

School Scheme of Work for Communication, Language and Literacy

Intent What outcomes do we want the pupils to achieve by the end of this curriculum stage?	Implementation What opportunities and provision will we provide in order to achieve this?
Pre - formal curriculum (linked to branches 1-4) By the end of this curriculum stage, pupils will be able to... Language and Communication: Pupils will be able to make purposeful messages without words to convey the meanings. E.g., More, stop, I want. Use a wide range of non-verbal communication e.g. vocalisation, facial expression, hand gestures, whole body movements, PECS to interact or to request for a motivating activity or item. Pupils will develop joint attention in order to initiate and show enjoyment in reciprocal interactions. Pupils will develop consistent responses to convey likes and dislikes. Attention and Understanding: Pupils will develop understanding of routines to be able to anticipate what will happen next in familiar contexts. Starts to anticipate and may initiate as the child recognises the routine. Children will begin to recognise and use real objects or symbols in order to make choices. Develops object permanence and simple cause and effect on immediate environment to increase	Key strategies and types of provision/resources: ☐ Treasure baskets: range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore and begin to show preferences for ☐ Burst-pause strategy in motivating activities ☐ Music box/corner: accessible music for children to explore and respond to ☐ Touch Cues: encourage anticipation for transitions and what is happening next ☐ Object Cues/Objects of Reference: Using real objects or objects of reference to transition or make choices ☐ Intensive Interaction: showing awareness, responding, being involved and engaged to the person interacting with them ☐ Switches: simple messages pre-recorded ☐ Eye-gaze: promote choice making and making simple requests ☐ Sabotage activities to encourage children to initiate and request: put items out of reach, pause a game at an exciting point, withhold items (e.g. jigsaw pieces) ☐ PECS: using a range of individualised motivating activities to encourage children to initiate, request and develop communication in structured situations ☐ Key symbols: modelling using transition symbols and key symbols for choice-making ☐ Makaton: modelling key signs to children ☐ Attention Autism: using exciting and motivating items to engage children to develop attention and engagement skills ☐ Drama Games: songs and games to develop anticipation and turn-taking ☐ Sensory room: responding to stimuli, developing preferences, requesting for favourite activities (e.g. bubble tube, touch floor, water bed), cause and effect activities ☐ Swimming pool: showing preferences or joint attention for stimuli to engage with in the pool (light up toys, balls, floats etc.), show anticipation when given contextual clues (e.g. smell of the pool, symbol etc.) copying actions, requesting more ☐ Playtime: shared attention, turn-taking, communicating more (eye contact, Makaton, PECS), anticipation games

their independence.	☐ Resonance board: using highly reactive environment to create sounds and elicit responses Community/Specialist Provision: ☐ Outside performances: Whippersnappers, ballet and dance school etc. Children can attend, engage, respond and anticipate throughout ☐ Local trips: Nature reserve, local church, Mosque, London Eye, Tate Modern, V&A Childhood museum
Reading: Pupils will be able to hold and manipulate a range of reading materials in order to extend their reading behaviours. Pupils will start to engage with simple stories and the sounds that adults make to promote active learning.	Key strategies and types of provision/resources: ☐ Book Corner: every class to have a book corner with approx. 10-15 books in which are rotated half-termly dependent on topic and children's interests ☐ Story based around half-termly topic ☐ School library: children begin to hold books and engage with simple stories ☐ Photographs and InPrint labels around the classroom and on displays to encourage interest in pictures ☐ Book-themed treasure basket (Goldilocks sensory tray with book, treasure basket filled with different reading materials) ☐ Laminated 'Photobooks' in each class's book corner, with photos of each child in class. Encouraging correct handling and focussing on images. Community/Specialist Provision: ☐ Whole school puppet shows: children can engage with simple stories ☐ Oily Cart: engage with theatrical stories and performances ☐ Book Week: children actively participating in stories across the school ☐ Peckham Library: Nursery rhyme time
Writing: Pupils to engage and explore a range of wet and dry messy play in order to develop their fine motor skills.	Key strategies and types of provision/resources: ☐ Messy play: wet and dry resources for children to experience sensory mark making ☐ Mark-making area: paints, chalk, stamps, mermaid/velvet fabric, etc. ☐ Outdoor play areas: messy play tray with a variety of sizes of mark-making tools, large construction, water/messy play ☐ Mud kitchen area: sensory mark making ☐ Interactive whiteboard/iPad: Lightbox, Busy Things, Doodle ☐ Write Dance: exploration of fine and gross motor skills through mark-making activities accompanied by music ☐ Sessions in Art room encourage use of range of mark making tools. ☐ Community/Specialist Provision: ☐ Forest schools: mark-making in mud, water, sand, on trees, water painting

Semi - formal curriculum (linked to branches 5-7)

By the end of this curriculum stage, pupils will be able to...

Language and Communication:

Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe.

Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions.

Attention and Understanding:

Pupils will understand and ask who, what and where questions in a range of familiar contexts to gain a deeper understanding of a situation.

