

**Medium Term Plan 2023 / 2024**

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| **Term** | **Autumn 2023** | | **Theme** | | **Celebrations** | | **Subject area** | **Communication, Literacy and Language** |
| **INTENT**  **Learning Intentions** | | **IMPLEMENTATION**  **Key Learning Activities**  ***.*** | | | | | | **IMPACT** |
| ***Brief explanation of the learning outcomes, building a sequence of learning.*** | | ***Ideas of how the outcomes will be achieved, including possible tasks, activities etc. developing Knowledge and Skills. Sequences should build on previous learning.*** | | | | | | ***National Curriculum References.*** |
|  | | **Explorer (pre-NC)** | | **Engager (KS1)** | | **Engager + (LKS2)** | |  |
| **Week 1 & 2**  **Getting to know new students. Building relationships. Assessment of current skills and gaps in learning, needs, etc.**  **Baseline assessments to be completed across all classes by E Seery:**  **Fri L3&4 reading ages WLC**  **Mon L2 – spelling ages 3W**  **Tues L2 – spelling ages 3L**  **Wes L2 – spelling ages 3C**  **Thurs L1&2- 3H assessments**  **Fri L3&4- RWI assessments WLC** | | **Week 1 sound/core word of the week** – m/ me  **Week 2 sound/core word of the week** – a/ again  Monday  School routines, settling in, Thrive activities. Speaking and listening games.  Tuesday  Reading for pleasure session. Get to know student’s reading abilities, likes, dislikes, interests.  Wednesday  Mark making / colouring / fine motor activities.  Thursday  Social communication games – speech and lang games, turn taking games. | | Monday  School routines, settling in, Thrive activities. Speaking and listening games.  Tuesday  Reading for pleasure session. Get to know student’s reading abilities, likes, dislikes, interests.  Wednesday  Fine motor / writing tasks.  Goal setting, discussing hopes for the future - record.  Thursday  Social communication games – turn taking, board games, outdoor games, team building.  Friday  Functional skills – cookery, community visit. | | Monday  School routines, settling in, Thrive activities. Speaking and listening games.  Tuesday  Reading for pleasure session. Get to know student’s reading abilities, likes, dislikes, interests.  Wednesday  Fine motor /writing tasks.  Goal setting, discussing hopes for the future - record.  Thursday  Social communication games – turn taking, board games, outdoor games, team building.  Friday  Functional skills – cookery, community visit. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse – reading and performance.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interaction, TacPac and/or communication games and cont. prov.activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (s) & core word of the week (stop)  Multisensory phonics cont. prov. activities in RWI phonics groups.  Wednesday  Sensory Story - The Little Red Hen  Follow up cont. prov. activities linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making, and letter formation and handwriting cont. prov. activities linked to Branch Maps / PLGs / OT.  Vocab focus - my/mine, plant, water, soil, seed, hen | | Monday  Identify and discuss shared group rules for speaking and listening. Record so that this can be referred to each week.  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Read the poem ‘Harvest time is here again’. What do students notice? Highlight the rhyming words together. Work in groups / pairs and allocate a line to each- students to create images to represent each line.  Thursday  Read the poem ‘Harvest time is here again’. Look at images created yesterday. Students to remember which line it represented and practice saying off by heart. Sequence the images as a class and each group/pair to perform their line off by heart. Rehearse then perform and video. Can the class recite the entire poem together off by heart?  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- basic punctuation – full stops, capital letters  3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks)  Spelling: statutory spelling list words based on spelling ages. | | Monday  Identify and discuss shared group rules for speaking and listening. Record so that this can be referred to each week.  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  Watch video of a Carnival [Notting Hill Carnival: The best dancers and street performers from the parade - YouTube](https://www.youtube.com/watch?v=r02Wp6jVj58)  Hand out ‘Carnival’ poem – split version (in resources). Read sections in groups one at a time. Reread together. Discuss how their section should be read thinking about tone, volume, intonation, expression. Annotate (Y3 P5, Y4 P2)  Thursday  Reread Carnival poem together. Rehearse sections in pairs/small groups and practice memorising. Perform as a class. (Y3 P5, Y4 P2)  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- basic punctuation – full stops, capital letters  3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks)  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (d) & core word of the week (drink)  Multisensory phonics cont. prov. activities in RWI phonics groups.  Wednesday  Sensory Story - The Little Red Hen  Follow up cont. prov. activities linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making, and letter formation and handwriting cont. prov. activities linked to Branch Maps / PLGs / OT.  