

The Red Door School



Literacy School Plan

Developed: 2020-2021 – in development

Next Review date: ongoing



Literacy Yearly Overview Stage 1

For infants and early readers

Over The Moon Literacy Scheme

Yearly Overview

Yearly Overview

Unit & Theme	Oral Language Poster	Writing Genre & Genre Story	Phonics	Sight Vocab	Rhyme/Poem	Comprehension Strategy & Picture Book	Fiction & Non-fiction Reader
UNIT 1 Myself and My Family Gaeilge: Sa Bhaile	Dinner Time	Recount Genre Story: My First Day at School	s, a, t, i, p, n, c	N/A	'Jack and Jill'	Predicting Cave Baby by Julia Donaldson	Non-fiction: Home Fiction: Starting School
UNIT 2 Fun on the Farm Gaeilge: Ócáidí Speisialta	The Farm Shop	Recount Genre Story: Pumpkin Picking	k, e, h, t, m	N/A	'Old McDonald Had a Farm'	Predicting 'Ready, Steady, Ghost!' by Elizabeth Baguley	Non-fiction: The Farm Fiction: Fun on the Farm
UNIT 3 The Doctor Gaeilge: Mé Féin	The Hospital	To Socialise Genre Story: Call 999!	d, g, o, u, l, f b Blending	the, I, was, she	'Miss Polly Had a Dolly'	Making Connections Baby Brains by Simon James	Non-fiction: The Hospital! Fiction: Eile in Hospital!
UNIT 4 Christmas Gaeilge: Ócáidí Speisialta	Santa's Workshop	To Socialise Genre Story: The Week Before Christmas	j, z, w, x, y Blending	said, to, we, me	'A Chubby Little Snowman'	Making Connections Dear Father Christmas by Alan Durant	Non-fiction: Toys Fiction: Waiting for Santa



UNIT 5 Ella in Africa Gaeilge: Bia & Ag Siopadóireacht	The Market	Report Genre Story: Ella's Adventure in Africa	x, qu Initial Sounds Onset & Rime	he, be, are, all	'African Animals'	Questioning Handa's Surprise by Eileen Browne	Non-fiction: Africa Fiction: Ella in Africa
UNIT 6 The Vet Gaeilge: Mé Féin – Peatal	The Vet	Report Genre Story: Lamb Goes to the Vet	Initial Sounds Final Sounds Onset & Rime	you, you; come, some, do, they	'Little Bo Peep'	Questioning Meg and the V.E.T. by Judith Kerr	Non-fiction: The Vet Fiction: Show and Tell
UNIT 7 A Fairy Tale Gaeilge: Caitheamh Aimsire & Teilifís	The Puppet Show	Narrative Genre Story: Meg and Mel's Puppet Show'	Blending & Segmenting Final Sounds Onset & Rime	here, there, one, that, my, by	'This Little Piggy Went to Market'	Visualising The Wolf's Story by Toby Forward	Non-fiction: Puppets Fiction: The Puppet Show
UNIT 8 Emergency Services Gaeilge: Eadaí	The Fire Station	Narrative Genre Story: Who Will Save the Day?	Blending & Segmenting Medial Sounds Onset & Rime	go, no, so, like, for, have	'Green Giant'	Visualising Grandad's Secret Giant by David Litchfield	Non-fiction: Emergency Services Fiction: Cat Rescue!
UNIT 9 Holidays Gaeilge: An Aimsir	The Airport	Revision Genre Story: We're All Going on a Summer Holiday	Blending & Segmenting Onset & Rime Real & Nonsense Words	live, give	'Do You Like Summer?'	Critical Thinking We're Going on a Bear Hunt by Michael Rosen	Non-fiction: Packing for my Holidays Fiction: Going on Holidays



School Plan: English (Reading, Writing and Oral Language) Stage 1

Month	Theme	Reading	Writing	Oral Language
S E P T E M B E R	Myself	Strands, elements and learning activities: <i>Through Appropriately playful learning experiences children should be able to:</i>		
		Elements: Communicating, Understanding Differentiated activities: 1. Story-time : Take part in, and enjoy listening to, responding to and engaging with a range of different picture books. (engagement). Choose which picture book they have for story-time one to two days a week (motivation and choice) Cave Baby by Julia Donaldson (Predicting) TF1 C 1,2,3 2. Be exposed to a class library of thematic, and high-interest books, and interact with books for pleasure and interest. TF2 C1 3. Phonological and Phonemic Awareness: S, A, T, P, I and sight recognition of targeted vocabulary for the theme of 'Myself': Me, My Boy, girl, Blue, Brown, Yellow, Black, Eyes, Nose, School. TF4 C2	Elements: Communicating Differentiated activities: 1. Sensory Experiences: Tracing and writing in sand, shaving foam, exploring the use of different tools and fine motor activities (engagement) TF1 C1+2 2. Free Drawing/ Colouring: 'My News' page with a line of text on it that they have read to them, and respond to with free pre-writing mark making activities. High interest colouring pages for centre table to encourage enjoyment of mark-making. (engagement) TF1 C1+2 3. Sharing with others: Their work to be retained in their scrapbook or SALF folder, and shown to their peers for praise/ responses. (motivation and choice) TF 1 C3	Elements: Communicating Differentiated activities: 1. Participate in a range of enjoyable play activities, with elements of personal choice included, at centre table or Aistear stations. TFI C1 +2 2. Begin to participate in the Attention Autism programme beginning with Stage One and building to Stage Two by the end of the fortnight TFI C1+2 3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the lamh signs that go along with it, for the theme of 'Myself': Me, My Boy, girl, Blue, Brown, Yellow, Black, Eyes, Nose, School. L1 5
		Linkage/Integration: Maths (Time), ICT, History (Story), Drama.	Linkage: SESE (Materials and Change), Art (paint and colour), History (Story)	Linkage/Integration: Maths (Time), ICT, Literacy, Drama
	My Family	Elements: Communicating		
		Reading	Writing	Oral Language



