

## Sequence & Learning Progression Guidance for planning

**Learning area: My Communication**

**Area: Communication and Language Development**

**Phase: Post 16**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Total communication environment. Functional linked to accreditation	Independent travel opportunities. Role play everyday scenarios. Work experience.	Public speaking Speaking in unfamiliar settings e.g. Drs surgery, job interview. Online and phone conversations Vocabulary for vocational activities. Develop self-advocacy.	Scripts How can I? Confidence Practise

**Phase: KS4**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Total communication environment. Functional linked to accreditation	Prepare to take part in social activities out of school and rehearse appropriate vocabulary and phrases. Take part in discussions about events or news stories, give an opinion and listen to opposing view. Give a reason for opinion. Work with partner or in small groups in projects such as enterprise.	Vocabulary relating to functional and community activities. Listen to and evaluate viewpoints of others. Adjust speech for different audiences Present information to others. Order and plan information. Justify answers and opinions. Work in groups and take the lead.	Why do you think that? Do you agree with?

**Phase: KS3**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
Total communication environment.	Reading aloud – poems, plays Taking and relaying messages. Opportunities to share interests with others. Recount events verbally or using appropriate AAC. Give opinions relating to topics studied. Take part in performances and assemblies.	Ask questions to extend vocabulary Build vocabulary relating to topics and subjects. Develop use of descriptive language Take part in role play, drama and performances. Engage in collaborative activities and conversations. Gain the interest of others. Consider if changes in volume, pace and tone of speech is needed in some circumstances. Express opinions	What is it like? What did they say? What do you think?

**Phase: KS2**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
Total communication environment.	Attention Autism stage 3/4 Colourful semantics Shared games and activities Phonics Phase 2-4 Reading and comprehension activities. Role play everyday situations e.g. shopping and access to the community.	Phonemes Full sentences for communication Listen and respond to others Express feelings                      Express likes and dislikes Give reasons for choices              Answer questions Develop vocabulary for everyday experiences Maintain attention for increasing period of time.	Who, what, where, why? How do you feel? What do you like/not like? Why do you like/not like it?

**Phase: KS1**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
Total communication environment.	Attention Autism stage 2 Circle time Snack and dinner time Phonics sessions Adult modelling Songs Reading and sharing books Shared play	PECS Makaton Phase 1 & 2 phonics sounds/ phonemes Single words - intentional Short two- or three-word phrases Turn taking Developing attention and focus. Following instructions with prompts.	Show me Tell me What is it? What can you see/hear? Yes & no

**Phase: Early Years**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/ Vocabulary</b>
Total communication environment.	Attention Autism stage 1 Circle time Snack and dinner time Play Adult modelling Intensive interaction Adult signing. Songs	OOR Symbols Gesture Vocalisations Burst - pause Sounds Single words – repetition and copying Sitting and attending	Your turn, my turn Look Listen Stop More

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Learning area: **My Communication**

Area: **Reading**

Phase: **Post 16**

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
Cross-curricular Continuous provision	Application forms Leaflets Magazines/newspapers/internet/ social media Mobiles and texts- digital literacy Emails- digital literacy	Recipes Timetables/Schedules social media reports	Reading for purpose Extracting key information Scanning and retrieval Web searches Truth and bias

Phase: **KS4**

Provision (when/how)	Activities	Skills/Knowledge	Questions/ Vocabulary
3x a week	Key texts Shared reading Group discussions Focused tasks Reading comprehension assessments Scanning and retrieval Drama Dictionary work Different types of texts How a book is set out	Reading comprehension Reading for information Reading inference Personal opinion Reading fluency Vocabulary Word definitions Sequence information/recap Scanning and retrieval Use of punctuation in reading	What, where, when, how, why, Which, opinion, text, information, character, setting, plot

**Phase: KS3**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Daily	Themed book Chapter books Recap Role play Sequencing Drama Hot Seating Conscience Alley	Phase 4 and 5 phonics Common exception words Tricky words HFW Understanding of paragraphs, punctuation Understanding of character motives and actions Comprehension	Why? How? Sequence, conflict, resolution, main heading, contents, chapters, key words, fact, fiction, captions, blending, segmenting

