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

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, e, c	N/A	'Jack and AII'	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: Pumpikla Picking	k, e, b, t, m	N/A	'Old McDonald Had a Farm'	Predicting Seady, 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 Gence Story; Call 9991	d, g, a, u, l, t b Blending	the, I, was, she	'Miss Polly Had a Dolly'	Making Connections Baby Brains by Simon James	Non-liction: The Hospital Fiction: Ella in Hospita
UNIT 4 Christmas Gaeilge: Ócáidí Speisialta	Santa's Workshop	To Socialise Genre Story: The Week Before Christmus	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



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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, ase, all	'African Animals'	Questioning Handa's Surprise by Elleen Browne	Non-fliction: Africa Fiction: Ella in Africa
UNIT 6 The Vet Gaeilge: Mé Féin – Peataí	The Vet	Report Genre Story: Lamb Goes to the Vet	Initial Sounds Final Sounds Onset & Rime	you, your, come, some, do, they	'Little Bo Peep'	Questioning Mag 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	Namative 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	Namative Gence Story: Who Will Save the Day?	Blending & Segmenting Medial Sounds Onset & Rime	go, no, sa, like, for, have	'Green Glant'	Visualising Grandad's Secret Giant by David Litchfield	Non-fiction: Emergency Services Fiction: Cat Rescue!
UNIT 9 Holidays Gaeilge: An Aimsir	The Airport	Revision Gence 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	Myself	_, , ,	Strands, elements and learning activities:	
E			iately playful learning experiences children sh	
_ D		Elements: Communicating, Understanding	Elements: Communicating	Elements: Communicating
P		Differentiated activities:	Differentiated activities:	Differentiated activities:
T		1. Story-time: Take part in, and enjoy listening	1. Sensory Experiences: Tracing and	1. Participate in a range of enjoyable play
E		to, responding to and engaging with a range of	writing in sand, shaving foam,	activities, with elements of personal choice
M		different picture books. (engagement). Choose	exploring the use of different tools	included, at centre table or Aistear stations .
		which picture book they have for story-time one	and fine motor activities	TFI C1 +2
В		to two days a week (motivation and choice)	(engagement) TF1 C1+2	2. Begin to participate in the Attention
E		Cave Baby by Julia Donaldson (Predicting) TF1 C	2. Free Drawing/ Colouring: 'My	Autism programme beginning with Stage One
R		1,2,3	News' page with a line of text on it	and building to Stage Two by the end of the
K		2. Be exposed to a class library of thematic, and	that they have read to them, and	fortnight TFI C1+2
		high-interest books, and interact with books for	respond to with free pre-writing mark	3. Acquisition and Use of Vocabulary: Be
		pleasure and interest. TF2 C1	making activites. High interest	exposed to our thematic targeted vocabulary,
		3. Phonological and Phonemic Awareness: S, A,	colouring pages for centre table to	and the lamh signs that go along with it, for
		T, P, I and sight recognition of targeted	encourage enjoyment of mark-	the theme of 'Myself': Me, My Boy, girl, Blue,
		vocabulary for the theme of 'Myself': Me, My	making. (engagement) TF1 C1+2	Brown, Yellow, Black, Eyes, Nose, School. L1 5
		Boy, girl, Blue, Brown, Yellow, Black, Eyes, Nose,	3.Sharing with others: Their work to	
		School. TF4 C2	be retained in their scrapbook or SALF	
			folder, and shown to their peers for	
			praise/ responses. (motivation and	
			choice) TF 1 C3	
		Linkage/Integration: Maths (Time), ICT, History	Linkage: SESE (Materials and	Linkage/Integration: Maths (Time), ICT,
		(Story), Drama.	Change), Art (paint and colour),	Literacy, Drama
			History (Story)	•
	My Family		Elements: Communicating	
		Reading	Writing	Oral Language



