# **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.
	Reading class books.  Reading scheme books assigned according  Cycle 1  Reading for pleasure – BWV library. Student ch  (Accelerated Reader – matched to reading  BBC Newsround and weekly communic		igned according to ability. orary. Student choice of books natched to reading age)	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 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 to ability. Reading scheme books assigned according to ability. 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.	
Transition (7LC)	Cycle 2	Reading class books.  Reading scheme books assigned according to ability.  Reading for pleasure – RWW library. Student choice of books.  Reading for pleasure – RWW library. Student choice of books.  Reading for pleasure – RWW library. Student choice of books.		signed according to ability. Student choice of books (Accelerated downward of the december of			
Year 7	Cycle 1	Reading – student choice. Student clook – matched to Reading with adults in the room to smeaning, improcess of the contract of	reading age) support (sounding out, working out oving fluency). from The Day Explorer. ple-class reading/audiobook. handwriting.	Reading — student choice. Student cho matched to Reading with adults in the room to meaning, impro Current affairs articles Harry Potter collection — who Spelling and Speaking and	reading age) support (sounding out, working out oving fluency). from The Day Explorer. ole-class reading/audiobook. handwriting.	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 cl – matched to Reading with adults in the room to se meaning, impro- Current affairs articles to Class boo	hoice of books (Accelerated Reader reading age) support (sounding out, working out pving fluency). from The Day Explorer.	Reading – student choice. Student ch matched to Reading with adults in the room to meaning, impro Current affairs articles Class boo	oice of books (Accelerated Reader – reading age) support (sounding out, working out oving fluency). from The Day Explorer.	Reading – student choice. Student choice of books (Accelerated Reader – matched to reading age) Reading with adults in the room to support (sounding working out meaning, improving fluency).  Current affairs articles from The Day Explorer.  Class book: The Illustrated Mum.	
Year 9	Cycle 1	'The Day' newspaper are Student choice of books (Accelerate		'The Day' newspaper ar Student choice of books (Accelerate		'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 (Accelerate Articles fror Spellings for acad	n 'The Day'.	Student choice of books (Accelerate Articles from Spellings for acad	m 'The Day'.	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 re (Accelerated Reader – n Class book: 'The Time and Space of	natched to reading age).	Student choice independent reading. Student choice of books (Accelerated Reader – matched to reading age).  Student choice independent choice independent books (Accelerated Reader – matched to reading age).		Student choice independent books (Accelerated Reader Class book: 'My Friend Wa	– matched to reading age).
Post-16	Cycle 1	Student Choice – independent read ban Class Book: A C	nd).	Learners find interesting articles of Class Book: The Diary of Anno		Learners find interesting art magaz Class Book: Gan	rines.

# **Subject Overview: Reading**

### **Autism Provision**

Class	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	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	
The Nest	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: Boxtrolls	
The Burrous	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	
The Burrow	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	
	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	
The Treehouse	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 Yord	Cycle 1	Student free choice of independe (Accelerated F Class Reading Mor	Reader levels)	Student free choice of independe (Accelerated I Class Reading Mo	Reader levels)	library (Accelerat	ndependent reading from the BWV elerated Reader levels) og Mondays and Fridays	
The Yard	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		A range of non-fiction and literary text types, such as:		A range of non-fiction and literary text types, such as:		
The Swifts	Cycle 1	<ul> <li>autobiography.</li> <li>A range of non-fiction and literary text types, such as:         <ul> <li>newspaper/magazine articles • letters</li> </ul> </li> <li>Information/advice booklets • persuasive texts (e.g., advertisements, charity appeals) • reviews. • Short stories/narratives • descriptive texts</li> <li>autobiography.</li> </ul>		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.,		

# **Subject Overview: My Communication (Reading and Communication)**

# **Grange Drive**

Class	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	•	Sensory Stories - These Are a Few of	Sensory Stories - Little Red Riding	Sensory Stories - Rainbow Fish,	Sensory Stories - Beegu, The	Sensory Stories - Noah's Ark; The	Sensory Stories - The Mouse Who
		My Favourite Things; 10 Little Fingers,	Hood, The Gingerbread Man,	Elmer, Somewhere Over the	Dinosaur That Pooped a Planet; Back	Gruffalo; Rumble in the Jungle,	Sailed the Seas; Sharing a Shell; Oh
		10 Little Toes; Sam's Sandwich; All	Goldilocks and the Three Bears, The	Rainbow, The Day the Crayons Quit.	to the Future, Meg on the Moon.	Giraffe's Can't Dance.	The Places You'll Go, We're All
		About Me.	Snow Angel, Winter Wonderland.	Phonics - Phase 1 listening activities -	Phonics - Phase 1 Beginning to match	Phonics - Phase 1 Matching sounds to	Going on a Summer Holiday.