**Phase: KS2**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>	<b>Questions/Vocabulary</b>
Daily	Themed book Share a book/story Story time phonics Talking about books/stories Basic sequencing Recap work Role play Structured sequencing Attention autism	Phase 2 and 3 phonics Blend sounds to read words Onset and Rime Independently accessing books Know the difference between print and picture Recognise that books can be used for information Knowing that stories have characters Knowledge of start, middle, end Common exception words Tricky words Recognition of fact and fiction Alphabetical order	When? Sequence, conflict, resolution, main heading, contents, chapters, key words, fact, fiction, captions, blending, segmenting

**Phase: KS1**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Daily	Themed book Sensory stories Share a book/story Attention autism Story time phonics Talking about books/stories Basic sequencing Recap work Role play	Phase 1 and 2 phonics Blend sounds to read words Rhyme and onset Recognising symbols Independently accessing books Know the difference between print and picture Recognise that books can be used for information Knowing that stories have characters Knowledge of start, middle, end Simple predictions / anticipation	Who? What? Where? Start, middle, end, character, good, bad, happy, sad, angry First, then, next Once upon a time ...

**Phase: Early Years**

Provision (when/how)	Activities	Skills/Knowledge	Questions/Vocabulary
Ongoing	Listen and look at picture books with an adult Sensory stories Share books Themed book Symbol work Listen to read stories	How a book should be read e.g. left to right, which way up to hold it, how to turn pages Recognising symbols Phase 1 phonics Experience of stories	Book, story, picture, listen

## Sequence & Learning Progression Guidance for planning

### Learning area: **My Communication**

### Area: **Writing**

The Developmental Stages of Pre- and Early Writing require different physical and mental processes. Most forms of writing require well developed fine motor skills (traditionally using finger and hand muscles even when controlling AAC devices), attention and memory (for sound and idea generation, and language development (see My Communication: language development sequence document).

Our learners have differing levels of need across cognition and physical development therefore their progress cannot be described in a linear way and will be highly individual as skills are transferred, repeated and embedded. As with all our sequencing documents the progression through key stages are simply a guide for teachers to understand next steps for each individual learner at point of delivery planning. This document aims to show each of the stages of pre- and early writing so that progress can be understood and valued.

All of our learners will benefit from pre-writing activities to work toward developing the fine motor skills needed to complete everyday tasks in their physical environment such as holding a drinking cup, picking up food etc. Some pupils will go on to use symbols and/or computer software as their preferred writing system. Where technology is used as the dominant writing system, mark-making exercises continue to be taught regularly to develop improve fine motor skills and help to develop hand-eye coordination.

Early development is linked to phonic and letter sound development levels (use of Twinkl phonics system)

**Phase: Formal development of functional writing**

<b>Provision</b> (when/how)	<b>Activities</b>	<b>Skills/Knowledge</b>
Cross-curricular Continuous provision	Linked to functional skills curriculum World of work writing and communication scenarios	<p>Write for a specific audience and purpose                      Use the styles of famous authors/instructional writing                      Make sure paragraphs are cohesive and work together                      Guide the reader (e.g. headings, subheadings, bullet points, underlining)                      Describe settings, characters and atmosphere, safety                      Use dialogue                      Use expanded noun phrases to make complicated information easier to understand                      Use passive verbs to change how information sounds                      Use the perfect form of verbs to show time and cause                      Use modal verbs (might, should, will, must) or adverbs (perhaps, surely) to show possibilities                      Use relative pronouns for relative clauses (starting who, which, where, when, whose, that)                      Use dialogue to advance action                      Learn and use ambitious new vocabulary Choose vocabulary carefully to enhance meaning</p> <p>Use further prefixes and suffixes and understand the guidance for adding them                      Continue to distinguish between homophones and other words which are often confused                      Understand that the spelling of some words needs to be learnt specifically                      Use dictionaries to check the spelling and meaning of word</p> <p>precis my work                      Check writing against the success criteria                      Suggest improvements to writing                      Proof-read tenses                      Proof-read spelling and punctuation                      Proof-read subject and verb using Standard English singular and plural                      Perform own work with good intonation, volume and movement for clarity</p>



