

Subject Overview: Reading

Birch Wood Vale

Class	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nurture	Cycle 1	Phonics and comprehension skills. 'Reading the World Around Me' - functional reading skills – food; menus; signs. Non-fiction texts – local flora and fauna. Visit to the library.	Phonics and comprehension skills. Verbal storytelling – Halloween; winter story; creating own stories.	Phonics and comprehension skills. Reading about Zoolab; Zoolab resources. Describing animals – adjectives, adverbs, animal poetry.	Phonics and comprehension skills. Celebrating World Book Day. Inference skills in fiction and non-fiction.	Phonics and comprehension skills. Instructions and gaming language.	Phonics and comprehension skills.
Transition (7LC)	Cycle 1	Reading class books. Reading scheme books assigned according to ability. Reading for pleasure – BWV library. Student choice of books (Accelerated Reader – matched to reading age) BBC Newsround and weekly communication.		Reading class books. Reading scheme books assigned according to ability. Reading for pleasure – BWV library. Student choice of books (Accelerated Reader – matched to reading age) BBC Newsround and weekly communication.		Reading class books. Reading scheme books assigned according to ability. Reading for pleasure – BWV library. Student choice of books (Accelerated Reader – matched to reading age) BBC Newsround and weekly communication.	
	Cycle 2	Reading class books. Reading scheme books assigned according to ability. Reading for pleasure – BWV library. Student choice of books (Accelerated Reader – matched to reading age) BBC Newsround and weekly communication. The Day Explorer articles.		Reading class books. Reading scheme books assigned according to ability. Reading for pleasure – BWV library. Student choice of books (Accelerated Reader – matched to reading age) BBC Newsround and weekly communication. The Day Explorer articles.		Reading class books. Reading scheme books assigned according to ability. Reading for pleasure – BWV library. Student choice of books (Accelerated Reader – matched to reading age) BBC Newsround and weekly communication. The Day Explorer articles.	
Year 7	Cycle 1	Reading – student choice. Student choice of books (Accelerated Reader – matched to reading age) Reading with adults in the room to support (sounding out, working out meaning, improving fluency). Current affairs articles from The Day Explorer. Harry Potter collection – whole-class reading/audiobook. Spelling and handwriting. Speaking and listening skills.		Reading – student choice. Student choice of books (Accelerated Reader – matched to reading age) Reading with adults in the room to support (sounding out, working out meaning, improving fluency). Current affairs articles from The Day Explorer. Harry Potter collection – whole-class reading/audiobook. Spelling and handwriting. Speaking and listening skills.		Reading – student choice. Student choice of books (Accelerated Reader – matched to reading age) Reading with adults in the room to support (sounding out, working out meaning, improving fluency). Current affairs articles from The Day Explorer. Harry Potter collection – whole-class reading/audiobook. Spelling and handwriting. Speaking and listening skills.	
Year 8	Cycle 1	Reading – student choice. Student choice of books (Accelerated Reader – matched to reading age) Reading with adults in the room to support (sounding out, working out meaning, improving fluency). Current affairs articles from The Day Explorer. Class book: Skellig.		Reading – student choice. Student choice of books (Accelerated Reader – matched to reading age) Reading with adults in the room to support (sounding out, working out meaning, improving fluency). Current affairs articles from The Day Explorer. Class book: Then.		Reading – student choice. Student choice of books (Accelerated Reader – matched to reading age) Reading with adults in the room to support (sounding out, working out meaning, improving fluency). Current affairs articles from The Day Explorer. Class book: The Illustrated Mum.	
Year 9	Cycle 1	'The Day' newspaper articles on current affairs. Student choice of books (Accelerated Reader – matched to reading age).		'The Day' newspaper articles on current affairs. Student choice of books (Accelerated Reader – matched to reading age).		'The Day' newspaper articles on current affairs. Student choice of books (Accelerated Reader – matched to reading age). Class reading book: The Boy in the Striped Pyjamas.	