		Phonics - Phase 1 listening activities -	Phonics - Phase 1 listening activities –	distinguishing between different	pictures to sounds.	pictures.	Phonics - Phase 1 Identifying
		Listen to the sound. Dance Massage -	Choosing and making own sounds.	sounds.	Dance Massage - Exploring different	Dance Massage - Exploring different	hidden sounds.
		Exploring different types of music and	Dance Massage - Exploring different	Dance Massage - Exploring different	types of music about space and	types of music about animals and	Dance Massage - Exploring
		communicating through touch.	types of music about Winter and	types of music about colours and	communicating through touch.	communicating through touch.	different types of music about the
		Write Dance – linked to my favourite	Traditional Tales and communicating	weather and communicating through	Write Dance – linked to space.	Write Dance – linked to animals.	summer and communicating
		things.	through touch.  Write Dance – linked to winter and	touch. Write Dance – linked to over the	Intensive Interaction - Interacting	Intensive Interaction - Interacting	through touch. Write Dance – linked to the
		Intensive Interaction - Interacting with pupils on a 1:1 basis, developing	traditional tales.	rainbow.	with pupils on a 1:1 basis, developing vocalisations, eye contact and a	with pupils on a 1:1 basis, developing vocalisations, eye contact and a	summer.
		vocalisations, eye contact and a desire	Intensive Interaction - Interacting	Intensive Interaction - Interacting	desire to communicate.	desire to communicate.	Intensive Interaction - Interacting
		to communicate.	with pupils on a 1:1 basis, developing	with pupils on a 1:1 basis, developing	SALT intentions – 1:1, small group	SALT intentions – 1:1, small group	with pupils on a 1:1 basis,
Engagement	Cycle 1	SALT intentions – 1:1, small group and	vocalisations, eye contact and a	vocalisations, eye contact and a	and whole group activities. Choices,	and whole group activities. Choices,	developing vocalisations, eye
Pathway KS1	5,0.0 1	whole group activities. Choices,	desire to communicate.	desire to communicate.	pictures, symbols, discovering	pictures, symbols, discovering	contact and a desire to
		pictures, symbols, discovering	SALT intentions – 1:1, small group	SALT intentions – 1:1, small group	preferred communication – Progress	preferred communication – Progress	communicate.
		preferred communication – Progress	and whole group activities. Choices,	and whole group activities. Choices,	planned individually in companion	planned individually in companion	SALT intentions – 1:1, small group
		planned individually in companion	pictures, symbols, discovering	pictures, symbols, discovering	with EHCP.	with EHCP.	and whole group activities.
		with EHCP.	preferred communication – Progress	preferred communication – Progress	Attention Autism- To engage in an	Attention Autism- To engage in an	Choices, pictures, symbols,
		Attention Autism- To engage in an	planned individually in companion	planned individually in companion	adult led activity not of their	adult led activity not of their	discovering preferred
		adult led activity not of their	with EHCP.	with EHCP.	choosing. To attend for longer	choosing. To attend for longer	communication – Progress
		choosing. To attend for longer periods	Attention Autism- To engage in an	Attention Autism- To engage in an	periods of time, practise turn taking	periods of time, practise turn taking	planned individually in companion
		of time, practise turn taking and	adult led activity not of their	adult led activity not of their	and develop listening skills.	and develop listening skills.	with EHCP.
		develop listening skills.	choosing. To attend for longer	choosing. To attend for longer			Attention Autism- To engage in an
			periods of time, practise turn taking	periods of time, practise turn taking			adult led activity not of their
			and develop listening skills.	and develop listening skills.			choosing. To attend for longer periods of time, practise turn
							taking and develop listening skills.
