

Beaufort School - Programme of Learning

Language and Literacy



Language and Literacy:

(Pre-formal: Communication & Interaction)

The semi-formal and formal curriculum content is designed to progress pupils skills in Communication (receptive and expressive), spelling, grammar and punctuation, reading and writing. Lessons planned and taught by teachers cover a range of different strands. The Pre-Key Stage Standards are written into the higher levels of the document - Please see Standards for further guidance on the content to be covered. Higher levels also require staff to be RWI trained and training has taken place for staff in classes with higher attaining pupils.

Intent:

- To read, recall, communicate and understand content from information texts
- To recognise, make and read labels, lists and captions
- To have encountered some poetry, and be able to write own poetry creatively, with some knowledge of rhyming words
- To observe, imitate and act out roles, tasks and behaviour of others to engage in simple roleplay and begin to perform short plays with assistance
- To be involved in telling, constructing and enjoying stories about myself and others
- To be able to read, listen to and follow instructions in a range of scenarios
- To develop a love of reading through engagement with exciting adventure stories, which inspire wider reading
- To develop effective communication with others, including writing letters and typing
- To become proficient in knowing about some fairy stories, myths and legendary tales
- To be able to give a coherent account of a memorable and enjoyable lesson activity or event
- To enjoy studying a range of texts by a children's author (Julia Donaldson)
- To have opportunities to engage with non-fiction texts in a variety of different formats
- To be able to hold familiar conversations in well-known environments following practice (E.g. Shopping, during play or with relatives)
- To be able to create newspaper articles using some basic journalistic conventions
- To contribute to writing a Biography about myself and reading biographies about others
- To develop writing skills to make shapes, copy and independently write an expanding range of words

Implementation:

Content, order and skills to deliver a sequential, cumulative and coherent curriculum

E = Emerging

D = Developing

S= Secure

C = Contextualised/Embedded

Pre-formal (P1 -4)	Semi-formal (PS4-6)	Formal (PS7 and above)
<p>Communication and Interaction: Responding: Respond when basic needs and desires are met (eg: stop crying when discomfort is removed or relax when gently rocked) •Respond to stimuli presented in on/off pattern (burst-pause)(eg: still, widen eyes, increased movement) •Respond to nearby person (eg: still to sound of voice or search with eyes or increased movement) •Respond to consistent and predictable social routines (offered in the same order in the same environment on a daily basis)(eg: by relaxing, stilling, widening eyes or mouth, increased movement) •Respond to their own names (stilling, turning, increased movement) Communication Programme Responding 18 •Respond with consistent positive and negative reactions to a range of social activities (eg: smiling or turning head away) •Respond to people talking around them (eg: by looking at the speaker or making sounds)</p>	<p>English: Information Texts: <i>Suggested Activities: Study of key pieces of information linked to a topic (could be teacher-written or existing). Texts with exciting content/endings. Writing own information text using symbols/completing sentences. Memorising/anticipating what happens next. Sequencing the text. Organising information which is in/not in the text. Reading contrasting texts for a range. Reading HFWs which are not symbolised. Matching photographs/objects to symbolised words/sentences. Use of adjectives to describe items in own text</i> E1 - Uses 10 words without imitation (Sp&L) E2 - Looks at object that is being spoken about (Sp&L) E3 - Recognises 5 symbols (Re) E4 - Recognise pictures of familiar places. (Re) E5 - Matches object to symbol (Wri) E6 - Matches photo to object (Wri) E7 - Can recall key information from a sentence (Sp&L) E8 - Responds to questions purposefully (Sp&L) E9 - Recognises 8 symbols (Rea) D1 - Recognises 12 symbols (Rea)</p>	<p>English: Information Texts: <i>Suggested Activities: Study of key pieces of information linked to a topic (could be teacher-written or existing). Texts with exciting content/endings. Writing own information text using symbols/completing sentences. Memorising/anticipating what happens next. Sequencing the text. Organising information which is in/not in the text. Reading contrasting texts for a range. Reading HFWs which are not symbolised. Matching photographs/objects to symbolised words/sentences. Use of adjectives to describe items in own text</i> S1 - Responds to who, where and why question about an information text (Sp&L) S2 - Uses 3 key words in an information text, or to comment on content (Sp&L) S3 - Indicate or sign the correct picture or object (when 3 are presented) when the adult says or signs the first sound (Rea) S4 - Starting to read words by blending sounds with known graphemes. (Rea) S5 - Group letters together (Wri) S6 - Put spaces between groups of letters (Wri) S7 - Answers why questions about an information text (Sp&L) S8 - Link together 4 key words/symbols/signs (Sp&L) S9 - Relates words to pictures (Rea)</p>