Vocab focus - again, plant, water, soil, seed, hen | | Monday  Revisit group rules for speaking and listening. Skills Builder listening activity – following instructions (Step 1) Discuss/ complete quiz for when we follow instructions, why this is important and what might make it difficult. Teacher & TA to model giving instructions to complete task (draw, build, make). Students split into small groups/pairs to repeat activity. Reflect on discussion/quiz.  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Students to look at books, images, video, props relating to Harvest festival (fruit, veg, farm, tractor, scarecrow, etc.). Teacher to model naming and describing item/image. Students to record words and descriptive words and phrases to describe items/ images and record in books.  Thursday  Revisit words and phrases collated yesterday. Choose a couple of examples – give feedback and suggest improvements. Model editing and redrafting. Students to work in groups / pairs to feedback and redraft their sentences.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- basic punctuation – full stops, capital letters  3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks)  Spelling: statutory spelling list words based on spelling ages. | | Monday  Revisit group rules for speaking and listening.  Skills Builder Listening activity – listen to others and summarise for someone else (Step 3)  In pairs tell other person about what you did at the weekend. Swap partners and tell a new person what previous partner did at the weekend. Was it easy/hard? Why? What helped to remember the info? Model.  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  Reread poem. Explore the structure. Show students key term definition and find examples of each within the poem as a class – highlight using visualiser.  Thursday  Key terms matching cards (see resources). Can students match the descriptions to the words using the highlighted text from yesterday to support them? Highlight in own copy of the poem and stick in books.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- basic punctuation – full stops, capital letters  3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks)  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (t) & core word of the week (turn)  Multisensory phonics cont. prov. activities in RWI phonics groups.  Wednesday  Sensory Story - The Dot  Follow up cont. prov. activities linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making and letter formation and handwriting cont. prov. activities linked to Branch Maps / PLGs / OT.  Vocab focus - stop, paint, paintbrush, pencil, crayon, dot, circle, paper | | Monday  Revisit group rules for speaking and listening.  Skills Builder – listening – storing and recalling instructions. Recall key points from last week (Step 1) Explore 3-step approach for recalling instructions (Stop, Focus, Repeat). In pairs sit back-to-back and give instructions to partner to draw a simple picture following 3-step approach.  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Share examples of acrostic poems – what do students notice? Explain students will create their own Harvest acrostic poem using their words, phrases, sentences to support. Work as a class to come up with first line for ‘H’. Students to complete the rest independently.  Thursday  Students to share what they did yesterday with peers and gain feedback. Finalise acrostic poems and write onto acrostic template for display / book.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- basic punctuation – full stops, capital letters  3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks, commas)  Spelling: statutory spelling list words based on spelling ages. | | Monday  Revisit group rules for speaking and listening.  Skills Builder – listening- listen to others and understand purpose of communication (Step 4).  Follow ‘Build this step’ on Skills Builder website- video and activities.  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  Reread Carnival poem. Go through discussion prompts as a class (see resources). Record point and evidence (Y3 U10 U12, Y4 U9 U11 U12).  Thursday  Watch Valerie Bloom perform ‘Carnival’. [Carniv al from i-read - YouTube](https://www.youtube.com/watch?v=w_IbQVguaR8)  Can students suggest why the poem is written in Jamaican Patois and how this makes the poem effective? (Y3 U10 U12, Y4 U9 U11 U12)  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- basic punctuation – full stops, capital letters  3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks, commas)  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (i) & core word of the week (in)  Multisensory phonics cont. prov. activities in RWI phonics groups.  Wednesday  Sensory Story - The Dot  Follow up cont. prov. linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making and letter formation and handwriting cont. prov. activities linked to Branch Maps / PLGs / OT.  Vocab focus - drink, paint, paintbrush, pencil, crayon, dot, circle, paper | | Monday  Revisit group rules for speaking and listening.  Sequence 3-step approach for recalling instructions.  Skills Builder – listening – listen to others and ask q’s to clarify understanding (Step 2). ‘Build this step’ - Clear Communication on Skills Builder website.  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Read ‘Halloween fun’ by Ada Clark. Could block out ‘Halloween’ and see if students can guess which celebration, it’s about. Discuss ‘jack-o-lantern' - explain this is what we know to be pumpkins and show image. Come up with actions for each line of the poem to support memorising.  Thursday  Reread Halloween poem – recall actions from last lesson and read together using actions. Build to being about to recite the poem using only actions until the class can recite it off by heart.