		Stories, shared reading and sensory	Stories, shared reading and sensory	Stories, shared reading and sensory	Stories, shared reading and sensory	Stories, shared reading and sensory	Stories, shared reading and
		stories - books linked to 'These are a	stories - Little Red Riding Hood, The	stories - Rainbow Fish, Elmer,	stories - Beegu, The Dinosaur That	stories - Noah's Ark; The Gruffalo;	sensory stories -The Mouse Who
		few of my favourite things' such as	Gingerbread Man, Goldilocks and the	Somewhere Over the Rainbow, The	Pooped a Planet; Back to the Future,	Rumble in the Jungle, Giraffe's Can't	Sailed the Seas; Sharing a Shell; Oh
		10 Little Fingers, 10 Little Toes, Sam's	Three Bears, The Snow Angel, Winter	Day the Crayons Quit	Meg on the Moon.	Dance.	The Places You'll Go, We're All
		Sandwich, All About Me.	Wonderland.	Phonics Phase 2: Set 3 sounds,	Phonics Phase 2: Set 3 sounds,	Phonics: Phase 2: Set 4 sounds and	Going on a Summer Holiday.
		Phonics Phase 2 - Learn and practice	Phonics Phase2 - Introduce set 2	segmenting and blending, Robot talk	segmenting and blending, Robot talk.	matching reading books	Phonics Phase 2: Set 4 sounds and
		Set 1 sounds and letter formation.	sounds .Set 2 sounds Letter	Set 3 sounds letter formations.	Set 3 sounds letter formations.	Continue segmenting and blending.	matching reading books
		SALT intentions – 1:1, small group and	formation	SALT intentions – 1:1, small group	SALT intentions – 1:1, small group	SALT intentions – 1:1, small group	Continue segmenting and
		whole group activities. Choices,	SALT intentions – 1:1, small group	and whole group activities. Choices,	and whole group activities. Choices,	and whole group activities. Choices,	blending
		pictures, symbols, discovering	and whole group activities. Choices,	pictures, symbols, discovering	pictures, symbols, discovering	pictures, symbols, discovering	SALT intentions – 1:1, small group
		preferred communication – Progress	pictures, symbols, discovering	preferred communication – Progress	preferred communication – Progress	preferred communication – Progress	and whole group activities.
Independence	Cycle 1	planned individually in companion with EHCP.	preferred communication – Progress planned individually in companion	planned individually in companion with EHCP.	planned individually in companion with EHCP.	planned individually in companion with EHCP.	Choices, pictures, symbols, discovering preferred
Pathway KS1		Attention Autism- To engage in an	with EHCP.	Attention Autism- To engage in an	Attention Autism- To engage in an	Attention Autism- To engage in an	communication – Progress
		adult led activity not of their	Attention Autism- To engage in an	adult led activity not of their	adult led activity not of their	adult led activity not of their	planned individually in companion
		choosing. To attend for longer periods	adult led activity not of their	choosing. To attend for longer	choosing. To attend for longer	choosing. To attend for longer	with EHCP.
		of time, practise turn taking and	choosing. To attend for longer	periods of time, practise turn taking	periods of time, practise turn taking	periods of time, practise turn taking	Attention Autism- To engage in an
		develop listening skills.	periods of time, practise turn taking	and develop listening skills.	and develop listening skills.	and develop listening skills.	adult led activity not of their
		Intensive Interaction - Interacting	and develop listening skills.	Intensive Interaction - Interacting	Intensive Interaction - Interacting	Intensive Interaction - Interacting	choosing. To attend for longer
		with pupils on a 1:1 basis, developing	Intensive Interaction - Interacting	with pupils on a 1:1 basis, developing	with pupils on a 1:1 basis, developing	with pupils on a 1:1 basis, developing	periods of time, practise turn
		vocalisations, eye contact and a desire	with pupils on a 1:1 basis, developing	vocalisations, eye contact and a	vocalisations, eye contact and a	vocalisations, eye contact and a	taking and develop listening skills.
		to communicate.	vocalisations, eye contact and a	desire to communicate.	desire to communicate.	desire to communicate.	Intensive Interaction - Interacting
			desire to communicate.				with pupils on a 1:1 basis,
							developing vocalisations, eye

							contact and a desire to communicate.