<ul style="list-style-type: none"> •Respond in different ways to familiar and unfamiliar adults •Respond to sensory cues (E.g. Tassels sign) •Respond to object cues •Respond to objects of reference or pictures •Respond to familiar sounds and early words such as brrrm/ woof/ mum (eg: smile and locate sound) •Respond to familiar sounds and words (and / or signs), showing understanding of their meaning (eg: look at 'mum' or the <p>Interacting: Interact with familiar people (eg: smiling, turning, giving eye contact)</p> <ul style="list-style-type: none"> •Show they can work co-actively with familiar people (eg: join in 'row the boat' or allow their hands to be used for eating) •Show anticipation of familiar social activities and events (eg: start to rock for 'row the boat' or lean forward to be lifted up) •Show they have had enough of a social interaction (eg: by turning away or looking down) •Show preference for particular people, objects and activities •Respond with interest in the actions of others close by (eg: make eye contact, turn towards, reaching out, vocalising) •Engage actively in familiar social activities and events(eg: join in action songs or hold up arms for coat) make simple meaningful gestures (eg: pointing or using simple signs, photographs) •Use their voices to join in a 'conversation' (eg: babbling) •Attempt simple words and phrases in imitation (eg: mumma, woof, all gone, bye bye, more) •Use a few words appropriately (eg: more, names, yes, no, mumma -whatever is appropriate for that child) <p>Communicating:</p>	<p>D2 - Select words/symbols to label a picture (minimum of 4 symbols) (Wri)</p> <p>D3 - Gives picture a name (Wri)</p> <p>D4 - Ask and answer questions - Who? Where? What? (Sp&L)</p> <p>D5 - Begin to use adjectives when talking about a familiar object i.e. blue bike (Sp&L)</p> <p>D6 - Can select familiar symbols from 8 (Rea)</p> <p>D7 - Can match familiar object to known initial sound i.e. monkey - m (Rea)</p> <p>D8 - Identifies letters on a page (Wri)</p> <p>D9 - Identifies pictures on a page (Wri)</p> <p>Labels and lists: <i>Suggested Activities: Reading symbolized labels and lists, overwriting or copy writing. Making lists using objects, pictures of photographs. Starting to write lists. Correctly labelling items linked to topic/found in familiar environment. Following a list to collect items (e.g. when roleplay shopping)</i></p> <p>E1 - Chooses between 2 objects or symbols to make choice (Sp&L)</p> <p>E2 - Combines sound and gesture to request</p> <p>E3 - Looks at Pictures (Rea)</p> <p>E4 - Can point to requested image out of 2 (Rea)</p> <p>E5 - Looks at Symbols (Wri)</p> <p>E6 - Indicate they wish to make marks to 'create' a label/list (Wri)</p> <p>E7 - Understands the questions where and what (Sp&L)</p> <p>E8 - Begins to combine 2 key signs/symbols/words together (e.g. two key words to create a label or list (Sp&L)</p> <p>E9 - Can select familiar symbol from 4 (Rea)</p>	<p>C1 - Uses pictures to help read a word (Rea)</p> <p>C2 - Beginning to spell words using the 10+ graphemes already learnt (Wri)</p> <p>C3 - Develop descriptive vocabulary (Wri)</p> <p>C4 - Listens appropriately showing interest in an information text (Sp&L)</p> <p>C5 - Holds and say a sentence using a growing range of vocabulary (Sp&L)</p> <p>C6 - (Standard 3) Say a single sound for 20+ graphemes KPI (Rea)</p> <p>C7 - (Standard 3) read accurately by blending the sounds in words with two and three known graphemes. KPI (Rea)</p> <p>C8 - (Standard 3) Transcription: the pupil can form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading. KPI (Wri)</p> <p>C9 - (Standard 3) Transcription: The pupil can identify or write these 20+ graphemes on hearing the corresponding phonemes. KPI (Wri)</p> <p>Labels, Lists and Captions: <i>Suggested Activities: Reading symbolized labels and lists, overwriting or copy writing. Making lists using objects, pictures of photographs. Starting to write lists. Correctly labelling items linked to topic/found in familiar environment. Following a list to collect items (e.g. when roleplay shopping). Reading, writing and speaking labels and lists found in the environment, including those based around short words. Thinking creatively to make captions. Speaking/Writing the captions. Using captions to tell a story. Making lists in a wider range of contexts</i></p> <p>S1 - Uses 'and' to link ideas (Sp&L)</p> <p>S2 - Make specific requests e.g. I want yellow paint (Sp&L)</p> <p>S3 - Recognises 8 letters with picture prompt (Rea)</p> <p>S4 - Recognises 10 letters of the alphabet with a picture prompt(Rea)</p> <p>S5 - To write correct initial letter in words formed from the sounds learnt so far (Wri)</p> <p>S6 - Beginning to write correct final sound for words formed from the sounds learnt so far (Wri)</p> <p>S7 - Can identify familiar sounds (Sp&L)</p> <p>S8 - Can explain how they completed a task (Sp&L)</p> <p>S9 - (Standard 2) say a single sound for 10+ graphemes KPI</p>
