

MEDIUM TERM PLAN - LITERACY

Autumn term 2 plan for Acorn Class: Colours & Patterns

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

‘Lighting the Lamp’ by Jonny Zucker

Fireworks – description and exploration

<p>Speaking and Listening</p> <p>Reading Aims</p>	<p>Attention Autism stages to develop joint attention; symbol use teaching and learning during carpet based activities / play based activities</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 follow simple instructions to create a paper lantern:</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>Create play based opportunities based on bright colours – eg mandala.</p> <p>Create play based opportunities to explore different textures, smells, foods, eg spices, dry vs cooked rice, lentils,</p> <p>Take photographs of chn exploring activities and create TEACCH based activities to match / identify picture – picture</p> <p>Intensive Interaction opportunities and language based play where adult models language using simple words based on previously identified key words – add the symbols to these as the term goes on in order to reinforce symbol use</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</p> <p>Descriptions of pictures / activities / real objects using</p>	<p>Phase 2 / 3</p> <p>SVO sentences in his book</p> <p>Likes / dislikes</p> <p>Word mapping</p> <p>Picture mapping</p>	

Interventions available to include in weekly activities:				
Attention Autism		Seeing Stars		Rhyming Time (rhyming suitcase)
TEACCH		Intensive Interaction		Colourful Semantics
Applied Behaviour Analysis (Vinny)		Interactive music		
Fiction				
Focus book to read to the class		'Elmer' by David McKee (as discussed previously with ED)		
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>				
<p>Attention Autism</p> <p>TEACCH</p> <p>Applied Behaviour Analysis (Vinny)</p>	<p>Seeing Stars</p> <p>Intensive Interaction</p> <p>Interactive music</p>		<p>Rhyming Time (rhyming suitcase)</p> <p>Colourful Semantics</p> <p>Letters and Sounds</p>	
<p>Fiction</p>				
<p>Focus book to read to the class</p>	<p>‘How to Catch a Star’ by Oliver Jeffers</p> <p>‘Dear Santa’ by Rod Campbell</p>			
<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>H/A – sequencing story using 3 pictures or more</p> <ul style="list-style-type: none"> - Match characters to zones as the book develops (XC RHE) - Create own version of the story based on explored ideas through play – eg what would you do to catch your own star? <p>Whole class story book based on play based activities:</p> <ul style="list-style-type: none"> - Catching own stars (in the garden) - Decorating own stars - Who / where / what doing work to describe pictures of the chn <p>Dear Santa:</p> <ul style="list-style-type: none"> - Letter to Father Christmas - Anticipation games based on wrapped objects - Explore what doing by playing with the objects - Set up Santa’s Grotto and provide chn with opportunities to put toys in and out of boxes, wrap them up → explore symbols, label areas, objects, toys, patterns, simple sequencing, preposition words 			
<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 – describing pictures / objects using colours and shapes, eg. Own stars</p> <p>Identify different places around the school / the book</p>	<p>Match symbol to familiar object P5</p> <p>Match symbol to picture of familiar object</p> <p>TEACCH –</p> <p>Phase 1 / 2 L&S</p> <p>Match symbol to picture (e.g. star, boy, bird...)</p>		<p>Story map for sequencing events in the story</p> <p>Write the captions for the whole class book – SVO sentences, can you add any adjectives?</p>	

Interventions available to include in daily activities:		
Attention Autism	Seeing Stars	Rhyming Time (rhyming suitcase)
TEACCH	Intensive Interaction	Colourful Semantics
Applied Behaviour Analysis (Vinny)	Interactive music	Letters and Sounds

Autumn term 2 plan for Willow and Beech: Let's Celebrate

Solar:

CVGP; Reading; Writing; Speaking and Listening

Link Priorities:

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12. **Emotional Development** – able to **regulate and communicate their emotions.**

Non-fiction: Instructions (week 1)

