

Speaking				
	Sensory exploration (P1-3ii)	Emerging knowledge (P4-5)	Developing knowledge (P6-7)	Extending knowledge (P8+)
What I will learn or do	<ul style="list-style-type: none"> • Exploring role play objects • Exploring story props • Exposure to all communication forms i.e spoken words, signing and symbols • Begin to show interest in people, events or objects • Begin to respond to and greet familiar adults • React to new experiences 	<ul style="list-style-type: none"> • Repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a objects of reference or symbols • Use single words, signs and symbols for familiar objects • Begin to combine single words, signs or symbols to communicate meaning • Begin to communicate meaning to a range of listeners 	<ul style="list-style-type: none"> • Initiate short conversations using my preferred form of communication • Begin to use phrases with up to three key words, signs or symbols (for example, 'I want big red ball') • Ask simple questions • Begin to use prepositions 'in' or 'on' correctly • Begin to use pronouns such as 'my' or 'it' correctly • Begin to communicate ideas about present, past and future events and experiences • Contribute effectively during one-one and small group discussions 	<ul style="list-style-type: none"> • Use four keys words, signs or symbols in communicating about my own experiences • Use possessives (for example, 'Johnny's coat') • Take part in role play with confidence
Suggestion of activities	<ul style="list-style-type: none"> • Attention Autism Sessions • Setting up role play scenarios during free play • Using props during story time • Using total communication in all sessions • Applying SCERTS training • Intensive Interaction 	<ul style="list-style-type: none"> • Attention Autism Sessions • Circle time activities such as; choosing out of the bucket, pass the parcel, • Morning and Afternoon register talking to a range of listeners • Using snack time and lunch time as a speech and language opportunity • Modelling communication during role play 	<ul style="list-style-type: none"> • Weekend news sessions • Using colourful semantics during story time • Question Time; asking about weekend or upcoming events • Speaking and Listening app games • Children to set up own role play scenarios 	<ul style="list-style-type: none"> • Weekend news sessions • Question Time; asking about weekend or upcoming events • Children to be included in all steps of role play and children to model communication to other children • Consistent questioning during all sessions and daily routines

Listening				
	Sensory exploration (P1-3ii)	Emerging knowledge (P4-5)	Developing knowledge (P6-7)	Extending knowledge (P8+)
What I will learn or do	<ul style="list-style-type: none"> • Exploring sounds • Exploring musical instruments • Exposure to all communication forms i.e spoken words, signing and symbols • Begin to show interest in people, events or objects • Begin to respond to and greet familiar adults • React to new experiences 	<ul style="list-style-type: none"> • Attention Autism Sessions • Demonstrate an understanding of at least 50 words • Respond to requests or instructions which contain one or two key words, signs or symbols in familiar situations (for example; 'get your coat', 'stand up' moving onto 'put the spoon in the dish') • Begin to respond to questions about familiar or present events 	<ul style="list-style-type: none"> • Respond to others in group situations such as turn taking • Respond to requests or instructions which contain three or four key words, signs or symbols (for example; 'give me the little blue ball moving onto 'get the big ball from the cupboard') • Listen attend and follow stories for short periods of time • Respond to 'what' and 'where' questions about events, experiences and stories. 	<ul style="list-style-type: none"> • Listen attentively • Respond to 'why' or 'how' questions about events, experiences and stories
Suggestion of activities	<ul style="list-style-type: none"> • Attention Autism Sessions • Using musical instruments during music, phonics or speech and language sessions • Playing a variety of different music • Using total communication in all sessions • Applying SCERTS training • Intensive Interaction 	<ul style="list-style-type: none"> • Attention Autism Sessions • Circle time activities such as; simon says • Having classroom monitors • Getting children to help with snack time • Using colourful semantics to support listening and answering questions 	<ul style="list-style-type: none"> • Circle time activities such as; pass the parcel, simon says • Using colourful semantic books during story time • Asking 'what' or 'where' questions during reading activities • Using a range of stories and medias 	<ul style="list-style-type: none"> • Questioning during Science or Humanities • Asking 'why' or 'how' questions during reading activities

Reading				
	Sensory exploration (P1-3ii)	Emerging knowledge (P4-5)	Developing knowledge (P6-7)	Extending knowledge (P8+)
What I will learn or do	<ul style="list-style-type: none"> • Exploring books • Exposure to a range of books i.e tactile books, picture books, big books, small books • Exposure to all communication forms i.e spoken words, signing and symbols • Begin to show interest in people, events or objects • Begin to match picture to picture 	<ul style="list-style-type: none"> • Listen and respond to familiar rhymes and stories. • Show some understanding of how books work (for example; turning pages and holding the book the right way) • Show curiosity about content at a simple level (for example, answering simple two key word questions about a story) • Match object to pictures and symbols (for example; choosing between two symbols to select a drink) 	<ul style="list-style-type: none"> • Select, recognise or read a small number of words or symbols linked to a familiar vocabulary (for example; name, people, objects or actions) • Show an interest in reading • Predict elements of a narrative • Distinguish between print or symbols and pictures in texts. • Understand the conventions of reading (for example; following text left to right) • Know my name is made up of letters • Match letters and short words. 	<ul style="list-style-type: none"> • Recognise or read a growing repertoire of familiar words or symbols including my own name • Recognise at least half the letters of the alphabet by shape, name or sounds • Associate sounds with patterns in rhymes , with syllables, and with words or symbols
Suggestion of activities	<ul style="list-style-type: none"> • Attention Autism Sessions • In class library with books available to children • Using total communication in all sessions • Inset puzzles • Matching activities relating to story or reading book • Sensory stories • Sensory bottles relating to stories 	<ul style="list-style-type: none"> • Use a range of stories and rhymes in different areas of the curriculum. • Use colourful semantic books for reading (ORT) and story time • A question box; which has a variety of questions for a story • Use colourful semantic sentence strips • Matching activities in their workbaskets; matching an object with a picture • Using PECS during lunch and snack times 	<ul style="list-style-type: none"> • Use a range of stories and rhymes in different areas of the curriculum. • Use colourful semantic books for reading (ORT) and story time • A question box; which has a variety of questions for a story • Use colourful semantic sentence strips • Matching activities in workbaskets; matching theirs or peers names or short words • Sequencing the letters of their names 	<ul style="list-style-type: none"> • Use a range of stories and rhymes in different areas of the curriculum. • THRASS • Alphabet songs • Jolly phonics • Phonic tubs • Rhyme tubs • Alphabet soup