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<p>Uses bespoke communication system to communicate expressively Is able to make choices using bespoke system and influence environment local to self Presentation of both familiar and new subject matter to spark curiosity to communicate</p>	<p>D1 - Can match pictures and symbols to familiar objects (Rea) D2 - Labels a picture with a symbol (Wri) D3 - Dictates a caption for a picture - 2 key words (Wri) D4 - Will say what they are doing in an activity when asked and what they want to do. (Sp&L) D5 - Recognises own belongings and shows definite preference between objects when labelling/making a list (Sp&L) D6 - Recognises 5 letters of the alphabet by sound from sounds taught so far (Rea) D7 - Can match letters taught so far (Rea) D8 - Hold a pencil with sufficient grip and pressure to make marks on paper or perform an equivalent task using the preferred form of communication (e.g. using electronic writers or eye-gaze for writing/ communicating) (Wri) D9 - Begins to form the initial letter for words starting with sounds learnt so far. (Wri)</p> <p>Poetry (Linked to topic): <i>Suggested Activities: Enjoyment of the rhythm of poetry. Able to comment on key features/sounds/topic using key words. Acrostic poems, shape poems, limericks, calligrams or haiku. Learning vocabulary around a theme. Choosing whether vocabulary for objects/descriptive language links or does not link to the theme. Performing poetry to a group. Learning simple rhymes</i></p> <p>E1 - Imitates 10-50 signs/symbols/words when learning new vocab. To make poetry (Sp&L) E2 - Experiments with sound and gesture (Sp&L) E3 - Responds to a familiar rhyme (Rea) E4 - Show a reaction to changes in sound (Rea) E5 - Interested in mark making (E.g. making marks in the template for a shape poem) (Wri) E6 - Makes marks when asked to write (Wri) E7 - Looks towards person speaking (Reading poetry) (Sp&L)</p>	<p>(Rea) C1 - Matches 3 letter words (Rea) C2 - (Standard 2) Transcription: the pupil can form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading. KPI (Wri) C3 - Can match words using the 10+ graphemes already taught. Places words under each other in lists (Wri) C4 - Listens to the final sound of words (Sp&L) C5 - Listens and responds to questions from peers about their labels/lists/captions (Sp&L) C6 - I can respond with the correct grapheme (letter) to phoneme (speech sound) correspondence (GPC) for all the Read Write Inc. set 1 sounds with the picture prompts (Rea) C7 - I Can respond with the correct sound for 15 RWInc set 1 graphemes (letters), without a picture prompt (Rea) C8 - (Standard 3) Composition: the pupil can write a caption or short phrase using the graphemes that they already know. KPI C9 - (Standard 3) Transcription: the pupil can spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). KPI</p> <p>Poetry (Linked to topic): <i>Suggested Activities: Recognition of a what a poem is describing, including some knowledge of rhyming words. Acrostic poems, shape poems limericks, calligrams or haiku. Knowledge of words which do and do not rhyme. Learning vocabulary around a theme. Choosing whether vocabulary for objects/descriptive language links or does not link to the theme. Work on the rhythm of poetry (E.g. beating out the rhythm with a percussion instrument whilst reading the words, then adding own line). Performing poetry to a group. Learning Rhymes</i></p> <p>S1 - Give a basic opinion e.g. I like that. - I don't like that, in response to poetry studied (Sp&L) S2 - Listen and respond to a familiar story (Poem) (Sp&L) S3 - In a familiar story (Poem) begin to jump in with the next word or phrase when the adult pauses 1:1 (Rea) S4 - Show awareness that reading is from left to right (Rea) S5 - Uses 3 key words to describe a picture (Wri) S6 - Orders writing letters left to right (Wri) S7 - Listens in a small group (Sp&L)</p>