Focus	<p>H/A - To be able to follow instructions in order to complete a Mandala activity</p> <p>M/A – to be able to follow instructions in order to create a paper lantern</p> <p>L/A – to be able to follow adult’s lead to make a paper lantern for Diwali</p> <p>Explore the story of Diwali (Rama and Sita in Twinkl) during whole story sharing time; Use the zones to describe the feelings of the characters as the story progresses; sequence story events using story map / linear map (2 / 3 / 4 / 5 pictures depending on ability);</p>
Speaking and Listening Reading Aims	<p>Attention Autism stages to develop joint attention, symbol use, key vocabulary; descriptive vocab / simple sentences</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 (for identified pupils)</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 of the story exploring setting during play based opportunities exploring colours, patterns, materials through play use pictures of adult modelling to make a paper lantern 	<ul style="list-style-type: none"> use symbols in order to follow instructions to make a paper lantern create patterns using nontoxic material to resemble hena 	<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>Retell the story of 'Rama and Sita' using a sensory approach and a Powerpoint. At the end of the story sing</p> <p>LITTLE LAMPS Tune: "London Bridge" Little lamps are burning bright, Burning bright, burning bright. Little lamps are burning bright. It's Diwali. See them lighting up the night, Up the night, up the night. See them lighting up the night. It's Diwali.</p> <p>What happened at the</p>	
<ul style="list-style-type: none"> create Mehndi patterns on paper before working with a partner to decorate each other's hands – chn take photos of each other – these are used for sentence formation and descriptive language during writing session Use the song → to be able to retell the story of Rama and Sita using props stuck on lollipop sticks placing emphasis on the names of the characters. Highlight the repetitive element of the song. 				

		<p>end of the story?</p> <p>Using pictures from the story, sequence pictures and write caption to describe such pictures – encourage retelling in the correct sequence using time based language</p>	
Poetry: fireworks			
Focus	<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>		
Speaking and Listening Reading Aims	<p>They will be able to start developing and awareness or understanding the 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>		
Writing Outcomes	<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>		

		Step up: to create individual books swapping brown bear and the animals by their peers; choose the order; 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 2 plan for Maple and Oak: Water, Water Everywhere

Solar:

CVGP; Reading; Writing; Speaking and Listening

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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**.

Diwali Focus (week 1) celebrate diversity and different cultures

<p>Fiction: Fantasy Stories</p> <p>The Story of Rama and Sita</p> <p>https://www.youtube.com/watch?v=pp59n0So-XE National Geographic Cartoon</p>	<p>XC: SMSC</p> <p>XC: RHE Zones</p> <p>Explore the story by using a variety of media (video version, simplified version from Twinkl). Gather resources with the pupils to role play the story.</p> <p>Encourage pupils to sequence key elements of the story using the story S mapping strategy. See resources for sequencing on Twinkl.</p> <p>Using the Zones, explore the emotions in different key parts of the story for the 3 main characters. Use drama strategies such as Hot Seating, Story Island.</p>
<p>Focus</p> <p>Fiction: The Snowflake Mistake</p>	<p>XC: Geography</p> <p>XC: Health and Relationship Education</p> <p>XC: Maths – shape; pattern making</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</p>

	<p>'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> <p>To create whole class books by adding children's own shapes of clouds and descriptions of their clouds to include adjectives).</p>			
Pre-symbol users / Picture	Symbol Users	Phonics / Whole Word	Sentence Level	Text Level
<p>All: Explore story through drama by using the drama technique – Story Island / Hot Seating</p> <p>All: sequencing story and explore vocabulary – see activities for the different levels below</p> <p>All: alter element from the story (who / what happened / where ...) differentiated to each group's level</p>				
<p>Matching object to picture – exploring key topic vocabulary</p> <p>Adjectives: shapes, texture, size</p> <p>Matching symbol to picture</p> <p>Simple 2/3 picture sequencing of main story during narrative sessions</p>	<p>Matching symbol to picture in scenes that are relevant to topic</p> <p>Exploring vocabulary, incl adjectives</p> <p>Sentence formation in order to describe a picture using symbols (colourful semantics)</p>	<p>Letters and Sounds</p> <p>Find the phoneme in the word (key topic vocab)</p> <p>Explore commonalities in words</p> <p>Develop spelling through writing descriptions of the</p>	<p>Phase 5/6 from letters and sounds – grammar, complex vocabulary</p> <p>Gathering key information from a picture using colourful semantics cues and arrange these into a</p>	