Year 10	Cycle 1	Student choice of books (Accelerated Reader – matched to reading age). Articles from 'The Day'. Spellings for academic vocabulary.		Student choice of books (Accelerated Reader – matched to reading age). Articles from 'The Day'. Spellings for academic vocabulary.		Student choice of books (Accelerated Reader – matched to reading age). Articles from 'The Day'. Spellings for academic vocabulary.	
Year 11	Cycle 1	Student choice independent reading. Student choice of books (Accelerated Reader – matched to reading age). Class book: 'The Time and Space of Uncle Albert (Russell Stannard).		Student choice independent reading. Student choice of books (Accelerated Reader – matched to reading age). Class book: 'Abomination' (Robert Swindells).		Student choice independent reading. Student choice of books (Accelerated Reader – matched to reading age). Class book: 'My Friend Walter' (Michael Morpurgo).	
Post-16	Cycle 1	Student Choice – independent reading (matched to reading age/book band). Class Book: A Christmas Carol		Learners find interesting articles using newspapers and magazines. Class Book: The Diary of Anne Frank (and/or related texts)		Learners find interesting articles using newspapers and magazines. Class Book: Gangsta Granny 2.	

Subject Overview: Reading

Autism Provision

Class	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Nest	Cycle 1	To Develop of love of reading: Marvellous Me	To Develop of love of reading: The Dragon Machine; The Dragon Sitter	To Develop of love of reading: The Great Kapok Tree	To Develop of love of reading: Numenia and the Hurricane; Captain Toby	To Develop of love of reading: This is Our World: A Story About Taking Care of the Earth	To Develop of love of reading: Poems about festivals
	Cycle 2	To Develop of love of reading: The Giraffe, The Pelly and Me	To Develop of love of reading: Stick Man; Lost and Found; The Christmas Pine	To Develop of love of reading: Stone Age Boy	To Develop of love of reading: Look Up; Toys in Space	To Develop of love of reading: Inside the Villains; Supertato	To Develop of love of reading: I Can Only Draw Worms; A Lion in the Meadow; Small Worlds Earth
	Cycle 3	To Develop of love of reading: A Dinosaur The Pooped ... (series of books)	To Develop of love of reading: Hello Harvest Moon	To Develop of love of reading: Jack and the Beanstalk	To Develop of love of reading: Salty Dogs	To Develop of love of reading: Look Inside Seas and Oceans; An Interview With a Shark	To Develop of love of reading: Boxtrols
The Burrow	Cycle 1	Identifying genres of interest to develop a love of reading	To Develop of love of reading: The Dragon Machine; The Firebird	To Develop of love of reading: Inventors: Incredible Stories of the World's Most Ingenious Inventors; The Little Inventor's Handbook	To Develop of love of reading: From Shore to Ocean Floor; The Big Book of the Blue	To Develop of love of reading: Marvel and DC Stories	To Develop of love of reading: Up in the Garden and Down in the Dirt; The Wretched Waterpark
	Cycle 2	Identifying genres of interest to develop a love of reading When Dinosaurs Roamed the Earth	To Develop of love of reading: The Brothers Grimm	To Develop of love of reading: The Big Earth Book; Everything Volcanoes and Earthquakes	To Develop of love of reading: Dark Knights and Dingy Castles; If you were a Kid in a Medieval Castle	To Develop of love of reading: Why the Whales Came; Tales of Amazing Animal Heroes	To Develop of love of reading: We All Belong; A Year Full of Celebrations
The Treehouse	Cycle 1	Around the World in Eighty Days	Frankenstein	The Kids who Invented the Popsicle and Other Surprising Stories about Inventions	Key facts around the animals in oceans	Superhero comics	The Colour of the Sun
	Cycle 2	The Age of Dinosaurs: The Rise and Fall of the World's Most Remarkable Animals	Roald Dahl's Short Stories	The Time Travelling Caveman (Terry Pratchett)	Earth Shattering Events! - The Science Behind Natural Disasters (Sophie Williams and Robin Jacobs)	The Story of Crime and Punishment – A B Yehoshua	Various stories surrounding festivals and celebrations
The Yard	Cycle 1	Student free choice of independent reading from the BWV library (Accelerated Reader levels) Class Reading Mondays and Fridays		Student free choice of independent reading from the BWV library (Accelerated Reader levels) Class Reading Mondays and Fridays		Student free choice of independent reading from the BWV library (Accelerated Reader levels) Class Reading Mondays and Fridays	
	Cycle 2	Student free choice of independent reading from the BWV library (Accelerated Reader levels) Class Reading Mondays and Fridays		Student free choice of independent reading from the BWV library (Accelerated Reader levels) Class Reading Mondays and Fridays		Student free choice of independent reading from the BWV library (Accelerated Reader levels) Class Reading Mondays and Fridays	
The Den	Cycle 1	Student Choice – independent reading (matched to reading age/book band). Pupils to bring in reading books from home or the selection within school.		Student Choice – independent reading (matched to reading age/book band). Pupils to bring in reading books from home or the selection within school.		Student Choice – independent reading (matched to reading age/book band). Pupils to bring in reading books from home or the selection within school.	