		<p>Differentiated activities:</p> <p>1. Story-time : Respond with increasing confidence to text and sensory experiences at story-time, sit and attend for a longer period of time. TFI C1 +2 Cave Baby by Julia Donaldson</p> <p>2. Show favourite books in the class library, and be enabled to participate in DEAR time during the week. TF2, C1</p> <p>3. Phonological and Phonemic Awareness: P, I, N, C and sight recognition of targeted vocabulary for the theme of 'My Family' Mum, Dad, Brother, sister, Home, Family, Grandmother, Grandfather TF3C2</p>	<p>1. Making cards for their family members, to be shared at home. TFI, C2.</p> <p>2. Free Drawing/ Colouring: 'My News' page with a line of text on it that they have read to them, and begin to be enabled to write their name, make their mark, add a name label, or initial the page to mark it as their own (engagement, C1)</p> <p>3. Sharing with others: Their work to be retained in their scrapbook or SALF folder, and shown to their peers for praise/ responses. (motivation and choice). TF 1 C3</p>	<p>Differentiated activities</p> <p>1. Social Conventions and Awareness of others: Responding appropriately, verbally or non-verbally to conversational interactions at morning group (e.g. signing hello, pointing, responding to a wh question) TF2C1</p> <p>2. continue participation in the Attention Autism programme for extended periods of time, and progress to stage three (turn-taking) TF1 C1 +2</p> <p>3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the lamh signs that go along with it, for the theme of 'My Family' : Mum, Dad, Brother, Sister, Home, Family, Grandmother, Grandfather L1 5</p>
		<p>Linkage/Integration: Maths (Time), ICT, History (Story), Drama.</p>	<p>Linkage/ Integration: history (Story), Art (drawing, paint and colour), SESE (myself, my family)</p>	<p>Linkage/Integration: ICT, Art, Math, SPHE</p>
<p style="writing-mode: vertical-rl; text-orientation: mixed;">OCTOBER</p>	<p>Autumn</p>	<p>Elements: Communicating, Understanding</p>		
		<p style="text-align: center;">Reading</p>	<p style="text-align: center;">Writing</p>	<p style="text-align: center;">Oral Language</p>
		<p>Differentiated activities:</p> <p>1. Story-time : The child to participate in play scenarios based on a preferred picture book, and to continue to enjoy story-time, with specific attention to the conventions of print, and the language of books being incorporated (3 1 a-c) Ready Steady Ghost! By Elizabeth Baguley</p> <p>2. Poetry: the child will be exposed to action rhymes and poems at group, with the text also displayed, to build understanding that each piece of text represents a separate poem of story. The child will be</p>	<p>Differentiated activities:</p> <p>1. Exploring making marks and letter-like forms using a simplified version of HWT's 'wet, dry, try' or similar. A1</p> <p>2. Incorporating tracing of letter like forms and symbolic/ representative shapes into their worksheets/ colouring pages. Having some of the features in their word named/ described for them, or being enabled to do so for themselves B1</p> <p>3. Sharing with others: Proud Cloud or 'work I am proud of' board. Student to choose some of their written/ drawn</p>	<p>1. Social Conventions and Awareness of others Responding with single words, picture icons, signs, or longer familiar phrases in the context of structured, predictable groups. 2 a-b, 3 c 1-3.</p> <p>2. continue participation in the Attention Autism programme for extended periods of time, and progress to stage three (turn-taking) 3 1 a-c</p> <p>3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the lamh signs that go along with it, for</p>



		invited to fill in with action, word or object phrases from familiar poems. (Jack and Jill) (2 1 B) 3. . Phonological and Phonemic Awareness: K, E, H, T, M and being exposed to targeted vocabulary for the theme of Autumn: Tree, Orange, Red, Green, Brown. 3 A-C	work to display, and to be praised for same D2	the theme of ‘Autumn’: Tree, Orange, Red, Green, Brown. L1 5
		Linkage/Integration: SPHE, ICT, History, Drama, Music	Linkage/Integration: SPHE, History, Art.	Linkage/Integration: SESE, Drama, Maths, SPHE, ICT
	Halloween	Elements: Communicating, Understanding		
		Reading	Writing	Oral Language
		Differentiated activities: 1. Story-time : The child to participate in play scenarios based on a preferred picture book, and to continue to enjoy story-time, with some discussion of illustrations being incorporated 3 1 a-c 2. Poetry: the child will be exposed to action rhymes and poems at group, with the text also displayed, to build understanding that each piece of text represents a separate poem of story (Old Mc Donald had a farm) 3 3 a-b 3. . Phonological and Phonemic Awareness: K, E, H, T, M and being exposed to targeted vocabulary for the theme of Halloween: Halloween, Bag, apple, surprise, Autumn and sight vocabulary: The, I, was, She 3 A-C	Differentiated activities: 1. Exploring making marks as a form of communication, making a card or letter for a loved one, incorporating some mark making into group. 3A1 2. Being supported to differentiate between writing and picture-making on a worksheet, for example with their news. 3B1 3. Spelling: Working on matching word to word, word to picture or identifying a range of high interest words as well as becoming more familiar with the shape/ look of their targeted Halloween Vocabulary: Bag, Apple, Surprise, Autumn, Halloween	1. Social Conventions and Awareness of others Responding with basic sentences (e.g. I want plus picture icon, I see plus picture icon), signs, or longer familiar phrases in the context of structured, predictable groups. Being praised for longer communicative strings. 2 a-b 1-4, 3 c 1-3. 2. continue participation in the Attention Autism programme for extended periods of time, and progress to stage three (turn-taking) 3 1 a-c 3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary , and the lamh signs that go along with it, for the theme of Halloween’: Halloween, Bag, Apple, Surprise, Autumn L1 5
		Linkage/Integration: Attention Autism, SPHE, ICT, Literacy, Music, Drama, Visual Art	Linkage/ Integration: Visual Art, ICT, SESE, SPHE	Linkage/Integration: Attention Autism, SPHE, ICT, Literacy, Music, Drama, Visual Art
N O V E M B E R	Planet Earth in Space	Elements: Communicating, Understanding		
		Reading	Writing	Oral Language
		Differentiated activities: 1. Story-time : The child’s attention to be drawn to some basic conventions of print in text, with teacher running their finger underneath the text and pointing	Differentiated activities: 1. Writing: Using basic conventions of print or sentence structure- Stamping, writing or sticking single words into a	Differentiated activities: 1. Social Conventions and Awareness of others: Focusing on emotions and tone of voice- as well as known words, visual supports and gesture/ sign to