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	<p>E8 - Gives eye contact during communication time 1:1 (Sp&L) E9 - Listens to a short poem 1:1 (Rea) D1 - Follow what is being read by focusing on text, pictures or sounds (e.g. in powerpoint presentation (Rea) D2 - Copies a pattern (Wri) D3 - Completes a pattern (Wri) D4 - Joins in with and takes turns in a small group poetry activity (Sp&L) D5 - Responds in a small group (Sp&L) D6 - (Standard 1) In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): indicate correctly pictures of characters and objects in response to questions such as 'Where is (the) ...?' (Rea) D7 - (Standard 1) In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): join in with some actions or repeat some words, rhymes and phrases when prompted. (Rea) D8 - Identifies symbols on a page (Wri) D9 - Match letters (may not know sound, e.g. when studying an acrostic poem) (Wri)</p> <p>Roleplay: <i>Suggested Activities: Acting in the style of a character from a story (E.g. Jack and the beanstalk, The Three Little Pigs, The Gingerbread man - Search 'Plays' on Twinkl for ideas), following modelling by an adult/peer, using objects/tools imaginatively in role play (e.g. mud pie kitchen, roleplay house/kitchen, shop or pizza parlour). Character profiling - How does the character feel? What does that look like? How do they walk? What would they wear/sound like? Sequencing a play using pictures/story cards</i></p> <p>E1 - Indicates whether they are happy or sad (Sp&L) E2 - Responds to request with 1 key word (e.g. cow or horse, when stating sound to make or action to demonstrate) (Sp&L) E3 - Responds to a familiar story (Rea) E4 - Recognises pictures of familiar people (Rea) E5 - Track an object (Wri)</p>	<p>S8 - Communicate about an experience/familiar story - Poem (Sp&L) S9 - Can match simple rhyming words (Rea) C1 - Listens to a variety of texts (Rea) C2 - (Standard 2) Transcription: the pupil can identify or write these 10+ graphemes on hearing corresponding phonemes. KPI (Wri) C3 - Contributes to story (Poem) ideas (Wri) C4 - Listens and responds to questions from familiar adults without interruption (Sp&L) C5 - Remembers and can recite some details of simple rhymes (Sp&L) C6 - (Standard 3) In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): respond to questions that require simple recall KPI (Rea) C7 - Starting to learn simple rhymes and say out loud (Rea) C8 - To continue to develop new and adventurous vocabulary (Wri) C9 - Spelling shows signs of being phonetically correct with starting letters (Wri)</p> <p>Plays: <i>Suggested Activities: Acting in the style of a character from a story (E.g. Jack and the beanstalk, The Three Little Pigs, The Gingerbread man - Search 'Plays' on Twinkl for ideas), following modelling by an adult/peer. Character profiling - How does the character feel? What does that look like? How do they walk? What would they wear/sound like? Sequencing a play using pictures/story cards, including memorizing short phrases/lines. Practising interacting with peers to perform a play. Appraise performance of the play, commenting upon items liked/disliked. Writing own play about one of the characters or a 'sequel' to the original.</i></p> <p>S1 - Looks at and responds to a peer when they are involved in roleplay (Sp&L) S2 - Contributes in role play (Sp&L) S3 - Interacts with a familiar story through roleplay (Rea) S4 - Recalls a key element of a familiar story (Rea)</p>
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	<p>E6 - Experiences a range of mark making tools during roleplay (Wri) E7 - Gesture part of communication during roleplay (Sp&L) E8 - Uses different facial expressions to communicate (Sp&L)</p> <p>E9 - Watches a short story on a screen, linked to a roleplay scenario (Rea) D1 - Can match picture to new object (Rea) D2 - Uses signs/symbols/words to give meaning during roleplay (Wri) D3 - Sequences 3 symbols to structure roleplay (Wri) D4 - Pupils take part in communication in a variety of situations (Sp&L) D5 - Will greet and initiate communication with familiar people, to engage in roleplay (Sp&L) D6 - To join in with familiar phrases within a story (E.g. run, run as fast as you can...) (Rea) D7 - To recognise pictures of story characters in different sections of the story (Rea) D8 - (Standard 1) Transcription: The pupil can draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand) KPI (Wri) D9 - Sequences symbols to create key word sentence about a picture of self involved in roleplay (wri)</p> <p>Stories about myself: <i>Suggested Activities: Read a story about a fictional character linked to the topic/one of pupils' favourite characters (E.g. Buzz Lightyear). Consider information included in the story to identify and record key information about self using signs/symbols/objects. Decide upon a simple structure (E.g. once upon a time... But suddenly... In the end...). Attempt both fictional and non-fictional stories. Discuss emotions felt by self as main protagonist and ensure they are recorded. Use of ICT to create story (e.g. green screen). Acting out of the story before using photographs to commit the story to paper.