The Sandmartins	Cycle 1	A range of non-fiction and literary text types, such as: • newspaper/magazine articles • letters • Information/advice booklets • persuasive texts (e.g., advertisements, charity appeals) • reviews. • Short stories/narratives • descriptive texts • autobiography.		A range of non-fiction and literary text types, such as: • newspaper/magazine articles • letters • Information/advice booklets • persuasive texts (e.g., advertisements, charity appeals) • reviews. • Short stories/narratives • descriptive texts • autobiography.		A range of non-fiction and literary text types, such as: • newspaper/magazine articles • letters • Information/advice booklets • persuasive texts (e.g., advertisements, charity appeals) • reviews. • Short stories/narratives • descriptive texts • autobiography.	
The Swifts	Cycle 1	A range of non-fiction and literary text types, such as: • newspaper/magazine articles • letters • Information/advice booklets • persuasive texts (e.g., advertisements, charity appeals) • reviews. • Short stories/narratives • descriptive texts • autobiography.		A range of non-fiction and literary text types, such as: • newspaper/magazine articles • letters • Information/advice booklets • persuasive texts (e.g., advertisements, charity appeals) • reviews. • Short stories/narratives • descriptive texts • autobiography.		A range of non-fiction and literary text types, such as: • newspaper/magazine articles • letters • Information/advice booklets • persuasive texts (e.g., advertisements, charity appeals) • reviews. • Short stories/narratives • descriptive texts • autobiography.	

Subject Overview: My Communication (Reading and Communication)

Grange Drive

Class	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engagement Pathway KS1	Cycle 1	<p>Sensory Stories - These Are a Few of My Favourite Things; 10 Little Fingers, 10 Little Toes; Sam’s Sandwich; All About Me.</p> <p>Phonics - Phase 1 listening activities - Listen to the sound. Dance Massage - Exploring different types of music and communicating through touch. Write Dance – linked to my favourite things.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory Stories - Little Red Riding Hood, The Gingerbread Man, Goldilocks and the Three Bears, The Snow Angel, Winter Wonderland.</p> <p>Phonics - Phase 1 listening activities – Choosing and making own sounds. Dance Massage - Exploring different types of music about Winter and Traditional Tales and communicating through touch. Write Dance – linked to winter and traditional tales.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory Stories - Rainbow Fish, Elmer, Somewhere Over the Rainbow, The Day the Crayons Quit.</p> <p>Phonics - Phase 1 listening activities – distinguishing between different sounds. Dance Massage - Exploring different types of music about colours and weather and communicating through touch. Write Dance – linked to over the rainbow.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory Stories - Beegu, The Dinosaur That Pooped a Planet; Back to the Future, Meg on the Moon.</p> <p>Phonics - Phase 1 Beginning to match pictures to sounds. Dance Massage - Exploring different types of music about space and communicating through touch. Write Dance – linked to space.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory Stories - Noah’s Ark; The Gruffalo; Rumble in the Jungle, Giraffe’s Can’t Dance.</p> <p>Phonics - Phase 1 Matching sounds to pictures. Dance Massage - Exploring different types of music about animals and communicating through touch. Write Dance – linked to animals.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory Stories - The Mouse Who Sailed the Seas; Sharing a Shell; Oh The Places You’ll Go, We’re All Going on a Summer Holiday.</p> <p>Phonics - Phase 1 Identifying hidden sounds. Dance Massage - Exploring different types of music about the summer and communicating through touch. Write Dance – linked to the summer.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>
Independence Pathway KS1	Cycle 1	<p>Stories, shared reading and sensory stories - books linked to ‘These are a few of my favourite things’ such as 10 Little Fingers, 10 Little Toes, Sam’s Sandwich, All About Me.</p> <p>Phonics Phase 2 - Learn and practice Set 1 sounds and letter formation.</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p>	<p>Stories, shared reading and sensory stories - Little Red Riding Hood, The Gingerbread Man, Goldilocks and the Three Bears, The Snow Angel, Winter Wonderland.</p> <p>Phonics Phase2 - Introduce set 2 sounds .Set 2 sounds Letter formation</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p>	<p>Stories, shared reading and sensory stories - Rainbow Fish, Elmer, Somewhere Over the Rainbow, The Day the Crayons Quit</p> <p>Phonics Phase 2: Set 3 sounds, segmenting and blending, Robot talk Set 3 sounds letter formations.</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p>	<p>Stories, shared reading and sensory stories - Beegu, The Dinosaur That Pooped a Planet; Back to the Future, Meg on the Moon.