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- basic punctuation – q marks, exclamation marks  3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks, commas)  Spelling: statutory spelling list words based on spelling ages. | | Monday  Revisit group rules for speaking and listening. Skills Builder – listening – listen to others and record important info.  TA / student to verbally share weekend news. Teacher to model noting down key points using bullet points. Talk aloud to model thought process. Students repeat in pairs.  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  New poem – Harvest Acrostic (see resources). Read together. Discuss unfamiliar words/vocab and use dictionary skills to find meaning if needed. (Y3 U2 U3, Y4 U2 U3). Record unfamiliar vocab and display meanings at front of class to refer back to. Split class into pairs and give each student a line of the acrostic each. Students create an A3 visual representation of the line – draw, print images, cut and stick from magazines.  Thursday  Continue to create visual representations. Share at the end by sequencing the images and adding the line below. Reread the poem using visual representations as a sequence.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- basic punctuation – q marks, exclamation marks  3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks, commas)  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (n) & core word of the week (now)  Multisensory phonics cont. prov. in RWI phonics groups.  Wednesday  Sensory Story - Room on the broom  Follow up cont. prov. activities linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making and letter formation and handwriting cont. prov. linked to Branch Maps / PLGs / OT.  Vocab focus - turn, cat, witch | | Monday  Revisit group rules for speaking and listening.  Sequence 3-step approach for recalling instructions.  Skills Builder – listening – listen to others and ask q’s to clarify understanding (Step 2). ‘Build this step’ - Curious Questioning on Skills Builder website.  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Recite Halloween Fun poem. Provide a selection of words for students to match and rhyme e.g. bat and cat, ghost and most, witch and itch, black and back. Can students create two new lines for the Halloween poem using the rhyming pairs? Provide an example and sentence stems to support those who need.  Thursday  Share new poem endings by reading the poem and adding new lines to the end. Rewrite the poem, adding new additions. Write up for display / book.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- basic punctuation – q marks, exclamation marks  3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks, commas)  Spelling: statutory spelling list words based on spelling ages. | | Monday  Revisit group rules for speaking and listening. Skills Builder – listening – listen to others and record important info.  TA to talk about their weekend in detail. Teacher model separating key info into categories using concept/mind map. Practice making notes using mind map / bullet points. Students identify which technique they prefer.  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  Revisit key terms for poetry and the way poetry can create visual images in someone's mind. Create own acrostic poem about Halloween, focusing on creating imagery in the reader's head. Students could go to the immersive room and explore Halloween themed props etc for inspiration. Note down ideas.  Thursday  Record final ideas for Halloween acrostic poem and record on Halloween template. Share with peers.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- basic punctuation – q marks, exclamation marks  3L/3C- basic punctuation refresher (full stops, capital letters, exclamation marks, q marks, commas)  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Half term** | | | | | | | | |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (p) & core word of the week (please)  Multisensory phonics activities in RWI phonics groups.  Wednesday  Sensory Story - Room on the broom  Follow up activities linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making and letter formation and handwriting activities linked to Branch Maps / PLGs / OT.  Vocab focus - in, witch, cat, pumpkin, black, purple | | Monday  Revisit group rules for speaking and listening.  Can students remember the 3 steps for recalling instructions?  Skills Builder focus- Speaking.  Step 1 – speak clearly to small group of people you know.  Discuss difference between speaking to one person you know and a group – speak louder, look at everyone, check for understanding. Try out by working in small group to talk about weekend.  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Read ‘The Bonfire at Night’ by Enid Blyton whilst playing this video in the background [Night Campfire with Dark Background Video - 12 Hours Burning Fire Sounds & Black Screen for Sleep - YouTube](https://www.youtube.com/watch?v=yTLyJvFCJcw)  Discuss and explore unfamiliar vocabulary to create a visual word bank for unfamiliar words.  Thursday  Read Bonfire poem again.  Y1 – visit Forest School area to reenact parts of the poem – sit around the ‘bonfire’, throw sticks and leaves on, dance / sing around the fire. Could ask Ellen to make an actual fire for students to experience.  Y2 - Inference focus – answer Why? questions to clarify meanings within the poem.