**Rolling Programme of Skills and Themes: Literacy – KS3**

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|  | **Autumn** | **Spring** | **Summer** |
|  | Theme | Outcomes | Theme | Outcomes | Theme | Outcomes |
| **Year A****15/16****18/19****21/22** | First Half Term:Modern NarrativeAll About Me moving onto stories about emotions/ friendshipBag full of worriesThe day the crayons quitThe Colour MonsterMr Men stories | Communicate about oneself:Speaking /listening skills – giving personal responsesGiving personal responsesIncreased vocabulary | Narrative:Traditional Tales (x2)Pre 1914 Jack & BeanstalkThe Little Red HenLittle Red Riding Hood3 Billy Goats | CommunicationExperience / anticipation / turn-takingNarrative structureCharactersRetelling - orally/role-play /sequencing | Narrative:Contemporary Fiction. Author: Julia Donaldson (Snail & Whale,Squash & SqueezeRoom on the broomEnormous Giant) | CommunicationExperience / anticipation / turn-takingNarrative structureCharactersRetelling - orally/role-play /sequencingWrite captions, labels, lists(Encounter/Experience – sensory related) |
| **Year B****16/17****19/20****22/23** | First Half Term:Modern NarrativeAll about me moving ontostories that relate to personal experiences – Eg. **Stanley’s Stick.****The Red Bus**Stories based on Christmas – Santa comes to Stockport. | Communicate about oneself:Speaking /listening skills – giving personal responsesCommunicationExperience / anticipation / turn-takingTo begin to compare similarities and differences between traditional and modern storiesNarrative structureCharactersRetelling - orally/role-play /sequencing | Narrative:Cultural / tales from overseasThe Magic Paintbrush (China)Handa’s Surprise (Africa)Bringing the Rain to Kapati PlainMama Panya’s Pancakes.Jamela’s Dress.Anancy and Mr Dry Bones. | CommunicationExperience / anticipation / turn-takingNarrative structureCharactersRetelling - orally/role-play /sequencing | Non–fiction:Instructions (make a drink /sandwich/brush teeth etc.- link with health, well-being and independence)\*Can also link to a story if more appropriate – Pass The Jam Jim (lists for a party, invitations, instructions for a jam sandwich, making a drink of juice etc)Experiential group – sensory story | Be able to create instructions (orally and written)Explore writing for non fiction purposes – lists, invitations, instructions.Giving personal responsesIncreased vocabulary\*\*Encounter/Experience group – sensory story linked to how to make…\*\* |
| **Year C****17/18****20/21****23/24** | First Half Term: All about me – communicating about oneself.Moving onto Modern Narrative - Brown Bear, Brown Bear/Polar Bear, Polar Bear. | Communicate about oneself:Speaking /listening skills – giving personal responses | Narrative:Entering the world of William Shakespeare Midsummer Night’s DreamMacbeth | CommunicationExperience / anticipation / turn-takingNarrative structureCharactersRetelling - orally/role-play /sequencing | Contemporary Fiction that can tie into non fiction writing/reading Poss texts –Where the wild things are, Dr Zoo, Lighthouse keepers lunch, I want my hat back.  | CommunicationExperience / anticipation / Characters; Narrative structure. Retelling - orally/role-play /sequencing.Nonfiction reading/writing linked into the story book.eg. letter writing, information book, instructions. |

**Rolling Programme of Skills and Themes: Literacy – KS4**

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|  | **Autumn** | **Spring** | **Summer** |
|  | Theme | Outcomes | Theme | Outcomes | Theme | Outcomes |
| **Year A****15/16****17/18****19/20****21/22** | All About MeMoving onto writing/poetry about Seasons linked to personal experiences. | Communicate about oneself:Speaking /listening skills – giving personal responses and share information with othersBe able to complete simple formsGiving personal responsesIncreased vocabularyCollaborative creation of poems | Contemporary Fantasy Fiction e.g. Harry PotterOrA theme to link in with drama and school production | CommunicationExperience / anticipation / turn-takingNarrative structureCharactersRetelling - orally/role-play /sequencingSchool production  | Non –fiction: MediaNewspapers, television news and any production related items e.g. newspaper advertising, programmes, tickets, posters etc.PMLD - Sensory | School NewspaperUsing media to present information for wider audiences |
| **Year B****16/17****18/19****20/21****22/23** | All About Me moving onto Narrative :Traditional (pre 1914) Oliver Twist.ScroogeFrankenstein’s MonsterWuthering Heights  | Communicate about oneself:Speaking /listening skills – giving personal responses and share information with othersBe able to complete simple formsTo begin to compare similarities and differences between traditional and modern storiesCommunicationExperience / anticipation / turn-takingNarrative structureCharactersRetelling - orally/role-play /sequencing | Contemporary fictionAuthor: David Walliams  | CommunicationExperience / anticipation / turn-takingNarrative structureCharactersRetelling - orally/role-play /sequencingCreate own stories, adapted from story covered in first half spring term. | Shakespeare playRomeo and JulietThe TempestAs you like it. | CommunicationExperience / anticipation / turn-takingNarrative structureCharactersRetelling - orally/role-play /sequencing |