</p> <p>Phonics Phase 2: Set 3 sounds, segmenting and blending, Robot talk. Set 3 sounds letter formations.</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p>	<p>Stories, shared reading and sensory stories - Noah’s Ark; The Gruffalo; Rumble in the Jungle, Giraffe’s Can’t Dance.</p> <p>Phonics: Phase 2: Set 4 sounds and matching reading books Continue segmenting and blending.</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p>	<p>Stories, shared reading and sensory stories -The Mouse Who Sailed the Seas; Sharing a Shell; Oh The Places You’ll Go, We’re All Going on a Summer Holiday.</p> <p>Phonics Phase 2: Set 4 sounds and matching reading books Continue segmenting and blending</p> <p>SALT intentions – 1:1, small group and whole group activities. Choices, pictures, symbols, discovering preferred communication – Progress planned individually in companion with EHCP.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye</p>

							contact and a desire to communicate.
Engagement Pathway KS2	Cycle 1	<p>Sensory stories - linked to different countries and cultures.</p> <p>Story massage - exploring simple stories about different countries and cultures through massage. Write Dance - Mark making independently with paint linked to theme countries, whilst listening to theme music. Communicating our preferences of paint colours.</p> <p>Dance Massage - Exploring different types of music from different cultures and communicating through touch in.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory stories - linked to Christmases around the world.</p> <p>Story Massage - Exploring simple stories about different Christmases around the world through touch. Write Dance - Mark making independently with paint linked to Christmases around the world, whilst listening to theme music. Communicating our preferences of paint colours.</p> <p>Dance Massage - Exploring different types of Christmas music from different cultures and communicating through touch.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory stories - linked to changes in the environment.</p> <p>Story Massage - Exploring simple stories about changes in the environment through massage. Write Dance - mark making independently with paint linked to theme countries, whilst listening to theme music. Communicating our preferences of paint colours.</p> <p>Dance Massage - Exploring different types of music linked to changes and the environment and communicating through touch.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory stories – the colours in nature.</p> <p>Story Massage - Exploring simple stories about the colours in nature through massage. Write Dance - Mark making independently with paint linked to theme, whilst listening to theme music. Communicating our preferences of paint colours. Dance Massage - Exploring different types of music linked to colours and communicating through touch.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory stories - Enchanted Woodlands themed.</p> <p>Story Massage - Exploring simple stories about Enchanted Woodland Creatures through massage. Write Dance - Mark making independently with paint linked to the woodland theme, whilst listening to theme music. Communicating our preferences of paint colours.</p> <p>Dance Massage - Exploring different types of music linked to woodlands and communicating through touch.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory stories - animals themed.</p> <p>Story Massage - simple stories about different animals through massage.</p> <p>Write Dance - Mark making independently with paint linked to theme animals, whilst listening to theme music. Communicating our preferences of paint colours.</p> <p>Dance Massage - Exploring different types of music linked to animals and communicating through touch.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>
	Cycle 2	<p>Sensory story - Jungle book.</p> <p>Story Massage - Exploring simple stories about different jungle animals through massage.</p> <p>Write Dance - Mark making independently and choosing paint colours linked to jungle animals, whilst listening to theme music.</p> <p>Dance Massage - Exploring different types of music with a jungle theme and communicating through touch.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism - To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory story- Elsa's Castle</p> <p>Story Massage - Exploring simple stories about winter wonderlands through massage.</p> <p>Write Dance - Mark making independently and choosing paint colours linked to winter wonderland, whilst listening to theme music.</p> <p>Dance Massage - Exploring different types of Christmas music with a winter/Christmas theme and communicating through touch.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory story - Wizard of Oz</p> <p>Story Massage - Exploring simple stories about the characters from the Wizard of Oz through massage.