Key strategies and types of provision/resources:

- ☐ Intensive Interaction: working on child-initiated interactions
- ☐ PECS in a variety of contexts using 'I want' on a sentence strip and some attributes including colour or number
- ☐ Makaton: children learn new signs, combine previously learned signs, have conversations
- ☐ (linked to above) Blast Off Groups encourage language acquisition and group-work skills.
- ☐ Communication book: use of core vocab to develop language and initiating conversations
- ☐ Hi-Tech Communication System: navigate around the system to have reciprocal conversations
- ☐ Modelling using communication systems with pupil and others
- ☐ Colourful Semantics: introduce colourful semantics with modelling using motivating images (children doing activities, peers or adults 1:1 or in small groups etc.)
- ☐ Parallel Play: children develop play skills by sharing resources and learning through mirroring actions
- ☐ Identiplay: children develop play skills through modelling, imitation and having a shared focus
- ☐ Modelling play actions and routines
- ☐ Snack time- comment on taste, colours, shape, size
- ☐ Short bursts of structured teaching approach (e.g. short language group, workstation)
- ☐ Music box/corner: children listen and respond to instructions, comment and describe
- ☐ Softplay: using communication systems to comment on colours, shape, size and actions carried out
- ☐ Playground: Large scale construction activities - crates, cardboard boxes, zipwire, large blocks, tyres, carpet rolls, plastic plant pots, cable reels to encourage children to comment and describe.
- ☐ Transitions: all pupils to be shown key symbols and to use visual timetables if needed to support with transitions
- ☐ Mud kitchen: encouraged to act out routines, comment and request for items, have simple interactions.
- ☐ Role play room: pupils encouraged to carry out simple play routines, comment and describe their actions, simple conversations with others
- ☐ Create opportunities for highly motivating "wow moments" to encourage children to want to comment and share experiences with others.
- ☐ Communication and social groups: modelling positive social interactions and appropriate language
- ☐ Lego Therapy
- ☐ SALT intervention groups
- ☐ Sabotaged environments to encourage children to ask questions

Community/Specialist Provision:

- ☐ Nature reserve/forest schools: children can use communication systems to comment and describe on experience

	☐ Community swimming pool: can share ideas, thoughts and feelings ☐ Places of worship: describe what they see and develop vocab ☐ School outings (Farm, museums/galleries, Oily Cart): opportunity to develop new language and vocabulary around topic
Reading: Pupils handle books with care and able to turn pages one at a time. They can focus on pictures and text in books in order to identify main characters. Pupils can anticipate key events and able to fill in missing words or phrases in the story when left out intentionally by an adult in order to develop their understanding of stories or poems. Pupils can match identical photos, symbols and letters. Knows the sound of some of the letters of their own name and is able to identify other words that begin with the same letter in order to develop understanding of reading in familiar environments.	Key strategies and types of provision/resources: ☐ Book Corner: have a book corner with approx. 10-15 books in which are rotated half-termly dependent on topic and children's interests ☐ Laminated 'Photobooks' in each class's book corner, with photos of each child in class. ☐ Fab Phonics: Phase 1 and 2 (see Phonics Guidance) ☐ Sight-Reading Project (See SR Guidance) ☐ Guided reading sessions ☐ Story sessions: children follow the story and begin to anticipate key events, answer questions about the book ☐ School library: handle books, engage and follow stories Community/Specialist Provision: ☐ Community library: practise handling books, follow a story being read to them, answer simple who, what, where questions about story ☐ Opportunities to read signs and logos out in the community e.g. bus stop, Nandos, McDonalds, toilet
Writing: To be able to hold a writing tool with a tripod grip in order to hold a writing tool with better control. Pupils can trace and copy circular, horizontal and vertical lines using messy play and writing tools to begin to show active participation in their writing. Pupils can use a keyboard to match letters and input them onto the computer or tablet to develop writing on a computer.	Key strategies and types of provision/resources: ☐ Writedance sessions: children practise developing gross and fine motor skills to develop control when using writing tools ☐ Mark-making area: provide a variety of thick-handled writing tools and usual writing equipment, visuals with writing patterns for children to copy and trace ☐ Messy play: trace and copy writing patterns in wet and dry messy play ☐ Outdoor play areas: mark-making area, water play/sand tray, construction area to develop fine motor and hand control ☐ Opportunity to write for meaning indoors and outdoors e.g. writing on clipboards, making lists, writing cards to family members etc. Writing opportunities available across all role play set ups. ☐ ICT: individual sessions on computer or iPad to practise writing skills and letter input ☐ Sessions in Art room encourage use of range of mark making tools.