	Cycle 1	Sensory stories - linked to different countries and cultures.  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.  Dance Massage - Exploring different types of music from different cultures and communicating through touch in.  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.	Sensory stories - linked to Christmases around the world. 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. Dance Massage - Exploring different types of Christmas music from different cultures 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	Sensory stories - linked to changes in the environment.  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.  Dance Massage - Exploring different types of music linked to changes and the environment 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	Sensory stories – the colours in nature.  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.  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.	Sensory stories - Enchanted Woodlands themed. 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. Dance Massage - Exploring different types of music linked to woodlands 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.	Sensory stories -animals themed. Story Massage - simple stories about different animals through massage. Write Dance - Mark making independently with paint linked to theme animals, whilst listening to theme music. Communicating our preferences of paint colours. Dance Massage - Exploring different types of music linked to animals 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.	and develop listening skills.			periods of time, practise turn taking and develop listening skills.
Engagement Pathway KS2	Cycle 2	Sensory story - Jungle book. Story Massage - Exploring simple stories about different jungle animals through massage.  Write Dance - Mark making independently and choosing paint colours linked to jungle animals, whilst listening to theme music.  Dance Massage - Exploring different types of music with a jungle 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.	Sensory story- Elsa's Castle Story Massage - Exploring simple stories about winter wonderlands through massage. Write Dance - Mark making independently and choosing paint colours linked to winter wonderland, whilst listening to theme music. Dance Massage - Exploring different types of Christmas music with a winter/Christmas 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.	Sensory story - Wizard of Oz Story Massage - Exploring simple stories about the characters from the Wizard of Oz through massage. Write Dance - Mark making independently and choosing paint colours linked to the Wizard of Oz, whilst listening to theme music. Dance Massage - Exploring different types of music with a materials 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.	Sensory story - Charlie and the Chocolate factory Story Massage - Exploring simple stories about the characters from Charlie and the Chocolate Factory through massage. Write Dance - Mark making independently and choosing paint colours linked to Charlie and the Chocolate Factory, whilst listening to theme music.  Dance Massage - Exploring different types of music with a food 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.  Sensory Story - 80 Days Around the	Sensory story - Some Heroes Story Massage - Exploring simple stories about different super heroes through massage. Write Dance - Mark making independently and choosing paint colours linked to superheroes, whilst listening to theme music. Dance Massage - Exploring different types of music with a superheroes 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.	Sensory story - Festival Fairy Story Massage - Exploring simple stories about different festivals through massage. Write Dance - Mark making independently and choosing paint colours linked to Festivals, whilst listening to theme music. Dance Massage - Exploring different types of music with a festivals 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. Sensory Story - Where the Wild
	Cycle 3	Sensory Story - Journey to Space Story Massage - Exploring simple stories about planets Write Dance - Mark making independently and choosing paint	Sensory Story - Little Mermaid Story Massage - Exploring simple stories about different sea creatures. Write Dance - Mark making independently and choosing paint	Sensory Story - Zog Story Massage - Exploring simple stories about knights. Write Dance - Mark making independently and choosing paint colours linked to the different	World Story Massage - Exploring simple stories about different countries. Write Dance - Mark making independently and choosing paint	Sensory Story - ne Circus Story Massage - Exploring simple stories about different circus performers. Write Dance - Mark making independently and choosing paint	Things Are Story Massage - Exploring simple stories about different mythical beasts and monsters.

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		colours linked to different planets	colours linked to undersea creatures,	characters in Zog, whilst listening to	colours linked different countries,	colours linked to superheroes, whilst	Write Dance - Mark making
		whilst listening to themed music.	whilst listening to theme music.  Dance Massage - Exploring different	theme music.  Dance Massage - Exploring different	whilst listening to theme music from	listening to theme music.  Dance Massage - Exploring different	independently and choosing paint colours linked to monsters, whilst
		Dance Massage - Exploring different types of music with a space theme	types of Christmas music with an	types of music with a 'shine' theme	that country.  Dance Massage - Exploring different	types of music from 'The Greatest	listening to theme music.
		and communicating through touch.	underwater theme and	and communicating through touch.	types of music from the countries in	Showman' and communicating	Dance Massage - Exploring
		Tac- Pac – Communicating via	communicating through touch.	Tac- Pac – Communicating via	our story and communicating	through touch.	different types of music with a
		different textures on bare skin to the	Tac- Pac – Communicating via	different textures on bare skin to the	through touch.	Tac- Pac – Communicating via	monsters theme and
		rhythm of the music. Pupils show	different textures on bare skin to the	rhythm of the music. Pupils show	Tac- Pac – Communicating via	different textures on bare skin to the	communicating through touch.