</p> <p>Write Dance - Mark making independently and choosing paint colours linked to the Wizard of Oz, whilst listening to theme music.</p> <p>Dance Massage - Exploring different types of music with a materials theme and communicating through touch.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory story - Charlie and the Chocolate factory</p> <p>Story Massage - Exploring simple stories about the characters from Charlie and the Chocolate Factory through massage.</p> <p>Write Dance - Mark making independently and choosing paint colours linked to Charlie and the Chocolate Factory, whilst listening to theme music.</p> <p>Dance Massage - Exploring different types of music with a food theme and communicating through touch.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory story - Some Heroes</p> <p>Story Massage - Exploring simple stories about different super heroes through massage.</p> <p>Write Dance - Mark making independently and choosing paint colours linked to superheroes, whilst listening to theme music.</p> <p>Dance Massage - Exploring different types of music with a superheroes theme and communicating through touch.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory story - Festival Fairy</p> <p>Story Massage - Exploring simple stories about different festivals through massage.</p> <p>Write Dance - Mark making independently and choosing paint colours linked to Festivals, whilst listening to theme music.</p> <p>Dance Massage - Exploring different types of music with a festivals theme and communicating through touch.</p> <p>Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.</p> <p>Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p> <p>Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>
	Cycle 3	<p>Sensory Story - Journey to Space</p> <p>Story Massage - Exploring simple stories about planets</p> <p>Write Dance - Mark making independently and choosing paint</p>	<p>Sensory Story - Little Mermaid</p> <p>Story Massage - Exploring simple stories about different sea creatures.</p> <p>Write Dance - Mark making independently and choosing paint</p>	<p>Sensory Story - Zog</p> <p>Story Massage - Exploring simple stories about knights.</p> <p>Write Dance - Mark making independently and choosing paint colours linked to the different</p>	<p>Sensory Story - 80 Days Around the World</p> <p>Story Massage - Exploring simple stories about different countries.</p> <p>Write Dance - Mark making independently and choosing paint</p>	<p>Sensory Story - he Circus</p> <p>Story Massage - Exploring simple stories about different circus performers.</p> <p>Write Dance - Mark making independently and choosing paint</p>	<p>Sensory Story - Where the Wild Things Are</p> <p>Story Massage - Exploring simple stories about different mythical beasts and monsters.</p>

		<p>colours linked to different planets whilst listening to themed music. Dance Massage - Exploring different types of music with a space theme and communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism - To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>colours linked to undersea creatures, whilst listening to theme music. Dance Massage - Exploring different types of Christmas music with an underwater theme and communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>characters in Zog, whilst listening to theme music. Dance Massage - Exploring different types of music with a 'shine' theme and communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>colours linked different countries, whilst listening to theme music from that country. Dance Massage - Exploring different types of music from the countries in our story and communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>colours linked to superheroes, whilst listening to theme music. Dance Massage - Exploring different types of music from 'The Greatest Showman' and communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Write Dance - Mark making independently and choosing paint colours linked to monsters, whilst listening to theme music. Dance Massage - Exploring different types of music with a monsters theme and communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>
	Cycle 4	<p>Sensory Story - Lion King Story message - songs about the jungle Write Dance - Mark making independently and choosing sensory/edible paint colours linked to different characters in our story, whilst listening to themed music. Dance Massage - Exploring different types of music with an African theme and communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory Story - Aladdin Story message - Favourite songs, with symbols for the pupils to choose. Write Dance - Mark making independently and choosing sensory/edible paint colours linked to the countries we visit in our story, whilst listening to theme music. Dance Massage - Exploring different types of music from the countries we visit, communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism – To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory Story - Garden themed