## Phase: Early formal development of functional writing

Provision (when/how)	Activities	Skills/Knowledge
Cross-curricular Continuous provision	<p>See ASDAN and AQA accreditation which link functional activities to writing skills and knowledge</p> <p>See topic webs for thematic cross curriculum links</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p> <p>Develops positive attitudes towards and stamina for writing, by writing for different purposes</p> <p>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p> <p>Write sentences with different forms: statement, question, exclamation, command</p> <p>Use grammar vocabulary to identify the function of a sentence (statement, question, exclamation or command)</p> <p>Use co-ordination (e.g. or / and / but) to join clauses</p> <p>Use subordination words (when, if, that, because) and co-ordination words (or, and, but)</p> <p>Use adverbs which say how or when an action happens.</p> <p>Use the progressive form of verbs in the past and present tense e.g. She is drumming. He was shouting.</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use conjunctions to create a subordinate clause (before, after, although, because, before, even though, now that, rather than, when, which, while)</p> <p>Use prepositions to be clear about where and when (e.g. before, during, after, in, behind)</p> <p>Demonstrate Standard English subject verb agreement (e.g. 'we were' as opposed to 'we was')</p> <p>Group related material in paragraphs</p> <p>In narratives begin create settings, characters and plot</p> <p>Begin to use a greater variety of sentence structures Use headings and subheadings to aid presentation in non-fiction writing</p> <p>Learn and use ambitious new vocabulary</p> <p>Identify and select some appropriate language for the context such as formal, informal or Standard English as appropriate</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to show missing letters Use apostrophes to show singular possession</p> <p>Form all capital letters correctly/highlight a word on the screen Form letters of a consistent size and orientation to one another/highlight a sentence on the screen Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically</p>

		<p>plausible attempts at others *Spell common exception words Apply sight recognition skills in order to spell polysyllabic words by using a predictor and spell check tool (support non-phonetic learners) Use prefixes and suffixes and understand how to add them</p> <p>Check writing against the success criteria</p> <p>Proof-read the tense of the verbs Proof-read my spelling Proof-read my punctuation Read my writing with good intonation</p> <p>Make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils</p> <p>Rereading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Read my writing with good intonation, tone and volume</p>
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**Phase: KS3**

<b>Provision</b> (when/how)		<b>Skills/Knowledge</b>
<p>Daily Cross-curricular</p> <p>Level 4 letters and sounds Twinkl</p>	<p>Poetry Instructional writing Imaginative writing from stimuli Letter writing Expressive writing</p>	<p>Aware that writing can have a range of purposes e.g. letters, lists or stories</p> <p>Begin to check writing makes sense</p> <p>Talk about what is written</p> <p>Say key topic words and corresponding signs and find these in a word bank, including some verbs and adjectives</p> <p>Communicate what will write about</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>Write accurate sentences Join clauses using "and"</p> <p>Compose a sentence orally before writing it</p>

		<p>Begin to punctuate rehearsed sentences using a question mark and or exclamation mark</p> <p>Write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes</p> <p>Identifying phase 4 phonemes and representing with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un- • use -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>If handwriting:</p> <p>Form all lower-case letters correctly, starting and finishing in the right place</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Form all 0 – 9 digits correctly</p> <p>Begin to form capital letters correctly and in correct proportion to lower-case letters</p> <p>Leave spaces between words</p> <p>Spell some common exception words or use a word bank and predictor tool to support with correct spelling of whole words by sight recognition (for non-phonetic learners)</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</p>
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**Phase: Late KS2**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>
<p>Daily cross curriculum</p> <p>3x a week</p>	<p>Handwriting practice activities</p> <p>Sound stretching to hear medial sounds and long vowels</p> <p>Short phrasing on posters, letters, group projects</p> <p>Instructional writing alongside functional life skills</p> <p>Letter and sounds phase 3 Twinkl program</p>	<p>To understand where to start each letter in cursive script and use it regularly</p> <p>To use lower case letters</p> <p>To start to use capital letters and full stops appropriately</p> <p>Make up own phrases to express thoughts aloud about stories or experiences</p> <p>Write a caption or short phrase using the graphemes that they already know.</p> <p>Select words from a frame in order to construct rehearsed or repetitive phrases and sentences</p> <p>Use key topic words and corresponding signs</p> <p>Form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading</p> <p>Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).</p> <p>Uses phonic knowledge to write words in ways which match their spoken sounds</p> <p>Copy write a few common exception words</p> <p>Write or set down names with appropriate use of upper- and lower-case letters or symbols.</p> <p>Show understanding of how text is arranged on the page [for example, by writing or producing letter sequences going to left to right)</p> <p>Attempts to read writing back</p> <p>Beginning to produce writing that can be read by themselves and others</p>