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- joining words and/but  3L- conjunctions, adverbs  3C- joining words and, but, so, or  Spelling: statutory spelling list words based on spelling ages. | | Monday  Revisit group rules for speaking and listening.  Teacher/TA to share weekend news and students to use note taking technique to jot down key points, then share with a partner and compare.  Skills Builder focus – Speaking.  Step 3 – speak effectively by making points in logical order.  Provide set of simple written instructions for students to sequence into ‘logical order’. Share weekend news in a ‘logical order’ in small group/pairs.  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  Revisit key terms for poetry. Reread Carnival, Harvest poem and own acrostic poems. Discuss impact, features, structure. Make notes as a class as to how each poem creates powerful imagery.  Thursday  Research ‘Diwali’ using books, internet, videos. Make notes using planning grid (see resources). Fill in together first to model then allow students to continue in pairs/groups.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- joining words and/but  3L- conjunctions, adverbs  3C- joining words and, but, so, or  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (g) & core word of the week (go)  Multisensory phonics activities in RWI phonics groups.  Wednesday  Sensory Story- In Flanders Fields  Follow up activities linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making and letter formation and handwriting activities linked to Branch Maps / PLGs / OT.  Vocab focus - now, poppy, soldier | | Monday  Revisit group rules for speaking and listening.  Skills Builder – Speaking Step 1 – speak in front of small group of people you know.  Split class in half to share weekend news. Share peers weekend news with other half of the class (recalling info).  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Explain that students will be exploring the festival of Diwali. Students to watch videos, read books and research about Diwali, making simple notes. Share with peers.  Thursday  Display a range of examples of shape poems on the board. Explain that students are going to write up the information they have found out about Diwali into a shape poem. Consider what shapes they might like to do and why. Begin to work on creating sentences about Diwali.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- joining words and/but  3L- conjunctions, adverbs  3C- joining words and, but, so, or  Spelling: statutory spelling list words based on spelling ages. | | Monday  Revisit group rules for speaking and listening.  Skills Builder – Speaking Step 3 – speak effectively by putting events in logical order.  Share weekend news at front of class. Listening students to take notes of key points.  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  Show examples of shape poems: [Shape poems - Mr Fletcher (weebly.com)](http://mrfletcher.weebly.com/shape-poems.html)  Explain that today students will be thinking about creating powerful lines of poetry about Diwali using their planning grid. Agree some criteria for the poems. Using sample planning grid, model some example lines. Allow students to attempt to create some of their own lines.  Thursday  Provide teacher model example. Praise for use of good vocab and language to create imagery. Discuss use of powerful language – can students give examples of this? What could be Even Better If? Students to revisit poems and make amendments. (Y3 D2 E2, Y4 D3 E2)  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- joining words and/but  3L- conjunctions, adverbs  3C- joining words and, but, so, or  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (o) & core word of the week (on/off)  Multisensory phonics activities in RWI phonics groups.  Wednesday  Sensory Story - Kindness Rules  Follow up activities linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making and letter formation and handwriting activities linked to Branch Maps / PLGs / OT.  Vocab focus - please, friend, kind | | Monday  Revisit group rules for speaking and listening.  Recap – following instructions.  Provide students with selection of ingredients/lego/craft items. Give verbal instructions for students to follow. Hand out written instructions in steps for students to sequence.  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Continue working on Diwali shape poem – draft, edit, offer feedback to peers.  Thursday  Make final edits and write up into shape template neatly for display / books. Add colour / images.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- revisit basic punctuation, joining words and/but/or  3L- revisit Aut 1 concepts, conjunctions, adverbs  3C- revisit Aut 1 concepts, joining words and, but, so, or  Spelling: statutory spelling list words based on spelling ages. | | Monday  Revisit group rules for speaking and listening.  Recap – note taking to support recall of info.  Watch Newsround. Take notes of key points. Share and compare.  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  Read poems aloud to proofread and make any amendments with support. Join up with a partner who can give praise and suggest improvements. Decide on a shape for the poem based on theme of Diwali.  Thursday  Make final edits then write up poem into shape templates neatly. Add colour/images.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- revisit basic punctuation, joining words and/but/or  3L- revisit Aut 1 concepts, conjunctions, adverbs  3C- revisit Aut 1 concepts, joining words and, but, so, or  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (c) & core word of the week (come)  Multisensory phonics activities in RWI phonics groups.  