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		Differentiated activities: 1. Story-time: Respond with increasing confidence to text and sensory experiences at story-time, sit an attend for a longer period of time. TFI C1 +2 Cave Baby by Julia Donaldson 2. Show favourite books in the class library, and be enabled to participate in DEAR time during the week. TF2, C1 3. Phonological and Phonemic Awareness: P, I, N, C and sight recognition of targeted vocabulary for the theme of 'My Family' Mum, Dad, Brother,	1. Making cards for their family members, to be shared at home. TFI, C2. 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)	Differentiated activities 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 2. continue participation in the Attention Autism programme for extended periods of time, and progress to stage three (turn-taking) TF1 C1 +2 3. Acquisition and Use of Vocabulary: Be
		resister, Home, Family, Grandmother, Grandfather TF3C2	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	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
		Linkage/Integration: Maths (Time), ICT, History (Story), Drama.	Linkage/ Integration: history (Story), Art (drawing, paint and colour), SESE (myself, my family)	Linkage/Integration: ICT, Art, Math, SPHE
0	Autumn		Elements: Communicating, Understanding	
_		Reading	Writing	Oral Language
		Differentiated activities:	Differentiated activities:	1. Social Conventions and Awareness of
T		1. Story-time : The child to participate in play scenarios based on a preferred picture book, and	1. Exploring making marks and letter-like forms using a simplified version of HWT's	others Responding with single words, picture
0		to continue to enjoy story-time, with specific	'wet, dry, try' or similar. A1	icons, signs, or longer familiar phrases in the context of structured, predictable groups. 2 a-
В		attention to the conventions of print, and the language of books being incorporated (3 1 a-c)	2. Incorporating tracing of letter like forms and symbolic/ representative shapes into their worksheets/ colouring	b, 3 c 1-3.2. continue participation in the Attention
Е		Ready Steady Ghost! By Elizabeth Baguley	pages. Having some of the features in	Autism programme for extended periods of
R		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	their word named/ described for them, or being enabled to do so for themselves B1 3. Sharing with others: Proud Cloud or 'work I am proud of' board. Student to choose some of their written/ drawn	 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



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	Halloween	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 Linkage/Integration: SPHE, ICT, History, Drama, Music	work to display, and to be praised for same D2 Linkage/Integration: SPHE, History, Art. Elements: Communicating, Understanding	the theme of 'Autumn': Tree, Orange, Red, Green, Brown. L1 5 Linkage/Integration: SESE, Drama, Maths, SPHE, ICT
		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	Planet Earth in Space	Reading 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	Writing Differentiated activities: 1. Writing: Using basic conventions of print or sentence structure- Stamping, writing or sticking single words into a	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