R		<p>out vocabulary, familiar letters and punctuation marks as appropriate. Baby Brains by Simon James L1, 3 TF3 C 1+2 2. Poetry: the child will be exposed to action rhymes and sound stories on the theme of Space at group, with an emphasis on identifying rhyme and exploring and manipulating sounds in spoken words (Miss Polly Had a Dolly) L1 3 TF4 C2 3. Phonological and Phonemic Awareness: D, G, O, U, L, T, B and being exposed to targeted vocabulary for the theme of Planet Earth in space: Stop, Go, 1-10, Space, Birthday Sight Vocabulary: the, I, was, she 3 A-C</p>	<p>sentence, for their news page. Illustrating it. L1 3 TF3 C 1+2 2. Recognising, and where possible filling in letters or groups of letters to make simple words, using familiar letters, and some letters of the week. (DGOULTB) L1 4 3. Spelling: Working on matching word to word, word to picture or identifying a range of high interest words as well as becoming more familiar with the shape/ look of their targeted Space Vocabulary: Stop, Go, 1-10, space, Birthday. 3 A-C</p>	<p>build understanding of vocabulary around their own emotions and needs, as well as thematic vocabulary. TF3 C1+2 2. Continue participation in the Attention Autism programme for extended periods of time, and progress to stage three, tolerate not always getting a turn. (turn-taking) 3 1 a-c 3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the lamh signs that go along with it, for the theme of Space: Stop, Go, 1-10, Space, Birthday. L1 5</p>
		<p>Linkage/Integration: Science, Visual Art, Drama, Attention Autism, SPHE</p>	<p>Linkage: Drama, Maths, Art, Music, ICT, SPHE</p>	<p>Linkage/Integration: Science, Visual Art, ICT, Literacy, Drama</p>
D E C E M B E R	<p>Winter Celebrations</p>	<p>Elements: Communicating, Understanding, Exploring and Using</p>		
		<p>Reading Differentiated activities: 1. Story-time: The child's attention to be drawn to some basic conventions of print and sentence structure in text, with word matching and sentence unscrambling activities incorporated into story-time.. Dear Father Christmas by Alan Durant L1, 3 TF3 C3 2. Poetry: the child will be exposed to action rhymes and sound stories at group, with an emphasis on identifying rhyme and exploring and manipulating sounds in spoken words. Christmas Carols/ Poems. A chubby little snowman L1 3 TF4 C2 3. Phonological and Phonemic Awareness: j, Z, W, X, Y and being exposed to targeted vocabulary for the theme of Winter Celebrations: Snow, Christmas, Santa, Music, Party, Toy, Tree, Beard, Holiday and sight vocabulary: said, to, we, me. 3 A-C</p>	<p>Writing Differentiated activities: 1. Writing: Using basic conventions of print or sentence structure- Stamping, writing or sticking single words into a sentence, for their news page. Illustrating it. L1 3 TF3 C 1+2 2. Recognising, and where possible filling in letters or groups of letters to make simple words, using familiar letters, and some letters of the week. (J, Z, W, X, Y) L1 4 3. Spelling: Working on matching word to word, word to picture or identifying a range of high interest words as well as becoming more familiar with the shape/ look of their targeted winter celebrations Vocabulary: Snow, Christmas, Santa, Music, Party, Toy, Tree, Beard, Holiday 3 A-C</p>	<p>Oral Language Differentiated activities: 1. Social Conventions and Awareness of others: Focusing on emotions and tone of voice- as well as known words, visual supports and gesture/ sign to build understanding of vocabulary around emotions and needs identifying or having identified for them those of others (staff and students) as well as their own, as well as thematic vocabulary. TF3 C1+2 2. Continue participation in the Attention Autism programme for extended periods of time, and progress to stage three, tolerate not always getting a turn. (turn-taking) 3 1 a-c 3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the Lamh signs that go along with it, for the theme of winter Celebrations: Snow, Christmas, Santa, Music, Party, Toy, Tree, Beard, Holiday L1 5</p>