		preference to specific stimulus.	rhythm of the music. Pupils show	preference to specific stimulus.	different textures on bare skin to the	rhythm of the music. Pupils show	Tac- Pac – Communicating via
		Intensive Interaction - Interacting	preference to specific stimulus.	Intensive Interaction - Interacting	rhythm of the music. Pupils show	preference to specific stimulus.	different textures on bare skin to
		with pupils on a 1:1 basis, developing	Intensive Interaction - Interacting	with pupils on a 1:1 basis, developing	preference to specific stimulus.	Intensive Interaction - Interacting	the rhythm of the music. Pupils
		vocalisations, eye contact and a desire	with pupils on a 1:1 basis, developing	vocalisations, eye contact and a	Intensive Interaction - Interacting	with pupils on a 1:1 basis, developing	show preference to specific
		to communicate.	vocalisations, eye contact and a	desire to communicate.	with pupils on a 1:1 basis, developing	vocalisations, eye contact and a	stimulus.
		Attention Autism - To engage in an	desire to communicate.	Attention Autism- To engage in an	vocalisations, eye contact and a	desire to communicate.	Intensive Interaction - Interacting
		adult led activity not of their	Attention Autism- To engage in an	adult led activity not of their	desire to communicate.	Attention Autism- To engage in an	with pupils on a 1:1 basis,
		choosing. To attend for longer periods	adult led activity not of their	choosing. To attend for longer	Attention Autism- To engage in an	adult led activity not of their	developing vocalisations, eye
		of time, practise turn taking and	choosing. To attend for longer	periods of time, practise turn taking	adult led activity not of their	choosing. To attend for longer	contact and a desire to
		develop listening skills.	periods of time, practise turn taking	and develop listening skills.	choosing. To attend for longer	periods of time, practise turn taking	communicate.
			and develop listening skills.		periods of time, practise turn taking	and develop listening skills.	Attention Autism- To engage in an
					and develop listening skills.		adult led activity not of their
							choosing. To attend for longer
							periods of time, practise turn
							taking and develop listening skills.
		Sensory Story - Lion King Story	Sensory Story - Aladdin	Sensory Story - Garden themed	Sensory Story - Looking after our	Sensory Story - Pirate themed	Sensory Story - Dinosaur themed
		massage - songs about the jungle	Story massage - Favourite songs, with	Story massage - Garden themed	planet	Story massage - Exploring simple	Story massage -Exploring simple
		Write Dance - Mark making	symbols for the pupils to choose.	simple stories	Story Massage - Simple stories linked to different environmental issues	stories about Pirates	stories about different dinosaurs
		independently and choosing sensory/edible paint colours linked to	Write Dance - Mark making independently and choosing	Write Dance - Mark making independently and choosing	Write Dance - Mark making	Write Dance - Mark making independently and choosing	Write Dance - Mark making independently and choosing
		different characters in our story,	sensory/edible paint colours linked to	sensory/edible paint colours linked to	independently and choosing	sensory/edible paint colours linked to	sensory/edible paint colours linked
		whilst listening to themed music.	the countries we visit in our story,	different plants and flowers, whilst	sensory/edible paint colours linked	pirates, whilst listening to theme	to dinosaurs, whilst listening to
		Dance Massage - Exploring different	whilst listening to theme music.	listening to theme music.	different environmental issues, whilst	music.	theme music.
		types of music with an African theme	Dance Massage - Exploring different	Dance Massage - Exploring different	listening to theme music from that	Dance Massage - Exploring pirate	Dance Massage - Exploring
		and communicating through touch.	types of music from the countries we	types of music with a 'garden' theme	country.	themed music and communicating	different types of music with a
		Tac- Pac – Communicating via	visit, communicating through touch.	and communicating through touch.	Dance Massage - Exploring different	through touch.	dinosaur theme and
		different textures on bare skin to the	Tac- Pac – Communicating via	Tac- Pac – Communicating via	types of music linked to our planet	Tac- Pac – Communicating via	communicating through touch.
		rhythm of the music. Pupils show	different textures on bare skin to the	different textures on bare skin to the	and communicating through touch.	different textures on bare skin to the	Tac- Pac – Communicating via
	Cycle 4	preference to specific stimulus.	rhythm of the music. Pupils show	rhythm of the music. Pupils show	Tac- Pac – Communicating via	rhythm of the music. Pupils show	different textures on bare skin to
		Intensive Interaction - Interacting	preference to specific stimulus.	preference to specific stimulus.	different textures on bare skin to the	preference to specific stimulus.	the rhythm of the music. Pupils
		with pupils on a 1:1 basis, developing	Intensive Interaction - Interacting	Intensive Interaction - Interacting	rhythm of the music. Pupils show	Intensive Interaction - Interacting	show preference to specific
		vocalisations, eye contact and a desire	, , ,	with pupils on a 1:1 basis, developing	preference to specific stimulus.	with pupils on a 1:1 basis, developing	stimulus.
