	Cycle 1 (2025/26)						Cycle 2 (2026/27)						Cycle 3 (2027/28)					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Pathway 1	**Language and Communication:** Pupils will be able to make purposeful messages without words to convey the meanings. E.g., More, stop, I want. **Attention and Understanding:** Pupils will develop understanding of routines to be able to anticipate what will happen next in familiar contexts. **Reading:** Pupils will be able to hold and manipulate a range of reading materials in order to extend their reading behaviours. **Writing:** Pupils to engage and explore a range of wet and dry messy play in order to develop their fine motor skills.	**Language and Communication:** 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. **Attention and Understanding:** Starts to anticipate and may initiate as the child recognises the routine. **Reading:** Pupils will start to engage with simple stories and the sounds that adults make to promote active learning. **Writing:** Pupils to engage and explore a range of wet and dry messy play in order to develop their fine motor skills.	**Language and Communication:** Pupils will develop joint attention in order to initiate and show enjoyment in reciprocal interactions. **Attention and Understanding:** Children will begin to use real objects or symbols in order to make choices. **Reading:** Pupils will be able to hold and manipulate a range of reading materials in order to extend their reading behaviours. **Writing:** Pupils to engage and explore a range of wet and dry messy play in order to develop their fine motor skills.	**Language and Communication:** Pupils will develop consistent responses to convey likes and dislikes. **Attention and Understanding:** Develops object permanence and simple cause and effect to increase independence. **Reading:** Pupils will start to engage with simple stories and the sounds that adults make to promote active learning. **Writing:** Pupils to engage and explore a range of wet and dry messy play in order to develop their fine motor skills.	**Language and Communication:** Pupils will be able to make purposeful messages without words to convey the meanings. 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Pathway 2	**Language and Communication:** Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe. **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. **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. **Writing:** To be able to hold a writing tool with a tripod grip in order to hold a writing tool with better control.	**Language and Communication:** Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe. **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. **Reading** 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. **Writing:** 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.	**Language and Communication:** Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe. **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. **Reading:** Pupils can match identical photos, symbols and letters. 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Pathway 3	**Language and Communication:** Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions. **Attention and Understanding:** Pupils can recognise every letter of the alphabet and can blend words together using phonics knowledge at Phase 3. **Reading:** Pupils can read from left to right and top to bottom, and read and match CVC and familiar words without visual support. **Writing:** Pupils can hold a writing tools between their thumb and two fingers to develop their control.	**Language and Communication:** Pupils will understand and use language to talk about things beyond their current situation including past events and use future tense. **Attention and Understanding:** Pupils can pay attention and take into account what others say which can enable them to take on an imaginative role with a narrative. **Reading:** Pupils can link sounds to letters, name most letters in the alphabet and find words beginning with the same letter. **Writing:** Pupils can type or write a letter of the alphabet upon hearing it aloud. They can accurately type or write CVC and common words.	**Language and Communication:** Pupils will use more complex sentences using 'and' and 'because' in order to be able to join and sequence ideas. **Attention and Understanding:** Pupils can use language such as 'first' 'last' 'after' to enable them to order events in discussions and instructions. **Reading:** Pupils can talk about what they have read. **Writing:** Pupils can hold a writing tools between their thumb and two fingers to develop their control.	**Language and Communication:** Pupils can plan, question, negotiate, make predictions and reason. **Attention and Understanding:** Pupils understand prepositions 'under' 'on top' 'behind' in order to be able to understand and respond to instructions containing two-parts. **Reading:** Pupils can answer questions about the information they have read. **Writing:** Pupils can type or write a letter of the alphabet upon hearing it aloud. They can accurately type or write CVC and common words.	**Language and Communication:** Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions. **Attention and Understanding:** Understand two-key words instructions and questions to develop and further their understanding and listening skills in a variety of contexts. **Reading:** Pupils can read from left to right and top to bottom, and read and match CVC and familiar words without visual support. **Writing:** Pupils can hold a writing tools between their thumb and two fingers to develop their control.	**Language and Communication:** Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions. **Attention and Understanding:** Pupils can recognise every letter of the alphabet and can blend words together using phonics knowledge at Phase 3. **Reading:** Pupils can link sounds to letters, name most letters in the alphabet and find words beginning with the same letter. **Writing:** Pupils can type or write a letter of the alphabet upon hearing it aloud. 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Curriculum: Implementation

Pathway 1

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

Pathway 2

Key strategies and types of provision/resources:

· Intensive Interaction: working on child-initiated interactions

· PECS in a variety of contacts 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.

Pathway 3

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.

· Places of worship: practising questioning and develop understanding and listening skills · Possible links with mainstream school: 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 (local supermarkets, museums/galleries, parks): make predictions, questions and re-tell

Book Corner: every class to have a book corner with approx. 15-20 books. Books displayed are a range of fiction and non fiction. Books are age appropriate and are accessible for children to reach/choose.

Playtime: shared attention, turn-taking, communicating more (eye contact, Makaton, PECS), anticipation games
.Resonance board: using highly reactive environment to create sounds and elicit responses

Book Corner: every class to have a book corner with approx. 15-20 books. Books displayed are a range of fiction and non fiction. Books are age appropriate and are accessible for children to reach/choose.

· Story based around half-termly topic

· Reading garden visits: 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.

· 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.

Specialist Provision:

· Outside performances, dance in the playground, school etc. Children can attend, engage, respond and anticipate throughout.

· classroom puppet shows: children can engage with simple stories

· World Book Day: children actively participating in stories across the school.

·**Community Provision:**

Forest schools/ Sensory Garden: mark-making in mud, water, sand, on trees, water painting

· 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 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

· Book Corner: every class to have a book corner with approx. 15-20 books. Books displayed are a range of fiction and non fiction. Books are age appropriate and are accessible for children to reach/choose.

· **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

Busy fingers/Busy boxes: 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.

· Computing: individual sessions on computer or iPad to practise writing skills and letter input

· Creative sessions; art sessions encourage use of range of mark making tools. **Specialist Provision:**

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

· Reading garden : practise handling books, follow a story being read to them, answer simple who, what, where questions about story

· Opportunities to read signs and logos in the school community e.g. swimming, soft play, toilet

Community Provision:· Local park/ forest schools: purposeful mark-making in soil, water, sand etc. with sticks, spades etc.

· 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

· letters and sounds Phonics lessons (phase 2+)

· 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 reading garden session: Read short stories from start to finish

· busy fingers/busy boxes: 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

· 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 skill

Community/Specialist Provision:

· sensory garden/forest schools: planning future activities, re-telling on past sessions
· 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.

Community Provision:

-**Library:** reading stories, making predictions, acting out characters and parts of the story ·

-Cafe: reading menus in a café, reading signs in the community, following