</i></p>	<p>S5 - Orders symbols into a simple sentence to label a picture of self involved in roleplay (Wri) S6 - Beginning to spell 1 other word than their name using the letters learnt so far, linked to involvement in play/roleplay (Wri) S7 - Takes part in role play independently linking up to four key words (Sp&L). S8 - Responds to someone who is angry/happy/sad appropriately when acting (SP&L) S9 - (Standard 2) In a familiar story/rhyme (Roleplay), the pupil can, when being read to by an adult (one-to-one or in a small group): • join in with predictable phrases or refrains. KPI (Rea) C1 - Joins in with role play to retell a story (Rea)</p> <p>C2 - With support write a caption or short phrase using the graphemes that they already know, to describe a play (Wri) C3 - Can copy words using the 10+ graphemes already taught, to comment on a roleplay/play activity (Wri) C4 - Joins in with familiar songs and stories (Sp&L) C5 - Listens to a short television programme/film to inform performance of a play (Sp&L) C6 - Listens to a range of stories and rhymes (Rea) C7 - Becoming familiar with simple traditional tales (Rea) C8 - Beginning to sit correctly at a table and holding a pencil comfortably when writing about a roleplay experience (Wri) C9 - Able to arrange word cards/symbols correctly to form a simple sentence about roleplay involved in (Wri)</p> <p>Stories about myself: <i>Suggested Activities: Read a story about a fictional character linked to the topic/one of pupils' favourite characters (E.g. Buzz Lightyear). Consider information included in the story to identify and record key information about self using signs/symbols/objects. Decide upon a simple structure (E.g. once upon a time... But suddenly... In the end...). Attempt both fictional and non-fictional stories. Discuss emotions felt by self as main protagonist and ensure they are recorded. Use of ICT to create story (e.g. green screen). Acting out of the story before using photographs to commit the story to paper. Work in small groups to create stories with friends, taking it in turn to be the main protagonist.</i></p>
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	<p><i>Work in small groups to create stories with friends, taking it in turn to be the main protagonist.</i></p> <p>E1 - Sometimes uses yes and no appropriately (e.g. when recording factual information about self) (Sp&L)</p> <p>E2 - Shows whether they like or dislike something (Includes in the story) (Sp&L)</p> <p>E3 - Can choose their own photo from choice of 2 (Rea)</p> <p>E4 - Responds to a familiar story (Self or favourite cartoon as main character) (Rea)</p> <p>E5 - Selects own photo consistently (Wri)</p> <p>E6 - Match photo to object linked to self (Wri)</p> <p>E7 - Recognises peers when their name is called (Sp&L)</p> <p>E8 - Knows and responds to own name (Sp&L)</p> <p>E9 - Starting to join in with a familiar song/rhyme/story about self/peer by actions and vocalising (Rea)</p> <p>D1 - To begin to show some recognition of their own name from a choice of two in a story about self (Rea)</p> <p>D2 - Match initial sound of name (Wri)</p> <p>D3 - Put initial sound of name on work (Wri)</p> <p>D4 - Has different communication (expression/body language) to represent happy, angry, sad (Sp&L)</p> <p>D5 - Will respond to a who question in an immediate situation, linked to story (Sp&L)</p> <p>D6 - (Standard 1) In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): show anticipation about what is going to happen (e.g. by turning the page) (Rea)</p> <p>D7 - Recognises their own name from a selection (min of 3) (Rea)</p> <p>D8 - To order first 3 letters of first name (Wri)</p> <p>D9 - To order letters of first name (Wri)</p> <p>Instructions: <i>Suggested Activities: Following and giving short sequences of instructions containing basic information, linked to the topic. Following instructions containing 1/2/3/4/5/6 words dependent upon skill progression. Following instructions aurally and visually. Writing instructions. Sequencing instructions into the correct order. Stating whether instructions have been followed correctly. Link to a life skill (E.g. following instructions to make food or a model, or</i></p>	<p>S1 - Listen and respond to a familiar story, and will talk about it (Sp&L)</p> <p>S2 - Recognises I, you and me (Sp&L)</p> <p>S3 - Can identify where text is on page (Rea)</p> <p>S4 - Can identify where picture is on page (Rea)</p> <p>S5 - Writes first name (Wri)</p> <p>S6 - Matches letters in surname (Wri)</p> <p>S7 - Listens to peers when they are communicating (e.g. about their story) (Sp&L)</p> <p>S8 - Take part in role play about a familiar topic (I.e. non-fiction story of self) (Sp&L)</p> <p>S9 - (Standard 2) In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):• demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' KPI (Rea)</p> <p>C1 - Listens to a story for 5 minutes (Rea)</p> <p>C2 - Starts name with a capital letter (Wri)</p> <p>C3 - Beginning to form correctly the first 20 lower case letters (Wri)</p> <p>C4 - Makes a choice between two familiar stories (Sp&L)</p> <p>C5 - Remembers some details of a story (Sp&L)</p> <p>C6 - (Standard 3) In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):• recount a short sequence of events (e.g. by sequencing images or manipulating objects. KPI (Rea)</p> <p>C7 - Reads 4 common exception words e.g. the (Rea)</p> <p>C8 - Use capital letter with their first name and surname (Wri)</p> <p>C9 - Able to talk about the sentence they have created using the word cards/symbols (Wri)</p> <p>Instructions: <i>Suggested Activities: Following and giving short sequences of instructions containing basic information, linked to the topic. Following instructions containing 1/2/3/4/5/6 words dependent upon skill progression. Following instructions aurally and visually. Writing instructions. Sequencing instructions into the correct order. Stating whether instructions have been followed correctly. Link to a life skill (E.g. following instructions to make</i></p>
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	<p><i>following instructions to move around the school on an orienteering hunt)</i></p> <p>E1 - Accepts word 'no' in some situations (Sp&L) E2 - Responds to loud sound, sudden movement or name being called (Sp&L) E3 - Recognises 5 symbols (Rea) E4 - Can point to requested image out of 2 (Rea) E5 - Copy horizontal movements during mark making, following visual/verbal instruction (Wri) E6 - Copy vertical movements, following visual/verbal instruction (Wri) E7 - Follows simple request 2 key words (not linked to concepts i.e. shape, colour, size) e.g. 'Give a book to Fred', 'Put a spoon in the dish' (Sp&L) E8 - Stops what they are doing when asked (Sp&L) E9 - Can match symbol to new object, when following instructions (Rea) D1 - Recognises up to 12 symbols to follow instructions (Rea) D2 - Labels a picture with a symbol (Wri) D3 - Dictates a caption for a picture - 2 key words (Wri) D4 - Follows an instruction with three key words (size shape, colour) (Sp&L) D5 - Responds to big, little, circle, triangle square, red, blue, green, yellow (Sp&L) D6 - Can select familiar symbols from 8 (Rea) D7 - Recognises 5 letters of the alphabet by sound from sounds taught so far (Rea) D8 - Understands text goes left to write (Wri) D9 - Copies letters relating to the sounds learnt so far (Wri)</p> <p>Adventure stories: <i>Suggested Activities: Enjoyment of an exhilarating story. Ability to comment on key aspects/exciting elements using symbols/signs/objects. Sequencing of the story using</i></p>	<p><i>food or a model, or following instructions to move around the school on an orienteering hunt)</i></p> <p>S1 - Follows an instruction using 4 key words (Sp&L) S2 - Follows 2 unrelated instructions (Sp&L) S3 - Show awareness that we read from top of the page to bottom (Rea) S4 - Starting to read words by blending sounds with known graphemes (Rea) S5 - Can find requested symbol from a small selection to support development of descriptive vocabulary (Wri) S6 - Introduce descriptive vocabulary (Wri) S7 - Responds to an adult in a variety of situations - play time, lunch time, lessons, new places (Sp&L) S8 - Begins to use present tense correctly adding 'ing' onto verbs, to state what they are doing when following instructions (Sp&L) S9 - (Standard 2) Read words by blending sounds with known graphemes, with help from their teacher. KPI (Rea) C1 - Can sound out cvc (consonant, vowel, consonant) words and blend cv words (e.g. in, at, is) (Rea) C2 - Beginning to write the 20+ graphemes on hearing the corresponding phoneme (Wri) C3 - Can match some upper and lower case letters from letters already learnt (Wri) C4 - Listens to and follows a simple instruction (Sp&L) C5 - Looks at the person who is speaking (Sp&L) C6 - Can respond with the correct sound for 20 RWInc set 1 graphemes, without a picture prompt (Rea) C7 - (Standard 3) In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): recount a short sequence of events (e.g. by sequencing images or manipulating objects. KPI (Rea) C8 - Learning the spellings for 4 common exception words (Wri) C9 -Developing the confidence to say aloud their phrase or short sentence (Instruction) (Wri)</p> <p>Adventure stories: <i>Suggested Activities: Enjoyment of an exhilarating story. Ability to comment on key aspects/exciting elements using symbols/signs/objects. Sequencing of the story using</i></p>