		to communicate.	vocalisations, eye contact and a	vocalisations, eye contact and a	Intensive Interaction - Interacting	vocalisations, eye contact and a	Intensive Interaction - Interacting
		Attention Autism- To engage in an	desire to communicate.	desire to communicate.	with pupils on a 1:1 basis, developing	desire to communicate.	with pupils on a 1:1 basis,
		adult led activity not of their	Attention Autism - To engage in an	Attention Autism - To engage in an	vocalisations, eye contact and a	Attention Autism- To engage in an	developing vocalisations, eye
		choosing. To attend for longer periods	adult led activity not of their	adult led activity not of their	desire to communicate.	adult led activity not of their choosing. To attend for longer	contact and a desire to
		of time, practise turn taking and develop listening skills.	choosing. To attend for longer	choosing. To attend for longer periods of time, practise turn taking	Attention Autism - To engage in an adult led activity not of their	periods of time, practise turn taking	communicate. Attention Autism- To engage in an
		develop listering skills.	periods of time, practise turn taking	and develop listening skills.	choosing. To attend for longer	and develop listening skills.	adult led activity not of their
			and develop listening skills.	and develop listering skins.	periods of time, practise turn taking	und develop listering skins.	choosing. To attend for longer
					and develop listening skills.		periods of time, practise turn
					, 01		taking and develop listening skills.
		Sensory stories exploring journeys.	Story Sensory stories exploring	Sensory stories exploring the	Sensory stories exploring light.	Sensory stories exploring volcanoes	Sensory stories exploring myths
			performances.	Victorians.		and earthquakes.	and legends.
		Story Massage - Exploring simple			Story Massage - Exploring simple		
		stories about different countries and	Story Massage - Exploring simple	Story Massage - Exploring simple	stories about the colours in nature	Story Massage - Exploring simple	Story Massage - Exploring simple
		cultures through massage.	stories about different Christmases	stories about changes in the	through massage.	stories about Enchanted Woodland	stories about different animals
Engagement		Dance Massage - Exploring different	around the world through massage.	environment through massage.	Dance Massage - Exploring different	Creatures through massage.	through massage.
Pathway KS3	Cycle 1	types of music communicating	Dance Massage - Exploring different	Dance Massage - Exploring different	types of music communicating	Dance Massage - Exploring different	Dance Massage - Exploring
i activaly 133		through touch.	types of music communicating	types of music communicating	through touch.	types of music communicating	different types of music
		Intensive Interaction - Interacting	through touch	through touch.	Intensive Interaction - Interacting	through touch.	communicating through touch.
		with pupils on a 1:1 basis, developing	Intensive Interaction - Interacting	Intensive Interaction - Interacting	with pupils on a 1:1 basis, developing	Intensive Interaction - Interacting	Intensive Interaction - Interacting
		vocalisations, eye contact and a desire	with pupils on a 1:1 basis, developing	with pupils on a 1:1 basis, developing	vocalisations, eye contact and a	with pupils on a 1:1 basis, developing	with pupils on a 1:1 basis,
		to communicate.	vocalisations, eye contact and a	vocalisations, eye contact and a	desire to communicate.	vocalisations, eye contact and a	developing vocalisations, eye
			desire to communicate.	desire to communicate.		desire to communicate.	

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		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.	Stimulus.  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 <b>Frankenstein</b> 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 <b>leaf Man</b> through massage.  Tac- Pac – Communicating via different textures on bare skin to the	Story Massage - Exploring simple stories about <b>Gingerbread man.</b> through massage.  Tac- Pac – Communicating via	Story Massage - Exploring simple stories about <b>Moving onto College.</b> through massage. Tac- Pac – Communicating via different textures on bare skin to the	Story Massage - Exploring simple stories about <b>Chocolate Cake</b> poem. through massage.  Tac- Pac – Communicating via different textures on bare skin to

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		rhythm of the music. Pupils show	rhythm of the music. Pupils show	rhythm of the music. Pupils show	rhythm of the music. Pupils show	rhythm of the music. Pupils show	the rhythm of the music. Pupils
		preference to specific stimulus.	preference to specific stimulus.	preference to specific stimulus.	preference to specific stimulus.	preference to specific stimulus.	show preference to specific
		Write Dance - Mark making	Write Dance - Mark making	Write Dance - Mark making	Write Dance - Mark making	Write Dance - Mark making	stimulus.