	Sequencing activities 3-5 pictures from key story	pictures Create simple SVO sentences to map their ideas / own descriptions of the stories Sequencing 5-+ from key story	sentence Create own version of the key story of the topic, to include complex sentences, vocabulary and punctuation	
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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 2 plan for Hazel and Pine: Push Me Pull You

Pine: due to the nature of your pupils, use this document as a guide to introduce different themes or activities as part of your daily exploratory activities or daily challenges

Solar:

CVGP; Reading; Writing; Speaking and Listening

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12. **Emotional Development** – able to **regulate and communicate their emotions.**

Focus	Poetry: Fireworks			
Speaking and Listening Reading Aims	<p>Oratory – to be able to pose and answer questions in pairs and groups</p> <p>To be able to work as a group in order to find relevant information about electricity</p> <p>To explore rhyming words and explore key vocabulary based on descriptions, shape, movement, types of fireworks</p> <p>To write descriptions of a given firework display by using mind mapping in order to build a bank of vocabulary that can be later on used to write a simple poem (Her A) or description (Ler A).</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</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 in depth 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</p>

			question marks	definitions) Body of the book, to include headings and paragraphs Use punctuation within the paragraphs												
<p>Interventions available to include in daily activities:</p> <table border="0" data-bbox="174 502 2056 813"> <tr> <td data-bbox="174 502 996 550">iPads to gather info</td> <td data-bbox="996 502 1377 550">Seeing Stars</td> <td data-bbox="1377 502 2056 550">Rhyming Time (rhyming suitcase)</td> </tr> <tr> <td data-bbox="174 558 996 606">Colourful Semantics</td> <td data-bbox="996 558 1377 606">Word mapping</td> <td data-bbox="1377 558 2056 606">Mind mapping in order to gather information</td> </tr> <tr> <td data-bbox="174 614 996 774"> Oratory – <ul style="list-style-type: none"> - Identifying purpose and visualising own ideas - Distinguishing between fact and opinion </td> <td data-bbox="996 614 1377 662">Rapid Readers</td> <td data-bbox="1377 614 2056 662">PIPA power points</td> </tr> <tr> <td colspan="3" data-bbox="174 774 2056 813">Generating and answering questions</td> </tr> </table>					iPads to gather info	Seeing Stars	Rhyming Time (rhyming suitcase)	Colourful Semantics	Word mapping	Mind mapping in order to gather information	Oratory – <ul style="list-style-type: none"> - Identifying purpose and visualising own ideas - Distinguishing between fact and opinion 	Rapid Readers	PIPA power points	Generating and answering questions		
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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:

4. **Being part of a group and community – In school** – safely and independently accessing groups in class, assembly and playground.
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Non-fiction

Focus book to read to the class	<p>'I Like Myself!' by Karen Beaumont</p> <p>'All Kinds of People' by Emma Damon</p>			
<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>			
Writing Outcomes	<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>			
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 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 (Vinny)		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>	

Interventions available to include in daily activities:

Attention Autism

Seeing Stars

Rhyming Time (rhyming suitcase)

TEACCH

Intensive Interaction

Colourful Semantics

Applied Behaviour Analysis (Vinny)

Interactive music

Letters and Sounds

Autumn term 1 plan for Willow and Beech: Thank You for the Music

Solar:

CVGP; Reading; Writing; Speaking and Listening

Link Priorities:

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Poetry: rhyming development – Nursery Rhymes

Focus

Phonological Awareness: “ability to **reflect** on and **manipulate** the **structure** of an utterance as distinct from its meaning“ (Stackhouse & Wells, 1997) and

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).

Rationale:

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)

Using your knowledge about the children, choose 5 nursery rhymes that are melodically similar for rhyming suitcase time each week.

	End of term – rhyme party to include favourite nursery rhymes explored, familiar songs (e.g. Twinkle twinkle Little Star, Old MacDonalld 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).			
Speaking and Listening Reading Aims	Attention Autism stages to develop joint attention, symbol use, rhyming suitcase SOLAR targets / EYFS 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 Relevant vocabulary teaching and learning through opportunities to explore real object, and identify correspondent pictures and symbols.			
Writing Outcomes	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.			
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 		
Fiction: Brown Bear, Brown Bear, What do You See? We are Going on a Bear Hunt Walking Through the Jungle (emphasis on verbs)				