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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, 0, 1-10, Space, Birthday Sight Vocabulary: the, I, was, she 3 A-C Linkage/Integration: Science, Visual Art, Drama, Attention Autism, SPHE Elements: Celebrations Reading Differentiated activities: 1. Story-time: The child's attention to be drawn to some basic conventions of print 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 attorn 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, 1, Spelling: Working on matching word to worabulary: in letters or groups of letters to make simple words, using familiar letters, and some letters of the week. (DGOULTB) L1 4. Spelling: Working on matching word to worabulary: a file letters or drown and words as well as becoming more familiar with the shape/ to our thematic targeted yocabulary: Stop, Go, 1-10, space, Birthday. 3 A-C Linkage/Integration: Science, Visual Linkage: Draw and Using Celebrations Reading Differentiated activities: 1. Story-time: The child's attention to be drawn to some basic conventions of print 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 sounds for jeach and the programme for extended periods of progress to stage three, tolerate not a turn.	
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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 Linkage/Integration: Science, Visual Art, Drama, Attention Autism, SPHE Elements: Communicating. Understanding, Exploring and Using Writing Differentiated activities: 1. Story-time: The child's attention to be drawn to some basic conventions of print 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. (Miss Polly 43. Spelling: Working on matching word to word, word to picture or identifying a super stage three, tolerate not a turn. (turn-taking) 3 1 a-c 3. Acquisition and Use of Vocabulary: Stop, Go, 1-10, space, Birthday. 3 A-C 5 Linkage/Integration: Science, Visual Art, Drama, Attention Autism, SPHE Elements: Communicating. Understanding, Exploring and Using Differentiated activities: 1. Story-time: The child's attention to be drawn to some basic conventions of print 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, 3. Spelling: Working on matching word to progress to stage three, tolerate not a turn. (turn-taking) 3 1 a-c 3. Acquisition and Use of Vocabulary at the transper of hig	thematic
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 and some letters of the week. (DGOULTB) L1 4 some letters of th	
with an emphasis on identifying rhyme and exploring and manipulating sounds in spoken words (Miss Polly Had a Dolly) L1 3 TFA 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 Linkage/Integration: Science, Visual Art, Drama, Attention Autism, SPHE Differentiated activities:	
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Celebrations Reading Differentiated activities: 1. Story-time: The child's attention to be drawn to some basic conventions of print and sentence unscrambling activities incorporated into story-time Dear Father Christmas by Alan Durant L1, 3 TF3 C3 R 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, Differentiated activities: 1. 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 Some letters of the week. (J, Z, W, X, Y) L1 4 Some letters of the week. (J, Z, W, X, Y) L1 5 Continue participation in the Atterprogramme for extended periods of progress to stage three, tolerate not	
Differentiated activities: 1. Story-time: The child's attention to be drawn to some basic conventions of print 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, 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 Sepelling: Working on matching word to progress to stage three, tolerate not progress to stage three, tolerate not 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 Seplling: Working on matching word to progress to stage three, tolerate not progress to stage three, to	
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, Spelling: Working on matching word to some 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 2. Continue participation in the Atterprogramme for extended periods 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 2. Continue participation in the Atterprogramme for extended periods 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 2. Continue participation in the Atterprogramme for extended periods of progress to stage three, tolerate not	
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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, 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, The child will be exposed to action rhymes and sound stories at group, with an emphasis on 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 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 Some 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 Some letters or groups of letters to make simple words, using familiar letters, and some letters of the week. (J, Z, W, X, Y) L1 5 Continue participation in the Atterprogramme for extended periods of progress to stage three, tolerate not	
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, Phonological and Phonemic Awaren	
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, 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 some letters of the week. (J, Z, W, X, Y) L1 4 programme for extended periods of progress to stage three, tolerate not	_
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, Spelling: Working on matching word to identified for them those of others (students) as well as their own, as well of the words, using familiar letters, and some letters of the week. (J, Z, W, X, Y) L1 4 3. Spelling: Working on matching word to progress to stage three, tolerate not	
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, Spelling: Working on matching word to action rhymes and sound stories at group, with an emphasis on 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 2. Recognising, and where possible ming 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 2. Continue participation in the Atterprogramme for extended periods of programme for extended periods of progress to stage three, tolerate not	-
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, Spelling: Working on matching word to simple words, using familiar letters, and some letters of the week. (J, Z, W, X, Y) L1 4	
sounds in spoken words. Christmas Carols/ Poems. A chubby little snowman L1 3 TF4 C2 3. Phonological and Phonemic Awareness: j, Z, W, X, Spelling: Working on matching word to 2. Continue participation in the Atterprogramme for extended periods of programme for extended periods of progress to stage three, tolerate not	II as thematic
chubby little snowman L1 3 TF4 C2 3. Phonological and Phonemic Awareness: j, Z, W, X, 3. Spelling: Working on matching word to programme for extended periods of progress to stage three, tolerate not	
3. Phonological and Phonemic Awareness: j, Z, W, X, 3. Spelling: Working on matching word to progress to stage three, tolerate not	
	always getting
Y and being exposed to targeted vocabulary for the word, word to picture or identifying a a turn. (turn-taking)	
theme of Winter Celebrations: Snow, Christmas, range of high interest words as well as 31 a-c	
Santa, Music, Party, Toy, Tree, Beard, Holiday and becoming more familiar with the shape/ 3. Acquisition and Use of Vocabular	•
sight vocabulary: said, to, we, me. 3 A-C look of their targeted winter celebrations to our thematic targeted vocabulary	
Vocabulary: Snow, Christmas, Santa, signs that go along with it, for the th	eme of winter
Music, Party, Toy, Tree, Beard, Holiday 3 Celebrations: Snow, Christmas, Sant	a, Music,
A-C Party, Toy, Tree, Beard, Holiday L1 5	

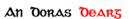




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		Linkage/Integration: Literacy, SPHE, ICT, Visual Art,	Linkage/ Integration: Music, SPHE,	Linkage/Integration: Literacy, SPHE, ICT,				
		Drama	History, Science, ICT	Mathematics				
J	Winter-	Elements: Communicating, Understanding						
Α	hot and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





