

<p><u>Engagement Curriculum: Yearly Plan-Literacy: The Source</u></p> <p>Social Partner Stage: Critical priorities</p>	<p>Language Partner stage- Critical priorities</p>	<p>Conversation Partner Stage- Critical priorities</p>
<p>Social Partner Stage (Before words) - Children with autism at this stage often do not find initiations with social stimuli intrinsically rewarding, as it is difficult to predict that a caregiver or teacher is a source of assistance; thus, even facial and gestural forms of communication are initially delayed. When they do emerge, gestures tend to involve physical manipulation (e.g., pulling a caregiver’s hand) rather than using a gesture to send a “shared message” to others (e.g., giving, pointing, showing, pushing away, waving, and a head nod / headshake).</p> <p>Critical priorities:</p> <ul style="list-style-type: none"> • Increasing functional, spontaneous communication, as a high rate of nonverbal communication (i.e., 2 communications per minute in highly motivating situations) = language acquisition and social relationships. • Increasing conventional gestures that have a shared meaning (e.g., giving, pointing, pushing away, head nods, and head shakes). 	<p>Language Partner Stage (Emerging language) - Children with autism at this stage often show a preference for object labels (i.e., nouns) versus more social words, namely subjects (i.e., people’s names) and verbs (e.g., action words). This is likely due to a limited appreciation of the intentions of others and limited gaze shifting toward people and between people and objects. As subject + verb word combinations are predictive of creative language acquisition, limitations in this semantic relationship lead to a reliance on object labels and rote sentence structures</p> <p>Critical priorities:</p> <ul style="list-style-type: none"> • Increasing range of spontaneous communication involving others (e.g., requesting actions and social routines, commenting on actions, and sharing experiences with others). • Increasing range of word combinations for subject + verb (e.g., “Sarah open the biscuits,” “Jason play basketball,” “Mum pour the juice.”) 	<p>Conversational Partner Stage; Children with autism at this stage continue to show difficulty with predicting the intentions of others, a challenge which impacts the development of self-efficacy as a communicator and the ability to establish and maintain peer relationships. This challenge also limits the development of more sophisticated syntax to clarify intentions, knowing how to pick topics, when to initiate, how to balance conversational turns, and collaborating and negotiating with others.</p> <p>Critical priorities:</p> <ul style="list-style-type: none"> • Increasing spontaneous communication with one’s peers and a sense of self-efficacy. • Increasing awareness of social norms of conversation (e.g., balancing turns, vocal volume, proximity, conversational timing, and topic selection)

Texts will be taught in accordance with the children's Communication stage and so critical priorities considered during all planning.

The curriculum will be taught in the following way:

Social Partner stage:

- Use of communication boards, to communicate needs and wants.
- Use of visuals to sequence self help activities, E.G. dressing and toileting.
- Use of Now and Next to structure work and sensory activities.
- Intensive interaction. Create rituals for social games, songs and rhymes and stories.
- Autism attention bucket- Stages 1 and 2. Focus attention and sustain attention activities. Children look at people and objects they are pointing to.
- Use of sensory stories and music activities.
- Use of Story world reading scheme stage 1, to foster communication through reading. Links made with communication boards.
- Phonics: taught through the Attention Bucket.
- Focus on Who within communication boards. Chn pointing to who they are looking at or who they are playing with. (Advanced skill on this stage).
- Handwriting: Tracing over patterns, letters and numbers.

Language Partner Stage:

- Language expansion activities. Facilitate through role play activities, through stories.
- Use of Colourful Semantics. E.G. Use of who, what doing, what and where structure to help structure language and structure writing tasks.
- Reciprocal communication activities.
- Autism Attention Bucket: Stages 1, 2, 3 and 4. Stage 1: Focus attention.
- Stage 2: Sustain attention.
- Stage 3: Take turns and re-engage.
- Stage 4: Shift attention, re-engage and work independently.
- Phonics taught through Attention bucket and at workstations with Assisted blending and independent blending activities.
- Use of Story world scheme to foster shared communication through reading.
- Writing and Handwriting:
- Mark making activities,
- Use of colourful Semantics to structure writing.
- tracing over patterns, letters and numbers for visual sensory activities.
- Using paint and playdough for again visual sensory activities.
- Use of Now and Next charts for work and sensory activities. Use to foster independent working skills.
- Use of 5-point scale to express and manage emotions.

- Sequencing activities: Links made with cooking, Lego therapy and following instructions. Also, links made with P.E.

Conversation Partner Stage:

- Autism Attention Bucket: Stages 1, 2, 3 and 4.
- Socially speaking activities., E.G. Time to talk, Muddles and Crystals.
- Self esteem activities and emotional literacy activities. E.G. Margot Sunderland stories, Doing and thinking activities (thrive).
- Sensory stories
- Use of Now, Next and Then to organise activities.
- Use of 5-point scale to manage and express emotions.
- Sequencing activities: Links made with cooking, Lego therapy and following instructions.

7 Areas of Engagement:

Planning will consider the 7 areas of engagement:

1. Respond
2. Curiosity
3. Investigation
4. Discovery
5. Anticipation
6. Initiation
7. Perseverance

Teachers will determine engagement areas in all of these 7 areas and teaching according to strengths and areas to development throughout the 7 areas of development.

Texts covered throughout the year

Autumn Term 2018	Spring Term 2019	Summer Term 2019
<ul style="list-style-type: none"> • We're going on a Bear Hunt. • Three Billy Goats 	<ul style="list-style-type: none"> • Gruffalo • Gingerbread Man 	<ul style="list-style-type: none"> • Hungry Caterpillar • Owl Babies

