**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 Narrative  All About Me moving onto stories about emotions/ friendship  Bag full of worries  The day the crayons quit  The Colour Monster  Mr Men stories | Communicate about oneself:  Speaking /listening skills – giving personal responses  Giving personal responses  Increased vocabulary | Narrative:  Traditional Tales (x2)  Pre 1914  Jack & Beanstalk  The Little Red Hen  Little Red Riding Hood  3 Billy Goats | Communication  Experience / anticipation / turn-taking  Narrative structure  Characters  Retelling - orally/role-play /sequencing | Narrative:  Contemporary Fiction. Author: Julia Donaldson  (Snail & Whale,  Squash & Squeeze  Room on the broom  Enormous Giant) | Communication  Experience / anticipation / turn-taking  Narrative structure  Characters  Retelling - orally/role-play /sequencing  Write captions, labels, lists  (Encounter/Experience – sensory related) |
| **Year B**  **16/17**  **19/20**  **22/23** | First Half Term:  Modern Narrative  All about me moving onto  stories 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 responses  Communication  Experience / anticipation / turn-taking  To begin to compare similarities and differences between traditional and modern stories  Narrative structure  Characters  Retelling - orally/role-play /sequencing | Narrative:  Cultural / tales from overseas  The Magic Paintbrush (China)  Handa’s Surprise (Africa)  Bringing the Rain to Kapati Plain  Mama Panya’s Pancakes.  Jamela’s Dress.  Anancy and Mr Dry Bones. | Communication  Experience / anticipation / turn-taking  Narrative structure  Characters  Retelling - 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 responses  Increased 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 Dream  Macbeth | Communication  Experience / anticipation / turn-taking  Narrative structure  Characters  Retelling - 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. | Communication  Experience / 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 Me  Moving onto writing/poetry about Seasons linked to personal experiences. | Communicate about oneself:  Speaking /listening skills – giving personal responses and share information with others  Be able to complete simple forms  Giving personal responses  Increased vocabulary  Collaborative creation of poems | Contemporary Fantasy Fiction e.g. Harry Potter  Or  A theme to link in with drama and school production | Communication  Experience / anticipation / turn-taking  Narrative structure  Characters  Retelling - orally/role-play /sequencing  School production | Non –fiction: Media  Newspapers, television news and any production related items e.g. newspaper advertising, programmes, tickets, posters etc.  PMLD - Sensory | School Newspaper  Using 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.  Scrooge  Frankenstein’s Monster  Wuthering Heights | Communicate about oneself:  Speaking /listening skills – giving personal responses and share information with others  Be able to complete simple forms  To begin to compare similarities and differences between traditional and modern stories  Communication  Experience / anticipation / turn-taking  Narrative structure  Characters  Retelling - orally/role-play /sequencing | Contemporary fiction  Author: David Walliams | Communication  Experience / anticipation / turn-taking  Narrative structure  Characters  Retelling - orally/role-play /sequencing  Create own stories, adapted from story covered in first half spring term. | Shakespeare play  Romeo and Juliet  The Tempest  As you like it. | Communication  Experience / anticipation / turn-taking  Narrative structure  Characters  Retelling - 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)  Fiction  for 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 community  Second 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 communicate  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 related to simple recipes e.g. making a cup of tea / sandwich / packed lunch.  Fiction  for 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 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 community  Second 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.  Fiction  for 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 community  Second 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 |