Focus	<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>			
Speaking and Listening Reading Aims	<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>			
Writing Outcomes	<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; describe peers; create a sentence to describe the person that comes next in their stories, using punctuation for their sentences.</p>			
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 / 	<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 	

	<p>pictures / symbols / words in the story map - descriptive language</p>												
<p>Interventions available to include in daily activities:</p> <table border="0"> <tr> <td>Attention Autism</td> <td>Seeing Stars</td> <td>Rhyming Time (rhyming suitcase)</td> </tr> <tr> <td>TEACCH</td> <td>Intensive Interaction</td> <td>Colourful Semantics</td> </tr> <tr> <td>Letters and Sounds</td> <td>Interactive music</td> <td></td> </tr> </table>					Attention Autism	Seeing Stars	Rhyming Time (rhyming suitcase)	TEACCH	Intensive Interaction	Colourful Semantics	Letters and Sounds	Interactive music	
Attention Autism	Seeing Stars	Rhyming Time (rhyming suitcase)											
TEACCH	Intensive Interaction	Colourful Semantics											
Letters and Sounds	Interactive music												
<p style="text-align: center;">Autumn term 1 plan for Maple and Oak: Water, Water Everywhere</p> <p>Solar: CVGP; Reading; Writing; Speaking and Listening</p> <p>Link Priorities:</p> <ul style="list-style-type: none"> 4. Being part of a group and community – In school – safely and independently accessing groups in class, assembly and playground. 5. 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. 6. 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>												
Speaking and Listening	<p>Multisensory approach to learning through the use of props and story sacks.</p>												
Reading Aims	<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> <p>To create whole class books by adding children’s own shapes of clouds and descriptions of their clouds to include adjectives).</p>			
Pre-symbol users / Picture	Symbol Users	Phonics / Whole Word	Sentence Level	Text Level
<p>Matching object to picture – exploring key topic vocabulary</p> <p>Adjectives: shapes, texture, size</p> <p>Matching symbol to picture</p> <p>Simple 2/3 picture sequencing of main story during narrative sessions</p>	<p>Matching symbol to picture in scenes that are relevant to topic</p> <p>Exploring vocabulary, incl adjectives</p> <p>Sentence formation in order to describe a picture using symbols (colourful semantics)</p> <p>Sequencing activities 3-5 pictures from key story</p>	<p>Letters and Sounds</p> <p>Find the phoneme in the word (key topic vocab)</p> <p>Explore commonalities in words</p> <p>Develop spelling through writing descriptions of the pictures</p> <p>Create simple SVO sentences to map their ideas / own descriptions of the stories</p> <p>Sequencing 5-+ from key story</p>	<p>Phase 5/6 from letters and sounds – grammar, complex vocabulary</p> <p>Gathering key information from a picture using colourful semantics cues and arrange these into a sentence</p> <p>Create own version of the key story of the topic, to include complex sentences, vocabulary and punctuation</p>	

Interventions available to include in daily activities:	
Attention Autism	Seeing Stars
TEACCH (demarcated start and end of activities)	Colourful Semantics
Down Syndrome - Reading Strategies	Interactive Music
<p style="text-align: center;">Autumn term 1 plan for Hazel and Pine: You Wouldn't Want to Live Without Electricity</p> <p>Solar:</p> <p>CVGP; Reading; Writing; Speaking and Listening</p> <p>Link Priorities:</p> <ul style="list-style-type: none"> 4. Being part of a group and community – In school – safely and independently accessing groups in class, assembly and playground. 5. 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. 6. 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>Non-fiction: posters</p> <p>Non-fiction: information books</p>
Speaking and Listening	<p>Oratory – to be able to pose and answer questions in pairs and groups</p> <p style="text-align: center;">To be able to work as a group in order to find relevant information about electricity</p>
Reading Aims	<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>

<p>Writing Outcomes</p>	<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>			
<p>Pre-symbol users / Picture</p>	<p>Symbol Users</p>	<p>Phonics / Whole Word</p>	<p>Sentence Level</p>	<p>Text Level</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>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</p>

				include headings and paragraphs Use punctuation within the paragraphs
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
<ul style="list-style-type: none"> - Identifying purpose and visualising own ideas - Distinguishing between fact and opinion 				
Generating and answering questions				