		Linkage/Integration: Literacy, SPHE, ICT, Visual Art, Drama	Linkage/ Integration: Music, SPHE, History, Science, ICT	Linkage/Integration: Literacy, SPHE, ICT, Mathematics
J A N U A R Y	Winter- hot and cold	Elements: Communicating, Understanding		
		Reading	Writing	Oral Language/ Language and Communication
		Differentiated activities: 1. Story-time : The child’s attention to be drawn to some basic conventions of print and sentence structure in text, with word matching and sentence unscrambling activities incorporated into storytime. Book: Handa’s Surprise by Eileen Browne L1, 3 TF3 C3 2. Poetry: the child will be exposed to action rhymes and sound stories at group, with an emphasis on comparing sounds and patterns. African Animals poem L1 3 TF4 C3+4 3. . Phonological and Phonemic Awareness: X, Qu, Initial Sounds, Onset and Rime, and being exposed to targeted vocabulary for the theme of Winter/ Hot and Cold: winter, Water, Wet, Dry, Blanket, Cooker, Sandwich. Sight vocabulary: he, be, are, all 3 A-C	Differentiated activities: 1. Writing: Using basic conventions of print or sentence structure- Stamping, writing or sticking single words into a sentence, for their news page. Illustrating it. L1 3 TF3 C 1+2 2. Recognising, and where possible filling in letters or groups of letters to make simple words, using familiar letters, and some letters of the week. (Those in need of revision) L1 4 3. Spelling: Working on matching word to word, word to picture or identifying a range of high interest words as well as becoming more familiar with the shape/ look of their targeted winter celebrations Vocabulary: Winter, Water, Wet, Dry, Blanket, Cooker, Sandwich 3 A-C	Differentiated activities: 1. Social Conventions and Awareness of others: Focusing on emotions and tone of voice- as well as known words, visual supports and gesture/ sign to build understanding of vocabulary around emotions and needs identifying or having identified for them those of others (staff and students) as well as their own, as well as thematic vocabulary. TF3 C1+2 2. Continue participation in the Attention Autism programme for extended periods of time, from stages one to three. 3 1 a-c 3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the Lamh signs that go along with it, for the theme of winter/ hot and cold: Winter, Water, Wet, Dry, Blanket, Cooker, Sandwich L1 5
	Linkage/Integration: SPHE, Geography, PE, Drama, visual art, ICT	Linkage/ Integration: ICT, Visual Art, Mathematics (time) , SESE	Linkage/Integration: SPHE, Drama, ICT	
Weather	Elements: Communicating, Understanding, Exploring and Using			
	Reading	Writing	Oral Language/ Communication and Language	
	Differentiated activities: 1. 1. Story-time: The child’s attention to be drawn to word identification strategies, modelled by teacher at story-time. Book: Mog and the V.E.T by Judith Butler L1, 3 TF5 C4 2. Poetry: the child will be exposed to action rhymes and sound stories at group, with an emphasis on identifying sounds and patterns. ‘Little Bo Peep’ L1 3 TF4 C3+4	Differentiated activities: 1. Writing: Choosing what to write about/ respond to with mark-making. Child to choose from a range of topics/ pictures and respond to their chosen topic with pre-writing or writing exercises TF2 C1-3 2. comparing and contrasting correct and incorrect spelling and sentence structure through playful activities TF4 C 4	Differentiated activities: 1. Sentence Structure and Grammar: Showing understanding of the listener’s needs, building the skill of engaging someone in communication or conversation. Initiating, and persisting with their PECs, using sentence starters or question cards to begin chatting, or working on getting someone’s attention appropriately using their excuse me visual for example. TF3 C1	



		<p>3. Phonological and Phonemic Awareness: Initial Sounds, Final Sounds, Onset and Rime, and being exposed to targeted vocabulary for the theme of Weather: Hot, Cold, Wet, Dry, Snow, sun, Rain, Ice Cream, soup Sight vocabulary: you, your, come, do, they 3 A-C</p>	<p>3. Spelling: Building a word wall of the words/ pictures they can identify, and recording and celebrating their progress. Working on matching word to word, word to picture or identifying a range of high interest words as well as becoming more familiar with the shape/ look of their targeted weather vocabulary: Hot, Cold, Wet, Dry, Snow, sun, Rain, Ice Cream, soup, and sight vocabulary: you, your, come, do, they TF4 C 2+3</p>	<p>2. Continue participation in the Attention Autism programme for extended periods of time, from stages one to four. TF 5 C 1-2 3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the Lamh signs that go along with it, for the theme of Weather: Hot, Cold, Wet, Dry, snow, Sun, Rain, Ice-Cream, Soup L1 5</p>
		<p>Linkage/Integration: ICT, Maths (Data), Visual Art, Geography, PE (outdoor and adventuring), Language and Communication</p>	<p>Linkage/ Integration: Art, Drama, Music, SPHE, SESE, ICT</p>	<p>Linkage/Integration: ICT, Maths, SPHE, Visual Art, PE, Language and Communication.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">FEBRUARY</p>	<p>Love</p>	<p>Elements: Communicating, Understanding, Exploring and using</p>		
		<p>Reading Differentiated activities: 1. Story-time: The child's attention to be drawn to word identification strategies, modelled by teacher at story-time. Book: The Wolf's Story by Toby Forward L1, 3 TF5 C4 2. Poetry: the child will be exposed to action rhymes and sound stories at group, with an emphasis on identifying sounds and patterns. 'This Little Piggy went to Market' L1 3 TF4 C3+4 3. Phonological and Phonemic Awareness: Blending and Segmenting, Final Sounds, Onset and Rime, and being exposed to targeted vocabulary for the theme of Love: Like, Love, Thank You, Sweet, Chocolate, iPad, Me, You Sight vocabulary: here, there, one, that, my, by 3A-C</p>	<p>Writing Differentiated activities: 1. Writing: Choosing what to write about/ respond to with mark-making. Child to choose from a range of topics/ pictures and respond to their chosen topic (or subject- who to make a valentine's day card for, for example) with pre-writing or writing exercises TF2 C1-3 2. comparing and contrasting correct and incorrect spelling and sentence structure through playful activities TF4 C 4 3. Spelling: Working on matching word to word, word to picture or identifying a range of high interest words as well as becoming more familiar with the shape/ look of their targeted love vocabulary: Like, Love, Thank You, Sweet, chocolate, iPad, Me, You and sight vocabulary: here, there, one, that, my, by TF4 C 2+3</p>	<p>Oral Language Differentiated activities: 1. Sentence Structure and Grammar: Showing understanding of the listener's needs, building the skill of engaging someone in communication or conversation. Initiating, and persisting with their PECs, using sentence starters or question cards to begin chatting, or working on getting someone's attention appropriately using their excuse me visual for example. TF3 C1 2. Continue participation in the Attention Autism programme for extended periods of time, from stages one to four. TF 5 C 1-2 3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the Lamh signs that go along with it, for the theme of love: Like, Love, Thank You, Sweet, Chocolate, iPad, Me, You L1 5</p>



