

Curriculum area: English	Stage: 8
Learning Goal: Expresses a reason for their likes and dislikes.	
<p>General Guidance: Please ensure that pupils who require communication aids have pre prepared resources for all activities. For details of symbols and communication aids please go to http://send-inspire.co.uk/resources</p> <p>Close liaison with parents or carers to discuss the pupil's likes and dislikes.</p>	
Ways to include these activities in the classroom/curriculum:	
<p>Some of the below activities could be part of a maths session and group results collated as a picture graph or pupil's could explore the results and record in different ways.</p> <p>In Literacy peers could work on adjectives to describe how they feel about food, characters in stories etc. Peers could write books about their likes and dislikes at their own level.</p>	
Activity	Resources
<p>Food tasting</p> <p>Have a selection of food or pictures of food that the pupil likes or dislikes.</p> <p>You could use smells as well and see which ones the pupils like and dislike. Ensure that pupils have vocabulary to create sentences.</p> <p>The adult to initially model a sentence for the pupil to copy.</p> <p>Sort food or smells into 'like' and 'don't like.'</p> <p>Talk about why the pupil doesn't like specific food using your chosen vocabulary e.g.;</p> <p>'I don't like broccoli its yukky'</p> <p>'I like chocolate it's yummy'</p> <p>Extend with role play in a café or a shop. Act out a simple scenario in which food that tastes 'nasty' and tastes 'nice' is served in a restaurant.</p> <p>Peer could help write and act out the play, use puppets as an alternative if pupils prefer to talk through them.</p> <p><i>Be aware of any food allergies if you are trying food.</i></p>	<p>Food objects or pictures. Food symbols</p> <p>Additional vocabulary e.g., yummy, yukky, nice, nasty- chooses vocabulary for the individual e.g., words they would use.</p> <p>Communications aids, Voice output switches. A voice output switch is a switch that you can easily record a word or a short sentence onto. Details of suggested suppliers can be found on the resource page.</p>

<p>Read Sam's sandwich by David Pelham.</p> <p>Support the pupil to create a short book about their food likes and dislikes and reasons e.g.</p> <p>'I don't like spinach it tastes yukky'.</p> <p>Clicker would be really helpful here to support book making.</p>	<p>Sam's Sandwich by David Pelham. You tube clip also available.</p> <p>Clicker software is a word processor with additional support designed to support writing and recording. See resource page for more details.</p>
<p>Read a book that contains a nice and a nasty character e.g., Red Riding Hood.</p> <p>Read the story or watch a story clip from 'You tube'. Talk about the characters and introduce relevant symbols or words e.g., nice, nasty, kind, scary etc.</p> <p>Make a wall display or individual pictures about characters and label with sentences, support with symbols if needed.</p> <p>E.g., 'I don't like the wolf he's' scary'</p>	<p>Traditional tales are great for this activity. Symbols or pictures for:</p> <ul style="list-style-type: none"> • Red Riding Hood. • Grandma • Mum • Woodcutter • Wolf • Nice • Nasty • kind
<p>Compile a list of things and places that the pupil likes and dislikes.</p> <p>Below is a list of things that children often don't like!</p> <ul style="list-style-type: none"> • Haircuts • Going to bed • Shopping • Peas! • Sprouts • The dark <p>And things children like e.g.</p> <ul style="list-style-type: none"> • Cake • Toys • Books • Animals • Ice cream • Playing • Football <p>Support the pupil to make a PowerPoint, short book, a poem or a picture of things that the pupil likes and dislikes.</p> <p>Alternatively, pupils could tell the group what they like or don't like. This would work well in a PSHE session.</p>	<p>There are some lovely books about animals and children being afraid of the dark which could be really helpful as a starter e.g. 'Can't You Sleep Little Bear' by Martin Waddell- book and clips available on 'You Tube'?</p>

How do I assess progress towards this learning goal?

Does the pupil consistently:

1. Communicate three things they like and don't like?
2. Copy an adult's sentence to express a like or dislike?
3. Express a reason for a like with adult prompts?
4. Express a reason for a dislike with adult prompt?
5. Express a reason for a like and a dislike?

For links to helpful resources see <http://send-inspire.co.uk/resources>