Story message - Garden themed simple stories Write Dance - Mark making independently and choosing sensory/edible paint colours linked to different plants and flowers, whilst listening to theme music. Dance Massage - Exploring different types of music with a 'garden' theme and communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism - To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory Story - Looking after our planet Story Message - Simple stories linked to different environmental issues Write Dance - Mark making independently and choosing sensory/edible paint colours linked to different environmental issues, whilst listening to theme music from that country. Dance Massage - Exploring different types of music linked to our planet and communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism - To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory Story - Pirate themed Story message - Exploring simple stories about Pirates Write Dance - Mark making independently and choosing sensory/edible paint colours linked to pirates, whilst listening to theme music. Dance Massage - Exploring pirate themed music and communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>	<p>Sensory Story - Dinosaur themed Story message -Exploring simple stories about different dinosaurs Write Dance - Mark making independently and choosing sensory/edible paint colours linked to dinosaurs, whilst listening to theme music. Dance Massage - Exploring different types of music with a dinosaur theme and communicating through touch. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.</p>
Engagement Pathway KS3	Cycle 1	<p>Sensory stories exploring journeys. Story Massage - Exploring simple stories about different countries and cultures through massage. Dance Massage - Exploring different types of music communicating through touch. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p>	<p>Story Sensory stories exploring performances. Story Massage - Exploring simple stories about different Christmases around the world through massage. Dance Massage - Exploring different types of music communicating through touch Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p>	<p>Sensory stories exploring the Victorians. Story Massage - Exploring simple stories about changes in the environment through massage. Dance Massage - Exploring different types of music communicating through touch. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p>	<p>Sensory stories exploring light. Story Massage - Exploring simple stories about the colours in nature through massage. Dance Massage - Exploring different types of music communicating through touch. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p>	<p>Sensory stories exploring volcanoes and earthquakes. Story Massage - Exploring simple stories about Enchanted Woodland Creatures through massage. Dance Massage - Exploring different types of music communicating through touch. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p>	<p>Sensory stories exploring myths and legends. Story Massage - Exploring simple stories about different animals through massage. Dance Massage - Exploring different types of music communicating through touch. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate.</p>

		Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Attention Autism - To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.	Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.	Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Attention Autism- To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.	Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Attention Autism - To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.	Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Attention Autism - To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.	contact and a desire to communicate. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Attention Autism - To engage in an adult led activity not of their choosing. To attend for longer periods of time, practise turn taking and develop listening skills.
Independence Pathway KS3	Cycle 1	The Eagle and the Tortoise Main text: James and the Giant Peach -Transport SALT targets – 1:1, small group and whole group activities.. Ruth Miskin – Read, Write Inc Phonics.	Information texts: mini-beasts Christmas show related tbc. SALT targets – 1:1, small group and whole group activities. Ruth Miskin – Read, Write Inc Phonics.	Tom’s Midnight Garden. SALT intentions – 1:1, small group and whole group activities. Ruth Miskin – Read, Write Inc Phonics.	Poems and presentations. SALT intentions – 1:1, small group and whole group activities. Ruth Miskin – Read, Write Inc Phonics.	Texts relating to volcanos and legends SALT intentions – 1:1, small group and whole group activities. Ruth Miskin – Read, Write Inc Phonics.	Texts relating to Myths and legends. SALT intentions – 1:1, small group and whole group activities. Ruth Miskin – Read, Write Inc Phonics.