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





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



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



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	Spring	Elements:	Communicating, Understanding, Exploring a	nd Using
		Reading	Writing	Oral Language
		Differentiated activities:	Differentiated activities:	Differentiated activities:
		1. 1. Story-time: Acquire appropriate vocabulary to	1. Writing: Narrative: Sensory Story	1 Following instructions: demonstrate their
		support comprehension- Lamh signs, core Vocabulary	around the theme of spring- adding	listening skills and expressive receptive language
		boards (with picture and text) or flash cards to be	images linked to their vocabulary words,	through the ability to follow instructions during
		incorporated by teacher at story-time, in a playful	personalising the story at their own level.	classroom routines, and in a series of turn taking
		manner, incorporating enjoyable sensory elements,	TF5 C2+3	games, like 'Simon says'.
		and with a chance to express preferences and	2. Using a growing range of vocabulary	. TF6 C1-2
		opinions at their level. Book: We're Going on a Bear	from their personal experiences: building	2. Continue their participation in the Attention
		Hunt by Michael Rosen and Helen Oxenbury L16	a book of things they like, incorporating	Autism programme for extended periods of time,
		TF6 C 1-3, TF 7, C 1+2	creative and playful language. TF5 C 2+ 3	from stages one to four, and respond to each day's
		2. Poetry: the child will experience a range of poems,	3. Spelling: Continuing to build on their	activity at their level- gesture, descriptive languge,
		both familiar and new, and indicate their preferences	targeted vocabulary, and engaging in	facial expression, etc. TF 5 C 1-2
		and opinions by responding to them. 'Spring is Here',	high-interest spelling games on the iPad	3. Acquisition and Use of Vocabulary: Be exposed
		'The Ning Nang Nong' L1 3 TF4 C3+4, TF 7 C3	or whilteboard (e.g. spell city) where	to our thematic targeted vocabulary, and the Lamh
		3. Phonological and Phonemic Awareness: Blending	appropriate. Making, or being supported	signs that go along with it, for the theme of Spring :
		and Segmenting, Medial Sounds, Onset and Rime,	to engage with word clouds or mind maps	Flower, Rain, Tree, Bird, hungry, thirsty, When,
		Nonsense words and being exposed to targeted	of vocabulary words around their	Frog, And, Egg L15
		vocabulary for the theme of Spring: Flower, Rain,	interests and passions, as well as the	
		Tree, Bird, hungry, thirsty, When, Frog, And, Egg	thematic vocabulary. Spring: Flower, Rain,	
		Sight vocabulary: Live, Give (revision of previous	Tree, Bird, Hungry, Thirsty, When, Frog,	
		sight vocabulary to begin also). 3 A-C	And, Egg	
		Linkage/Integration: SPHE, Mathematics (Time),	Linkage/ Integration: Visual Art, ICT,	Linkage/Integration: Visual Art, Language and
		Language and Communication, Drama.	SPHE	Communication, Maths (Time), SPHE, ICT
A	Air and Water		Communicating, Understanding, Exploring a	
R		Reading	Writing	Oral Language
1		Differentiated activities:	Differentiated activities:	Differentiated activities:
L		1. 1. Story-time: Acquire appropriate vocabulary to	1. Writing: Narrative: Sensory Story	1 Following instructions: demonstrate their
		support comprehension- Lamh signs, core Vocabulary	around the theme of spring- adding	listening skills and expressive receptive language
		boards (with picture and text) or flash cards to be	images linked to their vocabulary words,	through the ability to give instructions during
		incorporated by teacher at story-time, in a playful	personalising the story at their own level.	classroom routines, and in a series of turn taking
		manner, incorporating enjoyable sensory elements,	TF5 C2+3	games, like 'Simon says', 'what time is it, Mr
		and with a chance to express preferences and	2. Using a growing range of vocabulary	Wolf?'
		opinions at their level. Book: To Catch a Star by Oliver	from their engagement of text: building a	TF6 C1-2
		Jeffers L 1 6 TF6 C 1-3, TF 7, C 1+2		