**Rolling Programme of Skills and Themes: Literacy – Post 16**

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|  | **Autumn** | **Spring** | **Summer** |
|  | Theme | Outcomes | Theme | Outcomes | Theme | Outcomes |
| **Year A****15/16****18/19****21/22** | First Half Term:Sharing Information about myself.Second Half Term:More able students:Communicate with a wider range of people.Create a power point or video to communicate about themselves. To be shown to the rest of school.H1-4: Communicating choices through a sensory experience/ age related story that links to personal experiences. | Communicate about oneself:Speaking /listening skills – giving personal responses and share information with a wider audience.Be able to complete simple forms.To form the basis of the student’s personal statement.Communicate clearly to be heard and understood in simple exchanges.  | Following simple instructions and lists (packing a rucksack for an outing / college – linked to other areas of the curriculum)Fictionfor enjoyment | To be able to follow simple pictorial, written and verbal instructions. To talk about experiences.Shared writing experience.To create a packing list.To follow verbal instructions.Shared enjoyment of a range of books and media fiction (e.g. films, television programmes) and create a scrapbook (sensory book for PMLD), retelling the story, exploring characters and reviews.Talk about and explore emotions. | First Half Term:Social Sight Signs in school and in the communitySecond Half Term:Conversation skills in the community (role play and actual) | To be able to recognise and/or read familiar signs both indoors and outdoors.To be able to recognise shops and what they sell.To be able to request items in shops / cafes. |
| **Year B****16/17****19/20****22/23** | First Half Term:Sharing information about myself.Second Half Term:More able students:To communicate with a wider audience.Explore using the telephone / text / emails / ipads to communicateH1-4: Communicating choices through a sensory experience/ age related story that links to personal experiences. | Communicate about oneself:Speaking /listening skills – giving personal responses and share information with a wider audience.Be able to complete simple formsTo form the basis of the student’s personal statement.Communicate clearly to be heard and understood in simple exchanges.  | Following simple instructions and lists related to simple recipes e.g. making a cup of tea / sandwich / packed lunch.Fictionfor enjoyment | To be able to follow simple pictorial, written and verbal instructions To talk about experiences.Shared writing experience.To create a shopping list.To follow verbal / written instructionsShared enjoyment of a range of books and media fiction (e.g. films, television programmes) and create a scrapbook (sensory book for PMLD), retelling the story, exploring characters and reviews.Talk about and explore emotions. | First Half Term:Social Sight Signs in school and in the communitySecond Half Term:Conversation skills in the community (role play and actual) | To be able to recognise and/or read familiar signs both indoors and outdoors.To be able to recognise shops and what they sell.To be able to request items in shops / cafes |
| **Year C****17/18****20/21****23/24** | First Half Term:Sharing information about myself.Second Half Term:More able students:Communicate with a wider audience, talking aloud in front of others about Heaton School and its community.H1-4: Communicating choices through a sensory experience/ age related story that links to personal experiences. | Communicate about oneself:Speaking /listening skills – giving personal responses and share information with a wider audience.Be able to complete simple forms.To form the basis of the student’s personal statement.Sharing information about Heaton School to an audience or visitors.  | Following simple instructions and lists, of how to get to a location both in school and in the local community. Fictionfor enjoyment | To be able to follow simple pictorial, written and verbal instructions.To talk about experiences.Shared writing experience to create a travel plan.Possibly looking at timetables etc.To follow verbal / written instructions.Asking for directions / who to ask for help.Shared enjoyment of a range of books and media fiction (e.g. films, television programmes) and create a scrapbook (sensory book for PMLD), retelling the story, exploring characters and reviews.Talk about and explore emotions. | First Half Term:Social Sight Signs in school and in the communitySecond Half Term:Conversation skills in the community (role play and actual) | To be able to recognise and/or read familiar signs both indoors and outdoors.To be able to recognise shops and what they sell.To be able to request items in shops / cafes |