Wednesday  Sensory Story - Stick Man  Follow up activities linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making and letter formation and handwriting activities linked to Branch Maps / PLGs / OT.  Vocab focus - go, snow, tree, dog, Santa | | Monday  Revisit group rules for speaking and listening.  Applying learnt skills from Skills Builder focus: lego challenge.  Use lego challenge cards [Simple Building Brick Model Challenge Cards | Twinkl.](https://www.twinkl.co.uk/resource/simple-building-bricks-model-challenge-cards-t-tp-1672776447) Teacher and TA model giving verbal instructions to the other to build the model (first allowing students to see the card, then hiding the card and all students follow and attempt to build).  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Explore / read a range of Christmas card poems – look at a range of Christmas cards, how they are designed and what messages they have inside. Talk about favourites and why. Discuss layout, structure, contents, purpose, audience. Create criteria for Christmas card messages / poems.  Thursday  Revisit criteria from yesterday. Provide a template for students to create own Christmas card message following success criteria. Students to draft ideas with support.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- revisit basic punctuation, joining words and/but/or  3L- revisit Aut 1 concepts, conjunctions, adverbs  3C- revisit Aut 1 concepts, joining words and, but, so, or  Spelling: statutory spelling list words based on spelling ages. | | Monday  Revisit group rules for speaking and listening.  Applying learnt skills from Skills Builder focus.  Use laptops/iPad/books to find out info about a celebration e.g. remembrance day, Diwali, Thanksgiving. Take notes. Work in pairs to formulate info into a logical order. Share with the class (to be done over 2 weeks).  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  Read ‘The night before Christmas’ as a class. Discuss initial thoughts, clarify meanings and explore unfamiliar vocabulary. Create a word wall of unfamiliar words, adding images to support understanding.  Thursday  Discuss Christmas time, explore items, books, videos, photos relating to Christmas and come up with some detailed sentences to describe.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- revisit basic punctuation, joining words and/but/or  3L- revisit Aut 1 concepts, conjunctions, adverbs  3C- revisit Aut 1 concepts, joining words and, but, so, or  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (k) & core word of the week (like)  Multisensory phonics activities in RWI phonics groups.  Wednesday  Sensory Story - Stick Man  Follow up activities linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making and letter formation and handwriting activities linked to Branch Maps / PLGs / OT.  Vocab focus - on/off, snow, tree, dog, Santa | | Monday  Revisit group rules for speaking and listening.  Revisit group rules for speaking and listening.  Applying learnt skills from Skills Builder focus: lego challenge.  Split students into small groups and assign roles. Use lego challenge cards [Simple Building Brick Model Challenge Cards | Twinkl.](https://www.twinkl.co.uk/resource/simple-building-bricks-model-challenge-cards-t-tp-1672776447) Students to take turns to take a card and hide from their peers, then provide verbal instructions to build the models.  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Share ideas for card poem with staff and peers. Discuss against success criteria. Can students say how themselves or others could improve and offer feedback?  Thursday  Respond to feedback. Redraft and finalise card poem.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- hold a sentence with focus on writing simple sentences independently using correct punctuation  3L- inverted commas  3C- apostrophes for contracted forms and singular possession  Spelling: statutory spelling list words based on spelling ages. | | Monday  Revisit group rules for speaking and listening.  Revisit group rules for speaking and listening.  Applying learnt skills from Skills Builder focus.  Watch videos, listen to a podcast or listen to staff read from a book to find out info about a celebration e.g. remembrance day, Diwali, Thanksgiving. Take notes. Work in pairs to formulate info into a logical order. Share with the class.  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  Revisit sentences used to describe Christmas items, photos etc last week. Show students a particular section of the poem on the visualiser. As a class, rewrite the section as though it is based in modern day. Teacher to model this.  Thursday  Continue from yesterday. Read aloud and discuss and make agreed amendments. Show a new section of the poem – explain that students will work as a group to rewrite the section as if it was based in modern day.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- hold a sentence with focus on writing simple sentences independently using correct punctuation  3L- inverted commas  3C- apostrophes for contracted forms and singular possession  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (u) & core word of the week (under)  Multisensory phonics activities in RWI phonics groups.  Wednesday  Sensory Story - Stick Man  Follow up activities linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making and letter formation and handwriting activities linked to Branch Maps / PLGs / OT.  Vocab focus - come, snow, tree, dog, Santa | | Monday  Revisit group rules for speaking and listening.  