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	<p><i>symbols/pictures. Writing own adventure stories. Other literacy activities inspired by adventure., such as creating a treasure map.</i></p> <p>E1 - Looks at object when someone points to it (Sp&L) E2 - Looks towards another person when they are spoken about (Sp&L) E3 - Relate objects in book, on video or image to concrete objects (Rea) E4 - Aware that specific actions cause an expected result (Rea) E5 - Makes marks on screen (Wri) E6 - Touches a range of texture (Wri) E7 - Has vocabulary of 30- 50 words/signs/symbols linked to adventure stories (Sp&L) E8 - Responds with yes or no appropriately (Sp&L) E9 - Starting to Identify object on page/screen in a simple book or story (Rea) D1 - Identifies a simple difference i.e. colour, texture between characters/objects in the story (Rea) D2 - Uses an input device to change screen (E.g. moving the story or switchit jigsaw to build pictures of the story (Wri) D3 - Looks at the screen after input device is used (Wri) D4 - Uses prepositions 'in' and 'on' correctly (Sp&G) D5 - Will participate in short conversation with familiar adult (3 turns each) (Sp&G) D6 - Identify up to 4 colours in a book or story (Rea) D7 - Identify some body parts from a picture or story (Eyes, mouth, nose) (Rea) D8 - Selects key symbols from a grid (6 symbols) linked to the story (Wri) D9 - Uses a range of mark making tools (Wri)</p>	<p><i>symbols/pictures. Writing own adventure stories. Other literacy activities inspired by adventure., such as creating a treasure map.</i></p> <p>S1 - Can state what a peer has said in pair situation, when talking about a story (Sp&L) S2 - Communicates with peer in conversation 2 turns each, when talking about a story (Sp&L) S3 - Can match 2 letter words (Rea) S4 - Recognises 8 letters without picture prompt (minimum choice of 4 letter cards) (Rea) S5 - Beginning to spell 3 words, other than their own name, from the letters already learnt. (Wri) S6 - Can match 5 capital letters to lower case letters (Wri) S7 - Responds to a peer in a variety of situations - play time, lunch time, lessons (Sp&L) S8 - Use a growing range of vocabulary including adjectives when writing about/writing own adventure story (Sp&L) S9 - Sequences 3 pictures to explain events in a story (Rea) C1 - Answers who, what and where questions in a familiar story (Rea) C2 - (Standard 2) - Composition: The pupil can say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot') - Use in writing formats as described in C3 KPI (Wri) C3 - Have experienced different forms of writing based around the story, e.g. own story, packing list to take on an adventure, invitation, letter to character (Wri) C4 - Listens and responds to questions from unfamiliar adults and peers. (Sp&G) C5 - Shows excitement when recalling a pleasant experience (Sp&G) C6 - Starting to link stories and non-fiction to their own experiences (Rea) C7 - Beginning to make predictions on the basis of what they have heard so far (Rea) C8 - Identify Characters from a story / book consistently and accurately (Wri) C9 - (Standard 3) Composition: the pupil can make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences.KPI</p>
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	<p>Communicating with others: <i>Suggested Activities: Use of Aided Language Displays and PECS to have simple conversations with others. Use of switches (e.g. sequencing switch) where appropriate. Practising roleplay scenarios involving communication with others, including peers and adults. Making marks in response to music/when modelled by others. Could be based around a text or pictures of a trip/visit, or based around pictures of self communicating in different scenarios</i></p> <p>E1 - Has names for familiar objects/people (symbol/sign or spoken word) (Sp&L) E2 - Looks at what they are talking about (Sp&L) E3 - Recognises 5 symbols (Rea) E4 - Can point to requested image out of 2 (Rea) E5 - Selects own photo consistently (Wri) E6 - Tolerates hand over hand to initially guide writing shapes/patterns (Followed by them writing with increased independence) (Wri) E7 - Asks a simple question e.g. Where's Bob?, with use of an aided language display to support (Sp&L) E8 - Repeats word if misunderstood (Sp&L) E9 - Can match picture to familiar object (Rea) D1 - Can match symbol to