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		2. Poetry: the child will experience a range of poems,	book-report, incorporating creative and	2. Continue their participation in the Attention
		both familiar and new, and indicate their preferences	playful language. TF5 C 2+ 3	Autism programme for extended periods of time,
		and opinions by responding to them. 'Spring is Here',	3. Spelling: Revising the sight vocabulary	from stages one to four, and respond to each day's
		'The Ning Nang Nong' L1 3 TF4 C3+4, TF 7 C3	focused on this year from the beginning,	activity at their level- gesture, descriptive languge,
		3. Phonological and Phonemic Awareness: Blending	with a range of independent work/	facial expression, etc. TF 5 C 1-2
		and Segmenting, Medial Sounds, Onset and Rime,	TEACCH activities TF4 C21+3	3. Acquisition and Use of Vocabulary: Be exposed
		Nonsense words and being exposed to targeted	Air and Water: Wet, Dry, shower, swim,	to our thematic targeted vocabulary, and the Lamh
		vocabulary for the theme of Air and Water: Wet, Dry,	see, excuse me, Full, Empty, Carry, swing,	signs that go along with it, for the theme of of Air
		shower, swim, see, excuse me, Full, Empty, Carry,	bubbles	and Water: Wet, Dry, shower, swim, see, excuse
		swing, bubbles		me, Full, Empty, Carry, swing, bubbles L1 5
		Sight vocabulary: Horse, A, Yellow, See, Ball, Car		
		(Edmark sight vocabulary plus revision) 3 A-C		
		Linkage/Integrati	on: SPHE, Geography, Maths (Time), Visual	Art, Drama, ICT.
	Easter		Communicating, Understanding, Exploring a	
		Reading	Writing	Oral language
		Differentiated activities:	Differentiated activities:	Differentiated activities:
		1. 1. Story-time: Acquire appropriate vocabulary to	1. Writing: Narrative: Social Story around	1 Following instructions: demonstrate their
		support comprehension- Lamh signs, core Vocabulary	the Easter Break- adding images linked to	listening skills and expressive receptive language
		boards (with picture and text) or flash cards to be	their vocabulary words, personalising the	through the ability to give AND follow instructions
		incorporated by teacher at story-time, in a playful	story at their own level. TF5 C2+3	during classroom routines, and in a series of turn
		manner, incorporating enjoyable sensory elements,	2. Using a growing range of vocabulary	taking games, like 'Simon says', 'what time is it, Mr
		and with a chance to express preferences and	from their engagement of text: adding a	Wolf?' and 'Easter Egg Hunt'
		opinions at their level. Book: The Odd Egg by Emily	list of new words/ preferences to their	TF6 C1-2
		Gravett L 1 6 TF6 C 1-3, TF 7, C 1+2	PECs book/ Things I like book,	2. Continue their participation in the Attention
		2. Poetry: the child will experience a range of poems,	incorporating creative and playful	Autism programme for extended periods of time,
		both familiar and new, and indicate their preferences	language.T F5 C 2+ 3	from stages one to four, and respond to each day's
		and opinions by responding to them. 'Humpty	3. Spelling: Revising the sight vocabulary	activity at their level- gesture, descriptive languge,
		Dumpty' 'Eggs in the pan' L1 3 TF4 C3+4, TF 7 C3	focused on this year from the beginning,	facial expression, etc. TF 5 C 1-2
		3. Phonological and Phonemic Awareness:	with a range of independent work/	3. Acquisition and Use of Vocabulary: Be exposed
		Continuing to consolidate their pre-reading/ reading	TEACCH activities TF4 C21+3	to our thematic targeted vocabulary, and the Lamh
		skills and being exposed to targeted vocabulary for	Easter: Chocolate, Egg, Rabbit, Sweet,	signs that go along with it, for the theme of Easter:
		the theme of Easter: Chocolate, Egg, Rabbit, Sweet,	where, Behind, beside, under, over, in	Chocolate, Egg, Rabbit, Sweet, where, Behind,
		where, Behind, beside, under, over, in 3 A-C		beside, under, over, in L1 5
		Sight vocabulary: I, Fish, Boy, Airplane, The, Girl		
		(Edmark sight vocabulary plus revision)		
		Linkage/Integration: PE, Mathematics, Music, Drama,	ICT, SPHE, Visual Art	
M	Outdoors	Comr	nunicating, Understanding, Exploring and Us	sing





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



The Red Door School

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