		independently and choosing paint	independently and choosing paint	independently and choosing paint	independently and choosing paint	independently and choosing paint	Write Dance - Mark making
		colours linked to whilst listening to	colours linked to whilst listening to	colours linked to whilst listening to	colours linked to whilst listening to	colours linked to whilst listening to	independently and choosing paint
		theme music.	theme music.	theme music.	theme music.	theme music.	colours linked to whilst listening
		Story sharing –	Story sharing –	Story sharing –	Story sharing –	Story sharing –	to theme music.
		Individual SALT targets – small group	Individual SALT targets – small group	Individual SALT targets – small group	Individual SALT targets – small group	Individual SALT targets – small group	Story sharing –
		work and individual work.	work and individual work.	work and individual work.	work and individual work.	work and individual work.	Individual SALT targets – small
							group work and individual work.
		Sensory story linked to <b>Dracula</b>	Sensory story linked to <b>Nutcracker</b>	Sensory story linked to <b>Life of Pi</b>	Sensory story linked to Romeo and	Sensory story linked to Malala	Sensory story linked to where the
		Story Massage - Exploring simple	Story Massage - Exploring simple	Story Massage - Exploring simple	Julliet.	Yousafzai stories	wild things are.
		stories about Dracula through	stories about [Theme] through	stories about Life of Pi	Story Massage - Exploring simple	Story Massage - Exploring simple	Story Massage - Exploring simple
		massage.	massage.	through massage.	stories about Romeo and Julliet.	stories about Malala Yousafzai	stories about [Theme] through
		Tac- Pac – Communicating via	Tac- Pac – Communicating via	Tac- Pac – Communicating via	through massage.	stories through massage.	massage.
		different textures on bare skin to the	different textures on bare skin to the	different textures on bare skin to the	Tac- Pac – Communicating via	Tac- Pac – Communicating via	Tac- Pac – Communicating via
		rhythm of the music. Pupils show	rhythm of the music. Pupils show	rhythm of the music. Pupils show	different textures on bare skin to the	different textures on bare skin to the	different textures on bare skin to
		preference to specific stimulus.	preference to specific stimulus.	preference to specific stimulus.	rhythm of the music. Pupils show	rhythm of the music. Pupils show	the rhythm of the music. Pupils
	Cycle 2	Write Dance - Mark making	Write Dance - Mark making	Write Dance - Mark making	preference to specific stimulus.	preference to specific stimulus.	show preference to specific
		independently and choosing paint	independently and choosing paint	independently and choosing paint	Write Dance - Mark making	Write Dance - Mark making	stimulus.
		colours linked to whilst listening to	colours linked to whilst listening to	colours linked to whilst listening to	independently and choosing paint	independently and choosing paint	Write Dance - Mark making
		theme music.	theme music.	theme music.	colours linked to whilst listening to	colours linked to whilst listening to	independently and choosing paint
		Story sharing –	Story sharing –	Story sharing –	theme music.	theme music.	colours linked to whilst listening
		Individual SALT targets – small group	Individual SALT targets – small group	Individual SALT targets – small group	Story sharing –	Story sharing –	to theme music.
		work and individual work.	work and individual work.	work and individual work.	Individual SALT targets – small group	Individual SALT targets – small group	Story sharing –
					work and individual work.	work and individual work.	Individual SALT targets – small
							group work and individual work.
		Sensory story linked to [Theme]	Sensory story linked to [Theme]	Sensory story linked to [Theme]	Sensory story linked to [Theme]	Sensory story linked to [Theme]	Sensory story linked to [Theme]
		Story Massage - Exploring simple	Story Massage - Exploring simple	Story Massage - Exploring simple	Story Massage - Exploring simple	Story Massage - Exploring simple	Story Massage - Exploring simple
		stories about [Theme] through	stories about [Theme] through	stories about [Theme] through	stories about [Theme] through	stories about [Theme] through	stories about [Theme] through
		massage.	massage.	massage.	massage.	massage.	massage.