Community/Specialist Provision:

	☐ Nature reserve/forest schools: purposeful mark-making in soil, water, sand etc. with sticks, spades etc. ☐ Community library: using computers to practise typing in different contexts
Formal curriculum (linked to branches 8+) By the end of this curriculum stage, pupils will be able to... Language and Communication: Pupils will understand and use language to talk about things beyond their current situation including past events and use future tense. Pupils will use more complex sentences using 'and' and 'because' in order to be able to join and sequence ideas. Pupils can plan, question, negotiate, make predictions and reason. Attention and Understanding: Pupils can recognise every letter of the alphabet and can blend words together using phonics knowledge at Phase 3. Pupils can pay attention and take into account what others say which can enable them to take on an imaginative role with a narrative. Pupils can use language such as 'first' 'last' 'after' to enable them to order events in discussions and instructions. Pupils understand prepositions 'under' 'on top' 'behind' in order to be able to understand and respond to instructions containing two-parts. Understand two-key words instructions and questions to develop and further their understanding and listening skills in a variety of contexts.	Key strategies and types of provision/resources: ☐ Role-play opportunities: shops, hairdressers, mud kitchen, home corner, pizza kitchen etc. ☐ Associative Play: promotes cooperation and problem-solving, develops further language through reasoning and asking questions - how, what, why? ☐ Co-operative Play: develop speaking and listening skills, children share ideas and work together by telling each other what to do ☐ Communication Books/Hi-Tech: language is specifically chosen to further children's vocabulary. Vocabulary should now include words that extend learning ☐ Short, daily bursts of structured teaching groups (language and communication groups, Makaton etc). ☐ Role-play room: pupils to go in and have open-ended play opportunities, come back to class and retell what they did in the room and then plan what they would like to do next time ☐ Outdoor play areas: opportunities for children to initiate games with other children, opportunities to negotiate and reason over potential conflicts ☐ Cooking: planning and following recipes and two-step instructions ☐ Outdoor play areas: role play mud kitchen to all children to make complex sentences using joining words in their speech, organising thoughts and language to have meaningful conversations ☐ Playground: Large scale construction activities: crates, cardboard boxes, large blocks, tyres, carpet rolls, cable reels to be able to understand and respond to positional language in instructions through play ☐ Blast Off Groups encourage language acquisition and group-work skills. Community/Specialist Provision: ☐ Shopping: encourage pupils to follow a sequence (make shopping lists for their cooking session/snack, find them in the shop and pay for them) ☐ Nature reserve/forest schools: planning future activities, re-telling on past sessions ☐ Community swimming pool: discussing a past swimming session ☐ Places of worship: practising questioning and develop understanding and listening skills ☐ Possible links with mainstream nurseries/schools: develop conversational and understanding skills with children outside of setting ☐ Opportunities to practise communication with different professionals in the community e.g. shop keepers, bus drivers etc. ☐ School outings (Flip-out, museums/galleries, Oily Cart): make predictions, questions and re-tell

Reading: Pupils can read from left to right and top to bottom, and read and match CVC and familiar words without visual support. Pupils can link sounds to letters, name most letters in the alphabet and find words beginning with the same letter.	Key strategies and types of provision/resources: ☐ Book Corner: every class to have a book corner with approx. 10-15 books in which are rotated half-termly dependent on topic and children's interests ☐ Laminated 'Photobooks' in each class's book corner, with photos of each child in that class. Encourages children to discuss images and text in a recognisable context. ☐ Communication Books/Hi-Tech: language can be used as a tool to support reading and learning new vocabulary ☐ Fab Phonics (short daily session) ☐ Big Draw (daily sessions) ☐ Sight Reading Project ☐ Daily 1:1 reading time ☐ Colourful Semantics- Differentiated, with new sentence components introduced quickly to promote progress. ☐ Cooking: reading and following recipes ☐ Roleplay: play focused activities around reading, children reading to each other, reading menus etc. ☐ School library: Read short stories from start to finish Community/Specialist Provision:
Writing: Pupils can hold a writing tools between their thumb and two fingers to develop their control. Pupils can type or write a letter of the alphabet upon hearing it aloud. They can accurately type or write CVC and common words.	Key strategies and types of provision/resources: ☐ Library: reading stories, making predictions, acting out characters and parts of the story ☐ Small group outings: reading menus in a café, reading signs in the community, following maps/directions ☐ Writedance sessions: children practise developing gross and fine motor skills to develop control when using writing tools to purposefully make different writing patterns and shapes ☐ Mark-making area: provide a variety of writing equipment, visuals with writing patterns for children to draw and write ☐ Sessions in Art room encourage use of range of mark making tools. ☐ Role-play: include writing opportunities where children can practise drawing, making lists, writing letters etc. ☐ Outdoor play areas: mark-making area, water play/sand tray, construction area to develop fine motor and hand control ☐ Writing for meaning e.g. making menus, placemats, tickets, writing messages for other classes or reception, writing and posting letters to friends, family or other staff, printing off computer work and writing. ☐ ICT: individual sessions on computer or iPad to practise typing skills

Community/Specialist Provision:

	☐ Community library: using computers to write about a story they read ☐ Ordering food online ☐ ICT: writing an email about an outing they went on, sending images alongside etc.
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