Engagement Pathway KS4	Cycle 1	Sensory stories linked to cleaning . Story massage - Exploring simple stories about household chores and cleaning through massage. Write Dance - Mark making independently with paint linked to cleaning theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage - Exploring different types of music linked to cleaning and communicating through touch. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.	Sensory stories linked to dance . Story massage - Exploring simple stories about music and dance through massage. Write Dance - Mark making independently with paint linked to dance theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage -Exploring different types of music linked to music and dance, and communicating through touch. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.	Sensory stories linked to health and fitness . Story massage - Exploring simple stories about health and fitness through massage. Write Dance - Mark making independently with paint linked to fitness theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage Exploring different types of music linked to health and fitness and communicating through touch. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.	Sensory stories linked to personal care and hygiene . Story massage - Exploring simple stories about personal care and hygiene through massage. Write Dance - Mark making independently with paint linked to hygiene theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage - Exploring different types of music linked to personal care and hygiene and communicating through touch. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.	Sensory stories linked to being outdoors . Story massage - Exploring simple stories about outdoor activities through massage. Write Dance - Mark making independently with paint linked to outdoors theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage -Exploring different types of music linked to the outdoors and communicating through touch. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.	Sensory stories linked to fashion and clothes . Story massage - Exploring simple stories about fashion and clothes through massage. Write Dance - Mark making independently with paint linked to fashion theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage - Exploring different types of music linked to fashion and communicating through touch. Intensive Interaction - Interacting with pupils on a 1:1 basis, developing vocalisations, eye contact and a desire to communicate. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus.
Independence Pathway KS4	Cycle 1	Shared reading linked to household chores and cleaning . Story massage – Shared reading of simple stories about music and dance through massage. Write Dance - Mark making independently with paint linked to dance theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage -Exploring different types of music linked to music and dance, and communicating through touch.	Shared reading linked to dance . Story massage – Shared reading of simple stories about music and dance through massage. Write Dance - Mark making independently with paint linked to dance theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage -Exploring different types of music linked to music and dance, and communicating through touch.	Shared stories linked to health and fitness . Story massage - Exploring simple stories about health and fitness through massage. Write Dance - Mark making independently with paint linked to fitness theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage Exploring different types of music linked to health and fitness and communicating through touch.	Shared stories linked to personal care and hygiene . Story massage - Exploring simple stories about personal care and hygiene through massage. Write Dance - Mark making independently with paint linked to hygiene theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage - Exploring different types of music linked to personal care and hygiene and communicating through touch.	Shared stories linked to being outdoors . Story massage - Exploring simple stories about outdoor activities through massage. Write Dance - Mark making independently with paint linked to outdoors theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage -Exploring different types of music linked to the outdoors and communicating through touch.	Shared stories linked to fashion and clothes . Story massage - Exploring simple stories about fashion and clothes through massage. Write Dance - Mark making independently with paint linked to fashion theme whilst listening to theme music. Communicating our preferences of paint colours. Dance massage - Exploring different types of music linked to fashion and communicating through touch.