		Linkage/Integration: SPHE, Visual Art, ICT, Drama	Linkage/ Integration: SPHE, Visual Art, ICT	Linkage/Integration: SPHE , Visual Art, ICT, SESE
Animals	Elements: Exploring and using			
		Reading	Writing	Oral Language
		<p>Differentiated activities:</p> <p>1. 1. Story-time : Acquire appropriate vocabulary to support comprehension- Lamh signs, core Vocabulary boards (with picture and text) or flash cards to be incorporated by teacher at story-time, in a playful manner, incorporating enjoyable sensory elements. Book: Grandad’s Secret Giant by David Litchfield L 1 6 TF6 C 1-3</p> <p>2. Poetry: the child will compare sounds from different poems, rhymes and preferred action songs they have engaged with since September. ‘Green Giant’ L1 3 TF4 C3+4</p> <p>3. Phonological and Phonemic Awareness: Blending and Segmenting, Medial Sounds, Onset and Rime, and being exposed to targeted vocabulary for the theme of Animals: Chicken, Farm, Goat, Spider, Animal, Duck, bird, Cow, Sheep, Horse, Rabbit, Sheep, snake, Dog, Cat, elephant, fish, mouse, pig Sight vocabulary: go, no, so, like, for, have 3A-C</p>	<p>Differentiated activities:</p> <p>1. Writing: Narrative: Helping to prepare their own social stories to understand the world around them, at their level. This could involve writing, typing, choosing the images to accompany the text, or the pictures of themselves that will be incorporated into the story, ensuring to incorporate positive, playful and supporting language at all times. TF5 C2+3</p> <p>2. Exploring the aesthetic, creative and imaginative dimensions of language in their writing- responding to music/ preferred texts/ sensory experiences with a mixture of free and structured writing/ fine motor activities. Making word clouds around their favourite subject. TF5 C 3</p> <p>3. Spelling: Continuing to build on their targeted vocabulary, and engaging in high-interest spelling games on the iPad or whiteboard (e.g. spell city) where appropriate. Making, or being supported to engage with word clouds or mind maps of vocabulary words around their interests and passions, as well as the thematic vocabulary. Animals: Chicken, Farm, Goat, Spider, Animal, Duck, bird, Cow, Sheep, Horse, Rabbit, Sheep, snake, Dog, Cat, elephant, fish, mouse, pig Sight vocabulary: go, no, so, like, for, have TF4 C 2+3</p>	<p>Differentiated activities:</p> <p>1. Vocabulary: using gesture to accompany their communication- e.g. waving to greet, or say goodbye, signing ‘thank you’ or ‘my turn’, tapping shoulder to get attention, or using expressive gestures to indicate attributes (e.g. big and small) during communication lessons. . TF5 C1-2</p> <p>2. Continue their participation in the Attention Autism programme for extended periods of time, from stages one to four, and respond to each day’s activity at their level- gesture, descriptive language, facial expression, etc. TF 5 C 1-2</p> <p>3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the Lamh signs that go along with it, for the theme of animals: Chicken, Farm, Goat, Spider, Animal, Duck, bird, Cow, Sheep, Horse, Rabbit, Sheep, snake, Dog, Cat, elephant, fish, mouse, pig Sight vocabulary: go, no, so, like, for, have L1 5</p>
	Linkage/Integration: SPHE, communication and language, Maths (Time)	Linkage/ Integration: ICT, SPHE, SESE, Visual Art	Linkage/Integration: SPHE, Language and Communication, Visual Art, ICT, SESE	