Writing				
	Sensory exploration (P1-3ii)	Emerging knowledge (P4-5)	Developing knowledge (P6-7)	Extending knowledge (P8+)
What I will learn or do	<ul style="list-style-type: none"> • Exploring mark making tools • Exposure to a range of materials • Exposure to all communication forms i.e spoken words, signing and symbols • Begin to show interest in people, events or objects • Begin to match picture to picture 	<ul style="list-style-type: none"> • Make marks or symbols in my preferred mode of communication • Produce meaningful marks or symbols associated with my own name or familiar spoken words, actions or images • Trace, overwrite and then copy pre writing shapes 	<ul style="list-style-type: none"> • Produce or write my name in letters or symbols • Aware of the sequence of letters, symbols or words • Group letters and leave spaces between them as though I am writing separate words • Trace, overwrite and then copy letter forms 	<ul style="list-style-type: none"> • Show awareness that writing can have a range of purposes • Understand how text is arranged on the page • Write or use my preferred mode of communicate to set down my name with appropriate use of upper and lower case letters • Form letters independently
Suggestion of activities	<ul style="list-style-type: none"> • Attention Autism Sessions • Sensory trays; sand, shaving foam, flour, rice etc • Mark making using hands and feet • Mark making using a range of tools; paint brushes, cotton buds, sponges, sticks, rollers, corks etc • Mark making using sensory mats • Playdough with tools • Handwriting without tears resources; • Mat Man • Tap Tap Song • Using total communication in all sessions 	<ul style="list-style-type: none"> • See pre writing shapes • Practise shapes in a variety of sensory trays • Practise pre-writing shapes using a variety of tools and medias • Handwriting without tears resources • Mat Man song • Make mat man using playdough • Match mat man • Tap Tap Song 	<ul style="list-style-type: none"> • Practise letter forms in a variety of sensory trays • Practise letter forms using a variety of tools and medias • Workbasket activities; sequencing the letters of words • Write name on their work • See Letter clusters to use alongside Handwriting without tears. 	<ul style="list-style-type: none"> • Opportunity to write for a variety of purposes i.e a shopping list, make a poster, label a picture • Write letters in a variety of sensory trays • Write letters using a variety of tools and medias • Write name correctly on their work

Pre-writing Shapes:

Shape									
Shape Name	Vertical line	Horizontal line	Circle	Cross	Diagonal	Square	Diagonal	Diagonal Cross	Triangle
Verbal Cue	Down	Across	Around	1. Down 2. Across	Corner to Corner	1. One stop (across) 2. Two stop (down) 3. Three stop (across) 4. Four stop (up)	Corner to Corner	1. One Diagonal to the corner Another Diagonal to the corner	1. Middle to corner 2. Jump 3. Middle to corner and across

Letter clusters:

Magic 'c' letters

Letter	c	a	g	q	d	o	f
Verbal Cue	a little curve	a little curve up into a little line down	a little curve up, then a big line down and a little curve	a little curve up, then a big line down and a little line	a little curve up, and a big line up and down again	a little curve up, keep going, keep going -its an 'o'	a little curve 'stop', a big line down, jump to the middle, a little line across

Diving letters

Letter	h	b	p	r	n	m
Verbal Cue	a big line down, come up, swim over and a little line down	a big line down, swim up (just a little) and over, keep going until you make a little curve	a big line down, swim up and over, keep going, you are making a little curve.	a little line down, come up and swim over	a little line down come up and swim over, a little line down	a little line down come up swim over, a little line down, come up swim over, a little line down

Long jump letters

Letter	l	t	i	j	k
Verbal Cue	a big line down	a big line down, jump, a little line across	a little line down, jump and a little dot	a big line down and a little curve, jump and a little dot	a big line down, jump and a diagonal little line up, jump and a diagonal little line down

Kicking letters

Letter	v	w	x	y
Verbal Cue	a little diagonal line down and up	a little diagonal line, down, up, down, up	a little diagonal cross	a little diagonal line down, jump and a big diagonal line down

The Misfits

Letter	e	u	z
Verbal Cue	a little line across and a little curve	a little line down, a little curve, keep going - a little line up and a little line down	a little line across, a little diagonal down, a little line across 'zoom, zoom, zoom'