Engagement Pathway Post-16	Cycle 1	Story Massage - Exploring simple stories about Frankenstein through massage. Tac- Pac – Communicating via different textures on bare skin to the	Story Massage - Exploring simple stories about How do you feel today through massage. Tac- Pac – Communicating via different textures on bare skin to the	Story Massage - Exploring simple stories about leaf Man through massage. Tac- Pac – Communicating via different textures on bare skin to the	Story Massage - Exploring simple stories about Gingerbread man through massage. Tac- Pac – Communicating via different textures on bare skin to the	Story Massage - Exploring simple stories about Moving onto College through massage. Tac- Pac – Communicating via different textures on bare skin to the	Story Massage - Exploring simple stories about Chocolate Cake poem through massage. Tac- Pac – Communicating via different textures on bare skin to the

		<p>rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>
	Cycle 2	<p>Sensory story linked to Dracula Story Massage - Exploring simple stories about Dracula through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>Sensory story linked to Nutcracker Story Massage - Exploring simple stories about [Theme] through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>Sensory story linked to Life of Pi Story Massage - Exploring simple stories about Life of Pi through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>Sensory story linked to Romeo and Juliet. Story Massage - Exploring simple stories about Romeo and Juliet through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>Sensory story linked to Malala Yousafzai stories Story Massage - Exploring simple stories about Malala Yousafzai stories through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>Sensory story linked to where the wild things are. Story Massage - Exploring simple stories about [Theme] through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>
	Cycle 3	<p>Sensory story linked to [Theme] Story Massage - Exploring simple stories about [Theme] through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>Sensory story linked to [Theme] Story Massage - Exploring simple stories about [Theme] through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>Sensory story linked to [Theme] Story Massage - Exploring simple stories about [Theme] through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>Sensory story linked to [Theme] Story Massage - Exploring simple stories about [Theme] through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>Sensory story linked to [Theme] Story Massage - Exploring simple stories about [Theme] through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>	<p>Sensory story linked to [Theme] Story Massage - Exploring simple stories about [Theme] through massage. Tac- Pac – Communicating via different textures on bare skin to the rhythm of the music. Pupils show preference to specific stimulus. Write Dance - Mark making independently and choosing paint colours linked to ... whilst listening to theme music. Story sharing – Individual SALT targets – small group work and individual work.</p>
Independence Pathway Post 16	Cycle 1	<p>Narrative: Classic Literature Non- Fiction: Instructions Frankenstein by Mary Shelley.</p>	<p>Narrative: Different stories by the same Author Non-Fiction: Reviews Christmas Carol by Charles Dickens</p>	<p>Narrative: Stories from other Cultures Non-Fiction: Stories to re-tell Noughts and Crosses – Malorie Blackman</p>	<p>Narrative: Traditional Tales Non-Fiction: Writing letters, CV Writing. Wonder – R J Palacio</p>	<p>Narrative: Familiar short stories Non-Fiction: Short features speeches and presentations. Fact files about local Colleges The Curious Incident of the Dog in the Night Time – Mark Haddon</p>	<p>Narrative: Experiencing Rhymes Non-Fiction: Explanations PowerPoint presentations about topics that interest us. Adventures of Sherlock Holmes.</p>
	Cycle 2	<p>Narrative: Myths and Legends Non-Fiction: Romantic Poetry Dracula</p>	<p>Narrative: Fairy Tales Non Fiction: Recounts The Nutcracker</p>	<p>Narrative: Stories from other Cultures Non-Fiction: Significant Children’s Poets Life of Pi</p>	<p>Narrative: Shakespeare text Non-Fiction: Letters Same But Different - Holly Robinson-Peete</p>	<p>Narrative: Classic Literature Non-Fiction: Reviews Malala Yousafzai by Lisa Williamson</p>	<p>Narrative: Familiar short Stories Non-Fiction: Visits and Events Where the wild things are by Maurice Sendak</p>
	Cycle 3	<p>Narrative: Classic Literature Non-Fiction: Reviews Jekyll and Mr Hyde by Robert Louis Stevenson and Charles Raymond Macauley</p>	<p>Narrative: Reading Non-Fiction: Listen and follow Instructions The Snowman by Raymond Briggs</p>	<p>Narrative: Imaginative Writing Non-Fiction: Puns and Riddles The Kings Speech by Mark Logue</p>	<p>Narrative: Identifying main characters in a story Non-Fiction: Poems about Feelings The Three Musketeers by Alexandre Dumas</p>	<p>Narrative: Historical Texts Non-Fiction: Role-Play Macbeth by William Shakespeare</p>	<p>Narrative: Adventure Stories Non-Fiction: Information texts War Horse by Michael Morpurgo</p>