		Elements: Communicating, Understanding, Exploring and using		
		Reading	Writing	Oral Language
M A R C H	Mother's Day St Patrick's Day	<p>Differentiated activities:</p> <p>1. 1. Story-time : Acquire appropriate vocabulary to support comprehension- Lamh signs, core Vocabulary boards (with picture and text) or flash cards to be incorporated by teacher at story-time, in a playful manner, incorporating enjoyable sensory elements. Book: the World Book Day Monster, Revisiting preferred texts from earlier in the year, incorporating an element of choice/ turn-taking. Whole School Dear time and book-related activities to be prioritised in the run up to world book day (March 5th) L 1 6 TF6 C 1-3</p> <p>2. Poetry: the child will compare sounds from different poems, rhymes and preferred action songs they have engaged with since september. 'Green Giant' L1 3 TF4 C3+4</p> <p>3. Phonological and Phonemic Awareness: Blending and Segmenting, Medial Sounds, Onset and Rime, and being exposed to targeted vocabulary for the theme of St. Patrick's Day/ Mother's Day: Green, book, Read (To) Colour, Crayon, Garden, Gentle, Snake, how many Who, Play, Child/ren, Nice, With, Kiss, See, say</p> <p>Sight vocabulary: go, no, so, like, for, have (revision of previous sight vocabulary to begin also) 3 A-C</p>	<p>Differentiated activities:</p> <p>1. Writing: Narrative: Helping to prepare their own social stories to understand the world around them, at their level. This could involve writing, typing, choosing the images to accompany the text, or the pictures of themselves that will be incorporated into the story, ensuring to incorporate positive, playful and supporting language at all times. TF5 C2+3</p> <p>2. Exploring the aesthetic, creative and imaginative dimensions of language in their writing- responding to music/ preferred texts/ sensory experiences with a mixture of free and structured writing/ fine motor activities. Making word clouds around their favourite subject. TF5 C 3</p> <p>3. Spelling: Continuing to build on their targeted vocabulary, and engaging in high-interest spelling games on the iPad or whiteboard (e.g. spell city) where appropriate. Making, or being supported to engage with word clouds or mind maps of vocabulary words around their interests and passions, as well as the thematic vocabulary. St Patrick's Day/Mother's Day: Green, book, Read (To) Colour, Crayon, Garden, Gentle, Snake, how many Who, Play, Child/ren, Nice, With, Kiss, See, say</p> <p>Sight vocabulary: go, no, so, like, for, have TF4 C 2+3</p>	<p>Differentiated activities:</p> <p>1. Vocabulary: using gesture to accompany their communication- e.g. waving to greet, or say goodbye, signing 'thank you' or 'my turn', tapping shoulder to get attention, or using expressive gestures to indicate attributes (e.g. big and small) during communication lessons. TF5 C1-2</p> <p>2. Continue their participation in the Attention Autism programme for extended periods of time, from stages one to four, and respond to each day's activity at their level- gesture, descriptive language, facial expression, etc. TF 5 C 1-2</p> <p>3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the Lamh signs that go along with it, for the theme of St. Patrick's Day/ Mother's Day: Green, Book, Read, Colour, Crayon, Garden, Gentle, Snake, How Many, Who, Play, Children, Nice, With, Kiss, See, Say</p> <p>Sight vocabulary: go, no, so, like, for, have L1 5</p>
		<p>Linkage/Integration: SPHE, Attention Autism, Drama, Literacy, Art, Mathematics, ICT</p>	<p>Linkage/ Integration: SPHE, Attention Autism, Literacy, Art, ICT, Visual Art</p>	<p>Linkage/Integration: SPHE, Attention Autism, Drama, Literacy, Art, Mathematics, Geography, ICT, SESE</p>



		Elements: Communicating, Understanding, Exploring and Using		
	Spring	<p>Reading</p> <p>Differentiated activities:</p> <p>1. 1. Story-time : Acquire appropriate vocabulary to support comprehension- Lamh signs, core Vocabulary boards (with picture and text) or flash cards to be incorporated by teacher at story-time, in a playful manner, incorporating enjoyable sensory elements, and with a chance to express preferences and opinions at their level. Book: We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury L 1 6 TF6 C 1-3, TF 7, C 1+2</p> <p>2. Poetry: the child will experience a range of poems, both familiar and new, and indicate their preferences and opinions by responding to them. 'Spring is Here', 'The Ning Nang Nong' L1 3 TF4 C3+4, TF 7 C3</p> <p>3. Phonological and Phonemic Awareness: Blending and Segmenting, Medial Sounds, Onset and Rime, Nonsense words and being exposed to targeted vocabulary for the theme of Spring: Flower, Rain, Tree, Bird, hungry, thirsty, When, Frog, And, Egg Sight vocabulary: Live, Give (revision of previous sight vocabulary to begin also). 3 A-C</p>	<p>Writing</p> <p>Differentiated activities:</p> <p>1. Writing: Narrative: Sensory Story around the theme of spring- adding images linked to their vocabulary words, personalising the story at their own level. TF5 C2+3</p> <p>2. Using a growing range of vocabulary from their personal experiences: building a book of things they like, incorporating creative and playful language. TF5 C 2+ 3</p> <p>3. Spelling: Continuing to build on their targeted vocabulary, and engaging in high-interest spelling games on the iPad or whiteboard (e.g. spell city) where appropriate. Making, or being supported to engage with word clouds or mind maps of vocabulary words around their interests and passions, as well as the thematic vocabulary. Spring: Flower, Rain, Tree, Bird, Hungry, Thirsty, When, Frog, And, Egg</p>	<p>Oral Language</p> <p>Differentiated activities:</p> <p>1 Following instructions: demonstrate their listening skills and expressive receptive language through the ability to follow instructions during classroom routines, and in a series of turn taking games, like ' Simon says'.</p> <p>. TF6 C1-2</p> <p>2. Continue their participation in the Attention Autism programme for extended periods of time, from stages one to four, and respond to each day's activity at their level- gesture, descriptive language, facial expression, etc. TF 5 C 1-2</p> <p>3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the Lamh signs that go along with it, for the theme of Spring: Flower, Rain, Tree, Bird, hungry, thirsty, When, Frog, And, Egg L15</p>
		<p>Linkage/Integration: SPHE, Mathematics (Time), Language and Communication, Drama.</p>	<p>Linkage/ Integration: Visual Art, ICT, SPHE</p>	<p>Linkage/Integration: Visual Art, Language and Communication, Maths (Time), SPHE, ICT</p>
A P R I L	Air and Water	Elements: Communicating, Understanding, Exploring and using		
	<p>Reading</p> <p>Differentiated activities:</p> <p>1. 1. Story-time : Acquire appropriate vocabulary to support comprehension- Lamh signs, core Vocabulary boards (with picture and text) or flash cards to be incorporated by teacher at story-time, in a playful manner, incorporating enjoyable sensory elements, and with a chance to express preferences and opinions at their level. Book: To Catch a Star by Oliver Jeffers L 1 6 TF6 C 1-3, TF 7, C 1+2</p>	<p>Writing</p> <p>Differentiated activities:</p> <p>1. Writing: Narrative: Sensory Story around the theme of spring- adding images linked to their vocabulary words, personalising the story at their own level. TF5 C2+3</p> <p>2. Using a growing range of vocabulary from their engagement of text: building a</p>	<p>Oral Language</p> <p>Differentiated activities:</p> <p>1 Following instructions: demonstrate their listening skills and expressive receptive language through the ability to give instructions during classroom routines, and in a series of turn taking games, like ' Simon says', 'what time is it, Mr Wolf?'</p> <p>TF6 C1-2</p>	



