week of narrative development in order</p> <p>To develop key topic vocabulary, sequencing skills (both story sequence), comprehension and writing (word sequence within a sentence, applying key vocabulary, own descriptions of water cycle, cloud shapes)</p>

	To create whole class books by adding children's own shapes of clouds and descriptions of their clouds to include adjectives).			
Pre-symbol users / Picture	Symbol Users	Phonics / Whole Word	Sentence Level	Text Level
Matching object to picture – exploring key topic vocabulary	Matching symbol to picture in scenes that are relevant to topic	Letters and Sounds	Phase 5/6 from letters and sounds – grammar, complex vocabulary	
Adjectives: shapes, texture, size	Exploring vocabulary, incl adjectives	Find the phoneme in the word (key topic vocab)	Gathering key information from a picture using colourful semantics cues and arrange these into a sentence	
Matching symbol to picture	Sentence formation in order to describe a picture using symbols (colourful semantics)	Explore commonalities in words	Create own version of the key story of the topic, to include complex sentences, vocabulary and punctuation	
Simple 2/3 picture sequencing of main story during narrative sessions	Sequencing activities 3-5 pictures from key story	Develop spelling through writing descriptions of the pictures		
		Create simple SVO sentences to map their ideas / own descriptions of the stories		
		Sequencing 5-+ from key story		
Interventions available to include in daily activities:				
Attention Autism		Seeing Stars	Rhyming Time (rhyming suitcase)	
TEACCH (demarcated start and end of activities)		Colourful Semantics	Daily reading to the group	
Down Syndrome - Reading Strategies		Interactive Music		

Autumn term 1 plan for Hazel and Pine: You Wouldn't Want to Live Without Electricity

Solar:

CVGP; Reading; Writing; Speaking and Listening

Link Priorities:

1. **Being part of a group and community – In school** – safely and independently accessing groups in class, assembly and playground.
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12. **Emotional Development** – able to **regulate and communicate their emotions.**

Focus	<p>Non-fiction: posters</p> <p>Non-fiction: information books</p>
<p>Speaking and Listening</p> <p>Reading Aims</p>	<p>Oratory – to be able to pose and answer questions in pairs and groups</p> <p style="padding-left: 40px;">To be able to work as a group in order to find relevant information about electricity</p> <p>To discover the main ideas by identifying key words in text; getting facts and contrasting these by comparing and contrasting ideas in small / whole class group</p> <p>To understand key scientific vocabulary and to learn to visualise ideas using inferential and evaluative techniques taught in discreet literacy sessions / reading sessions and practice on a 1:1 basis</p>
Writing Outcomes	<p>To create 3 different levelled posters detailing the safety around electricity:</p> <p>Level 1: audience – Early Years cohort</p> <p>Level 2: audience – Willow and Beech</p> <p>Level 3: audience - Maple and Oak</p> <p>Display these around the school</p> <p>To create information books about a particular topic of interest regarding electricity. These can be based on the students' KWL drawn at the beginning of the unit</p> <p>To label an electric circuit</p>

Pre-symbol users / Picture	Symbol Users	Phonics / Whole Word	Sentence Level	Text Level
		<p>Using word mat related to differentiated key vocabulary</p> <p>Differentiated set of questions to base their books (based on KWL)</p> <p>Active exploration of nonfiction books related to electricity and facts / history of invention of electricity</p> <p>Match object to key word f.e. circuits.</p>	<p>Using word mat related to differentiated key vocabulary</p> <p>Differentiated set of questions to base their books (based on KWL)</p> <p>Active exploration of nonfiction books related to electricity and facts / history of invention of electricity</p> <p>Use of colourful semantics to identify type of words and create sentences</p> <p>Use punctuation in sentences, to include: full stops, commas, semi-colons, exclamation and question marks</p>	<p>Word mats to learn vocabulary</p> <p>Differentiated set of questions to find answers to and contrast with peers</p> <p>Exploration of nonfiction books and encouragement to contrast information</p> <p>Summarize concepts to go indepth into their understanding</p> <p>Use these concepts in order to create an information book:</p> <p>Title / author / blurb</p> <p>Contents page</p> <p>Index (use pictures of own work / own definitions)</p> <p>Body of the book, to include headings and paragraphs</p> <p>Use punctuation within the paragraphs</p>
Interventions available to include in daily activities:				
iPads to gather info		Seeing Stars	Rhyming Time (rhyming suitcase)	

Colourful Semantics

Word mapping

Mind mapping in order to gather information

Oratory –

Rapid Readers

PIPA power points

- Identifying purpose and visualising own ideas
- Distinguishing between fact and opinion

Generating and answering questions