		Tac- Pac – Communicating via	Tac- Pac – Communicating via	Tac- Pac – Communicating via	Tac- Pac – Communicating via	Tac- Pac – Communicating via	Tac- Pac – Communicating via
		different textures on bare skin to the	different textures on bare skin to the	different textures on bare skin to the	different textures on bare skin to the	different textures on bare skin to the	different textures on bare skin to
		rhythm of the music. Pupils show	rhythm of the music. Pupils show	rhythm of the music. Pupils show	rhythm of the music. Pupils show	rhythm of the music. Pupils show	the rhythm of the music. Pupils
	Cycle 3	preference to specific stimulus.	preference to specific stimulus.	preference to specific stimulus.	preference to specific stimulus.	preference to specific stimulus.	show preference to specific
	,	Write Dance - Mark making	Write Dance - Mark making	Write Dance - Mark making	Write Dance - Mark making	Write Dance - Mark making	stimulus.
		independently and choosing paint	independently and choosing paint	independently and choosing paint	independently and choosing paint	independently and choosing paint	Write Dance - Mark making
		colours linked to whilst listening to	colours linked to whilst listening to	colours linked to whilst listening to	colours linked to whilst listening to	colours linked to whilst listening to	independently and choosing paint
		theme music.	theme music.	theme music.	theme music.	theme music.	colours linked to whilst listening
		Story sharing –	Story sharing –	Story sharing –	Story sharing –	Story sharing –	to theme music.
		Individual SALT targets – small group work and individual work.	Individual SALT targets – small group work and individual work.	Individual SALT targets – small group work and individual work.	Individual SALT targets – small group	Individual SALT targets – small group work and individual work.	Story sharing –
		work and individual work.	work and individual work.	work and individual work.	work and individual work.	work and marvidual work.	Individual SALT targets – small group work and individual work.
		Narrative: Classic Literature	Narrative: Different stories by the	Narrative: Stories from other	Narrative: Traditional Tales	Narrative: Familiar short stories	Narrative: Experiencing Rhymes
		Non- Fiction: Instructions	same Author	Cultures	Non-Fiction: Writing letters, CV	Non-Fiction: Short features speeches	Non-Fiction: Explanations
		Frankenstein by Mary Shelley.	Non-Fiction: Reviews	Non-Fiction: Stories to re-tell	Writing.	and presentations. Fact files	PowerPoint presentations about
	Cycle 1	Trankenstein by Mary Shelley.	Christmas Carol by Charles Dickens	Noughts and Crosses – Malorie	Wonder – R J Palacio	about local Colleges	topics that interest us.
			Chilistinas carol by Charles Dickens	Blackman	Wonder Randelo	The Curious Incident of the Dog in	Adventures of Sherlock Holmes.
				Biackman		the Night Time – Mark Haddon	raventares of sherrock from es.
		Narrative: Myths and Legends	Narrative: Fairy Tales	Narrative: Stories from other	Narrative: Shakespeare text	Narrative: Classic Literature	Narrative: Familiar short Stories
Independence		Non-Fiction: Romantic Poetry	Non Fiction: Recounts	Cultures	Non-Fiction: Letters	Non-Fiction: Reviews	Non-Fiction: Visits and Events
Pathway Post 16	Cycle 2	Dracula	The Nutcracker	Non-Fiction: Significant Children's	Same But Different - Holly Robinson-	Malala Yousafzai by Lisa Williamson	Where the wild things are by
1 attiway 1 03t 10	Cycle 1			Poets	Peete	,,,,	Maurice Sendak
				Life of Pi	. 5000		
		Narrative: Classic Literature	Narrative: Reading	Narrative: Imaginative Writing	Narrative: Identifying main	Narrative: Historical Texts	Narrative: Adventure Stories
		Non-Fiction: Reviews	Non-Fiction: Listen and follow	Non-Fiction: Puns and Riddles	characters in a story	Non-Fiction: Role-Play	Non-Fiction: Information texts
	Cycle 3	Jekyll and Mr Hyde by Robert Louis	Instructions	The Kings Speech by Mark Logue	Non-Fiction: Poems about Feelings	Macbeth by William Shakespeare	War Horse by Michael Morpurgo
	•	Stevenson and Charles Raymond	The Snowman by Raymond Briggs		The Three Musketeers by Alexandre		
		Macauley	, , 30-		Dumas		