	<p>2. Poetry: the child will experience a range of poems, both familiar and new, and indicate their preferences and opinions by responding to them. ‘Spring is Here’, ‘The Ning Nang Nong’ L1 3 TF4 C3+4, TF 7 C3</p> <p>3. Phonological and Phonemic Awareness: Blending and Segmenting, Medial Sounds, Onset and Rime, Nonsense words and being exposed to targeted vocabulary for the theme of Air and Water: Wet, Dry, shower, swim, see, excuse me, Full, Empty, Carry, swing, bubbles</p> <p>Sight vocabulary: Horse, A, Yellow, See, Ball, Car (Edmark sight vocabulary plus revision) 3 A-C</p>	<p>book-report, incorporating creative and playful language. TF5 C 2+ 3</p> <p>3. Spelling: Revising the sight vocabulary focused on this year from the beginning, with a range of independent work/ TEACCH activities TF4 C21+3</p> <p>Air and Water: Wet, Dry, shower, swim, see, excuse me, Full, Empty, Carry, swing, bubbles</p>	<p>2. Continue their participation in the Attention Autism programme for extended periods of time, from stages one to four, and respond to each day’s activity at their level- gesture, descriptive language, facial expression, etc. TF 5 C 1-2</p> <p>3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the Lamh signs that go along with it, for the theme of Air and Water: Wet, Dry, shower, swim, see, excuse me, Full, Empty, Carry, swing, bubbles L1 5</p>
Linkage/Integration: SPHE, Geography, Maths (Time), Visual Art, Drama, ICT.			
Easter	Elements: Communicating, Understanding, Exploring and using		
	<p>Reading</p> <p>Differentiated activities:</p> <p>1. 1. Story-time: Acquire appropriate vocabulary to support comprehension- Lamh signs, core Vocabulary boards (with picture and text) or flash cards to be incorporated by teacher at story-time, in a playful manner, incorporating enjoyable sensory elements, and with a chance to express preferences and opinions at their level. Book: The Odd Egg by Emily Gravett L 1 6 TF6 C 1-3, TF 7, C 1+2</p> <p>2. Poetry: the child will experience a range of poems, both familiar and new, and indicate their preferences and opinions by responding to them. ‘Humpty Dumpty’ ‘Eggs in the pan’ L1 3 TF4 C3+4, TF 7 C3</p> <p>3. Phonological and Phonemic Awareness: Continuing to consolidate their pre-reading/ reading skills and being exposed to targeted vocabulary for the theme of Easter: Chocolate, Egg, Rabbit, Sweet, where, Behind, beside, under, over, in 3 A-C</p> <p>Sight vocabulary: I, Fish, Boy, Airplane, The, Girl (Edmark sight vocabulary plus revision)</p>	<p>Writing</p> <p>Differentiated activities:</p> <p>1. Writing: Narrative: Social Story around the Easter Break- adding images linked to their vocabulary words, personalising the story at their own level. TF5 C2+3</p> <p>2. Using a growing range of vocabulary from their engagement of text: adding a list of new words/ preferences to their PECs book/ Things I like book, incorporating creative and playful language. TF5 C 2+ 3</p> <p>3. Spelling: Revising the sight vocabulary focused on this year from the beginning, with a range of independent work/ TEACCH activities TF4 C21+3</p> <p>Easter: Chocolate, Egg, Rabbit, Sweet, where, Behind, beside, under, over, in</p>	<p>Oral language</p> <p>Differentiated activities:</p> <p>1 Following instructions: demonstrate their listening skills and expressive receptive language through the ability to give AND follow instructions during classroom routines, and in a series of turn taking games, like ‘Simon says’, ‘what time is it, Mr Wolf?’ and ‘Easter Egg Hunt’</p> <p>TF6 C1-2</p> <p>2. Continue their participation in the Attention Autism programme for extended periods of time, from stages one to four, and respond to each day’s activity at their level- gesture, descriptive language, facial expression, etc. TF 5 C 1-2</p> <p>3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the Lamh signs that go along with it, for the theme of Easter: Chocolate, Egg, Rabbit, Sweet, where, Behind, beside, under, over, in L1 5</p>
	Linkage/Integration: PE, Mathematics, Music, Drama, ICT, SPHE, Visual Art		
M	Outdoors	Communicating, Understanding, Exploring and Using	