**Phase: early KS2**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>
<p>Daily cross curriculum 3 x a week</p>	<p>Use a range of writing materials, for multiple purposes: Ipads, paper, pens, pencils, large group work.</p> <p>Verbal story telling outlining key events: write the groups story taking turns to record a section</p> <p>Letter and sounds phase 2 Twinkl program</p> <p>Use motivational subjects to create writing 'Tell me about your day, your family, your hobby'</p> <p>Image as starting point to stimulate writing</p>	<p>To form letters/simple words which make sense to them and begin the early stages of sequential story telling</p> <p>Writes own name</p> <p>Writing becomes smaller.</p> <p>To use consonants to represent words, and then may insert vowels.</p> <p>To use clearly identifiable letters to communicate meaning.</p> <p>To know a small range of sight words</p> <p>Able to represent some sounds correctly and in sequence.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>Phrases convey a message.</p> <p>Correct spelling of common irregular words.</p> <p>If working toward pencil grip: Static tripod grip. A 3 finger grasp, where thumb, index finger and middle finger work as one unit</p>

**Phase: late KS1**

Provision (when/how)	Activities	Skills/Knowledge
Daily cross curriculum topic led	<p>Familiarisation activities with letters, words and text. – books, letters, sandletters, paint, interactive simple letter writing programmes on ipad</p> <p>Visual interaction with their name, starting letters e.g. I, S, A</p> <p>Musical, sound games which demonstrate the use of pauses or breaks between words.</p> <p>Intensive Interaction Attention Autism these learners need:</p>	<p>To make marks in the direction print is being read, written or displayed in front of them.</p> <p>To over-write an adult’s writing as scribble with a few recognisable letter shapes.</p> <p>To begin to use random, and sometimes familiar letters, such as those in in the learner’s name. To learn some letter/sound relationships based on their names or names of friends</p> <p>To begin to use spacing of letters or between words.</p> <p>If working towards pencil grip: may have four finger hold</p> <p>Starting to produce letters linked to sounds they make.</p> <p>Developing awareness of the sound-to symbol relationship, although they are not matching most sounds.</p>

**Phase: early KS1**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>
Ongoing, cross curriculum Daily	<p>Mark making e.g. water sand crayons paint foods ipads/ICT</p> <p>Opportunities to develop core strength: crawling, lateral rolling, jumping, running, hopping, skipping, climbing, tummy time, hanging from a bar, pushing and pulling.</p> <p>Lots of exposure to print and text Tracking and text wrapping (linking sentences e.g. to make a simple story) modelled with large text Message principle – what we say can be written down Print principles – spacing, directionality Letter formation Letter/sound relationships</p>	<p>Marks are purposeful and relate to context (may not relate to letters and text).</p> <p>Drawings can represent writing as represent ideas of the emerging writer</p> <p>Writer is proud of their work relating to context / task, uses it to communicate ideas which may originate from real life or imagination.</p> <p>They are gaining more control over their muscles and the direction they want their marks to go.</p> <p>If working toward pencil hold: Fist/palmer grip. A learner may hold the pencil in the palm of the hand in a fist-like grip. Marks can move up and down, horizontally and vertically, as well as in large circles and dots</p>

**Phase: Early Development**

<b>Provision (when/how)</b>	<b>Activities</b>	<b>Skills/Knowledge</b>
Ongoing, cross curriculum	<p>TACPAC, Massage Story Intensive Interaction Music Therapy, Sensory interaction: stories, sand, water, food, tastes, music and sounds Attention Autism Rebound Therapy</p>	<p>Encounters sounds unknowingly (SOI R1) Is exposed to music/sounds, conversation as well as traditional literacy based language: stories, poems etc. Relates Unknowingly through movement Vocalising without intention Smacks lips, clicks tongue, Yawns with sound Taps hands Noticing a stimuli (RFL 1) Responding co-operatively or defensively to touch (TACPAC, splaying palms in water) Moves body unintentionally to cause an effect</p>

	All topic based using long term plan	Moves body intentionally to cause an effect: Early mark making, making trails on food or in water Aural or visual tracking Isolating fingers Finger feeding Pointing Reaching and grasping intentionally Making dots and slashes with pens on paper
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