Split students into teams. One person gets verbal instructions from teacher and relays to team who must complete instruction. Repeat and rotate student roles. Could do cookery, building, craft or fine motor challenge (Thrive link).  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Write up final poem onto card template neatly. Add additional details e.g. ‘made by’ on back. Begin designing and creating front cover.  Thursday  Finish front cover. Photocopy cards – one for book and one to post next week.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- hold a sentence with focus on writing simple sentences independently using correct punctuation  3L- inverted commas  3C- apostrophes for contracted forms and singular possession  Spelling: statutory spelling list words based on spelling ages. | | Monday  Revisit group rules for speaking and listening.  Recap learning from Aut 1 for listening skills – listening and summarising, note taking. In small groups or pairs, create a poster of key rules.  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  Continue working on reworded section of poem in groups to finalise.  Thursday  Share newly worded sections with peers. Offer feedback, discuss, edit, redraft.  Friday  Spelling, grammar and handwriting rotations.  Grammar:  3W- hold a sentence with focus on writing simple sentences independently using correct punctuation  3L- inverted commas  3C- apostrophes for contracted forms and singular possession  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Communication and spoken language skills.**  **Reading and phonics.**  **Poetry/ repetitive verse.**  **Spelling, grammar and handwriting skills.** | | Monday  Intensive interactions, TacPac and/or communication games and activities linked to Branch Maps/ PLGs / SaLT  Tuesday  Attention Autism linked to sound of the week (b) & core word of the week (big)  Multisensory phonics activities in RWI phonics groups.  Wednesday  Sensory Story - Stick Man  Follow up activities linked to Branch Maps / PLGs / SaLT.  Thursday  Dough gym  Fine motor, mark making and letter formation and handwriting activities linked to Branch Maps / PLGs / OT.  Vocab focus - like, snow, tree, dog, Santa | | Monday  Revisit group rules for speaking and listening.  Revisit group rules for speaking and listening.  Split students into teams. One person gets verbal instructions from teacher and relays to team who must complete instruction. Repeat and rotate student roles. Could do cookery, building, craft or fine motor challenge (Thrive link).  Tuesday  RWI Phonics / Comprehension groups.  Speed sounds, green and red words, reading, comprehension q’s and Get Writing books.  Wednesday  Finish Christmas cards. Address to someone they live with. Write address on envelope.  Thursday  Visit post office at Sandy Lane to buy stamps and post the Christmas cards at the post box.  Friday  Spelling, grammar and handwriting rotations.  Grammar: recap and revisit all grammar from Aut 1 and Aut 2  Spelling: statutory spelling list words based on spelling ages. | | Monday  Revisit group rules for speaking and listening.  Recap learning from Aut 2 for speaking skills – speaking in a logical order. In small groups or pairs, create a quiz for peers about key concepts relating to speaking in a logical order e.g. true or false quiz.  Tuesday  Recap Set 2/3 speed sounds and green and red words relating to sound of the week.  RWI Literacy & Language programme – read anthology text and answer questions from textbook as a class or in small groups.  Wednesday  Give a new final section of the poem for students to rewrite/ redraft to modern day. Students to do this independently.  Thursday  As per yesterday. Write up final piece.  Friday  Spelling, grammar and handwriting rotations.  Grammar: recap and revisit all grammar from Aut 1 and Aut 2  Spelling: statutory spelling list words based on spelling ages. | | Explorer (Engagement Model)  Exploration  Realisation  Anticipation  Persistence  Initiation  Explorer (Pre-KS 1)  Language comprehension & word reading  Writing - composition and transcription  Engager (KS1/LKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition  Challenger (UKS2)  Word reading  Reading comprehension  Writing - transcription  Writing - composition |
| **Assessment week**  **E Seery to complete RWI assessments.**  **Class teachers to complete Branch Map and LAPS assessments based on teacher judgements.** | | Update Branch Maps  Phonics assessments  Beery assessments  Reading age (where appropriate)  Spelling age (where appropriate) | | Update LAPS  Phonics assessments (ES) | | Update LAPS  Phonics assessments (ES) | |  |
| **Key Resources** | | **Explorers – The Little Red Hen sensory story, The Dot book, Room on the Broom sensory story, Stick Man sensory story, RWI phonics sound cards and green/red words, magnetic letters, sandpaper letters, sensory trays, playdough/theraputty, core word boards relating to learning, Teach handwriting resources, TacPac kit, bucket and resources for Attention Autism.**  **Engagers – RWI resources (sound cards, green and red words, RWI Phonics books and Get Writing books), range of peoms (When Harvest comes again, The Bonfire at night, range of Acrostic poems, range of shape poems), selection of Christmas cards containing rhymes, Teach Handwriting resources**  **Engager+/Challenger – RWI sound cards, Lit&Lang books, copy of poems (Carnival, acrostic poem selection, selection of shape poems, The night before Christmas), Teach Handwriting resources** | | | | | | |