A Y		<p>Reading</p> <p>Differentiated activities:</p> <p>1. 1. Story-time : Acquire appropriate vocabulary to support comprehension- Lamh signs, core Vocabulary boards (with picture and text) or flash cards to be incorporated by teacher at story-time, in a playful manner, incorporating enjoyable sensory elements, and with a chance to express preferences and opinions at their level. Book: Shh! We Have a Plan by Chris Haughton. L 1 6 TF6 C 1-3, TF 7, C 1+2</p> <p>2. Poetry: the child will experience a range of poems, both familiar and new, and indicate their preferences and opinions by responding to them. 'How's The Weather Today?' 'Round and Round the Garden.' L1 3 TF4 C3+4, TF 7 C3</p> <p>3. Phonological and Phonemic Awareness: Continuing to consolidate their pre-reading/ reading skills and being exposed to targeted vocabulary for the theme of Outdoors: Garden, Farm, Walk, Drive, Jump, Bus, Car, Shop. Bicycle, Hat, coat, Run. Sight vocabulary: Little, In, Box, Green, Put (Edmark sight vocabulary plus revision) 3 A-C</p> <p>Linkage/Integration: SPHE, Mathematics (Time), ICT, Language and Communication</p>	<p>Writing</p> <p>Differentiated activities:</p> <p>1. Writing: Narrative: Sensory Story around community walks- adding images taken on the iPad while out and about, personalising the story at their own level. TF5 C2+3</p> <p>2. Using a growing range of vocabulary from their engagement of text: adding a page to their class sensory story incorporating creative and playful language. TF5 C 2+ 3</p> <p>3. Spelling: Revising the sight vocabulary focused on this year from the beginning, with a range of independent work/ TEACCH activities TF4 C21+3 Outdoors: Garden, Farm, Walk, Drive, Jump, Bus, Car, Shop. Bicycle, Hat, coat, Run.</p>	<p>Oral Language/Language and Communication</p> <p>Differentiated activities:</p> <p>1 Following instructions: demonstrate their listening skills and expressive receptive language through the ability to give AND follow instructions during classroom routines, and in a series of turn taking games, like 'Simon says', 'what time is it, Mr Wolf?', 'musical chairs' and 'Scavenger Hunt' . TF6 C1-2</p> <p>2. Continue their participation in the Attention Autism programme for extended periods of time, from stages one to four, and respond to each day's activity at their level- gesture, descriptive language, facial expression, etc. TF 5 C 1-2</p> <p>3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the Lamh signs that go along with it, for the theme of Outdoors: Garden, Farm, Walk, Drive, Jump, Bus, Car, Shop. Bicycle, Hat, coat, Run. L1 5</p> <p>Linkage/Integration: Attention Autism, SPHE, Mathematics, Language and Communication, Geography</p>
	J U N E	<p>Holidays and Summer</p> <p style="text-align: center;">Communicating, Understanding, Exploring and Using</p> <p>Reading</p> <p>Differentiated activities:</p> <p>1. 1. Story-time : Acquire appropriate vocabulary to support comprehension- Lamh signs, core Vocabulary boards (with picture and text) or flash cards to be incorporated by teacher at story-time, in a playful manner, incorporating enjoyable sensory elements, and with a chance to express preferences and opinions at their level. Book: Summer Social/ Sensory Story and Revision of preferred texts from across the year L 1 6 TF6 C 1-3, TF 7, C 1+2</p>	<p>Writing</p> <p>Differentiated activities:</p> <p>1. Writing: Narrative: Social Story to prepare for summer holidays- personalising to refer to their own circumstances. TF5 C2+3</p> <p>2. Using a growing range of vocabulary from their engagement of text: Role playing parts of their summer social story with props and flashcards. (TF5 C 2+ 3)</p>	<p>Oral Language/Language and Communication</p> <p>Differentiated activities:</p> <p>1 Following instructions: demonstrate their listening skills and expressive receptive language through the ability to give AND follow instructions during classroom routines, and in a series of turn taking games, like 'Simon says', 'Red Light, Green Light', 'what time is it, Mr Wolf?' and 'musical chairs' . TF6 C1-2</p>



		<p>2. Poetry: the child will experience a range of poems, both familiar and new, and indicate their preferences and opinions by responding to them. 'Hot and Cold' 'We're all going on a summer holiday' L1 3 TF4 C3+4, TF 7 C3</p> <p>3. Phonological and Phonemic Awareness: Continuing to consolidate their pre-reading/ reading skills and being exposed to targeted vocabulary for the theme of Summer: Summer, Play, Yellow, Green, blue, Boat, Break, Holiday, House, Home3 A-C</p> <p>Sight vocabulary: Revision.</p>	<p>3. Spelling: Revising the sight vocabulary focused on this year from the beginning, with a range of independent work/ TEACCH activities (TF4 C21+3)</p> <p>Summer: Summer, Play, Yellow, Green, blue, Boat, Break, Holiday, House, Home</p>	<p>2. Continue their participation in the Attention Autism programme for extended periods of time, from stages one to four, and respond to each day's activity at their level- gesture, descriptive language, facial expression, etc. TF 5 C 1-2</p> <p>3. Acquisition and Use of Vocabulary: Be exposed to our thematic targeted vocabulary, and the Lamh signs that go along with it, for the theme of Summer: Summer, Play, Yellow, Green, blue, Boat, Break, Holiday, House, Home L1 5</p>
		<p>Linkage/Integration: SPHE, Drama, ICT</p>	<p>Linkage/ Integration: Visual Art, Drama, SESE, ICT</p>	<p>Linkage/Integration: visual Art, SESE, SPHE, Literacy, Maths, ICT</p>