



Turney School – Scheme of Work – Language, Communication and Literacy

By the end of the Engagement Pathway pupils will be able to:

- Understand routines and transitions.
- Make a simple choice using real objects or symbols independently.
- Initiate an interaction with an adult.
- Engage with simple stories and rhymes.
- Understand mark making conveys meaning.
- Be familiar with characters from texts and prose.
- Recognise their name
- Be familiar with common names and words in the community.

By the end of the Semi-Formal Pathway pupils will be able to:

- Use symbols or words to make phrases to comment and describe.
- Describe the characters in a text or prose.
- Sequence a simple story or facts using pictures and/or words.
- Compose, draft and write a simple sentence using colourful semantics.
- Be familiar with initial phonic sounds to blend and segment words.
- Recognise and write their names.
- Recognise and read common names and words in the community
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Learning Intention	Skills	Implementation – Learning Strategies
<u>Engagement Pathway</u> To explore and develop language and communication skills.	Pupils will: Engage with adults and others to communicate Use a range of non-verbal communication	Pupils will be given the opportunity to develop curiosity, explore and engage through a range of practical learning experiences.

	<p>Explore and discover          Make choices          Understand transitions</p>	<p>Intensive Interaction - showing awareness, responding, being involved and engaged to the person interacting with them.</p> <p>Attention Autism: using exciting and motivating items to engage children to develop attention and engagement skills</p> <p>Objects of Reference and visuals to make choices          Adult modelling</p> <p>Snack time – choosing and commenting</p>
<p>To explore and develop early reading and phonic skills.</p>	<p>Pupils will :          Engage with adults and others to explore a range of books.          Begin to engage with simple stories and rhymes          Engage and respond to environmental and musical sounds</p>	<p>Engage and explore a range of books in the book corner.          Explore a range of objects and photos linked to high quality prose and text.          Engage and explore a range of books connected with the termly text.          Listen to and engage with rhymes and actions.</p>
<p>To explore and develop early writing skills.</p>	<p>Pupils will:          Engage and explore a range of malleable and mark making activities to develop fine motor skills and</p>	<p>Explore and engage with a range of wet and dry sand mark making activities</p> <p>Mud kitchen area: sensory mark making</p> <p>Mark-making opportunities to use paints, chalk, stamps, sponges, crayons etc.</p>

		<p>Opportunities to use mark-making tools, large construction, water/messy play.</p> <p>Using a range of malleable materials such as playdough to develop and strengthen fine motor skills.</p>
Semi-Formal Pathway Language	<p>Pupils will: Engage and interact with adults to comment and describe using words, phrases, visuals.</p> <p>Begin to have a simple reciprocal conversation in order to share experiences, feelings and thoughts, and ask questions.</p> <p>Show greater attention to listening and joining in with a range of texts</p>	<p>Pupils will be given the opportunity to say, name and describe through a range of practical learning experiences.</p> <p>Role play opportunities - encourage simple play routines, so pupils can comment and describe their actions, using simple supported conversations with others.</p> <p>Adult modelling using communication systems with adults and pupils.</p> <p>Snack time- to make a choice and comment on taste, colours, shape, size.</p> <p>SaLT universal intervention groups</p> <p>Anticipating and joining in with rhymes and predictive text.</p>
Reading	<p>Pupils will: Begin to recognise their name</p> <p>Handle books with care and able to turn pages one at a time. They can</p>	<p>Pupils will be given the opportunity to read through a range of practical learning activities to learn to become familiar with and understand the characters of a text and to sequence the text.</p> <p>Explore, engage and read a range of books with an adult, and/or independently.</p>

	<p>focus on pictures and text in books in order to identify main characters.</p> <p>Begin to sequence a story or a series of events.</p> <p>Be familiar with initial phonic sounds.</p> <p>Recognise some tricky/common words.</p> <p>Answer simple questions from a text</p>	<p>Join in with group reading sessions.</p> <p>Opportunities to recognise their names in a range of situations.</p> <p>Daily phonic sessions (Jolly Phonics)</p> <p>Opportunities for picture and word sequencing.</p> <p>Daily story sessions using high quality texts, rhymes and poems.</p>
Writing	<p>Pupils will:</p> <p>Begin to hold a writing tool using a tripod grip.</p> <p>Say and write a simple phrase or sentence.</p> <p>Draft</p> <p>Write their name using accurate letter shapes and size.</p>	<p>Pupils will be given the opportunity to compose and write through practical learning activities.</p> <p>Daily use of a large pencils, crayons etc. to practise writing across the curriculum.</p> <p>Colourful semantics.</p> <p>Trace and copy using wet and dry messy play</p> <p>Develop writing for meaning using role play situations and school trips and visits – shopping lists, menus, lists, simple diaries.</p> <p>Use malleable material to develop fine motor skills.</p>

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