familiar object (Rea) D2 - Uses input device for cause and effect (Wri) D3 - Copies body movements -horizontal, vertical, round (Wri) D4 - Will greet and initiate communication with familiar people (Sp&L) D5 - Ask and answers questions who? where? what? (Sp&L) D6 - Can select familiar symbols from 8 (Rea) D7 - Can find own name on piece of work (Rea) D8 - (Standard 1) - Composition: The pupil can say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). KPI (Wri) D9 - Finds name on piece of work (Wri)</p> <p>Fairy stories, myths and legends:</p>	<p>Letters: <i>Suggested Activities: In addition to Communicating with others, topics should include letter writing conventions, such as layout, adding names, addresses and interesting information. Base work around sending and receiving letters to a favourite person in school or character, to add to the excitement!</i></p> <p>S1 - Responds to a peer (Sp&L) S2 - Begin to use language linked to time-yesterday, tomorrow, on Monday.. (Sp&L) S3 - Recognise the letter in their first name by sound (Rea) S4 - Recognise the initial sound of their surname (Rea) S5 - Orders the letters of their surname (Wri) S6 - Sequences 3 letter cards to create given word from the letters already taught (Wri) S7 - Answers simple why question (why did you do that? Why are you sad?) (Sp&L) S8 - Uses possessives i.e. my coat, Fred's coat (Sp&L) S9 - Read words by blending sounds with known graphemes and match to a picture (Rea) C1 - Matches 3 letter words (Rea) C2 - (Standard 2) Transcription: the pupil can form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading. KPI (Wri) C3 - Develop descriptive vocabulary (Wri) C4 - Begins to use plurals correctly i.e. sheep, mice (Sp&L) C5 - Begins to use past tense correctly adding 'ed' onto verbs (Sp&L) C6 - Starting to self-correct when blending the sounds in words with two and three known graphemes when reading a letter (Rea) C7 - Begin to react appropriately to emotions within a story (Letter) - show empathy, shocked etc. (Rea) C8 - To know the days of the week (To add the date to a letter (Wri) C9 - To know the months and the seasons of the year (Wri)</p> <p>Fairy stories, myths and legends:</p>
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	<p><i>Suggested Activities: Enjoyment of fictional content. Ability to comment on key aspects/exciting elements using symbols/signs/objects. Expanding range of vocabulary. Sequencing of stories in correct order. Memorising repetitive stories and well-known phrases. Stories to include Jack and the Beanstalk, The Gingerbread Man, Three little pigs, little red riding hood or self-written stories based around films like Shrek or Frozen</i></p> <p>E1 - Looks at object when someone points to it (Sp&L) E2 - Looks towards another person when they are spoken about (Sp&L) E3 - Relate objects in book, on video or image to concrete objects (Rea) E4 - Aware that specific actions cause an expected result (Rea) E5 - Makes marks on screen (Wri) E6 - Touches a range of texture (Wri) E7 - Has vocabulary of 30- 50 words/signs/symbols linked to adventure stories (Sp&L) E8 - Responds with yes or no appropriately (Sp&L) E9 - Starting to Identify object on page/screen in a simple book or story (Rea) D1 - Identifies a simple difference i.e. colour, texture between characters/objects in the story (Rea) D2 - Uses an input device to change screen (E.g. moving the story or switchit jigsaw to build pictures of the story (Wri) D3 - Looks at the screen after input device is used (Wri) D4 - Uses prepositions 'in' and 'on' correctly (Sp&G) D5 - Will participate in short conversation with familiar adult (3 turns each) (Sp&G) D6 - Identify up to 4 colours in a book or story (Rea) D7 - Identify some body parts from a picture or story (Eyes, mouth, nose) (Rea) D8 - Selects key symbols from a grid (6 symbols) linked to the story (Wri) D9 - Uses a range of mark making tools (Wri)</p>	<p><i>Suggested Activities: Enjoyment of fictional content. Ability to comment on key aspects/exciting elements using symbols/signs/objects. Expanding range of vocabulary. Sequencing of stories in correct order. Memorising repetitive stories and well-known phrases. Greater understanding relating to the depth of each character. Use of adjectives to add greater interest to stories. Writing own stories. Stories to include Jack and the Beanstalk, The Gingerbread Man, Three little pigs, little red riding hood or self-written stories based around films like Shrek or Frozen</i></p> <p>S1 - Can state what a peer has said in pair situation, when talking about a story (Sp&L) S2 - Communicates with peer in conversation 2 turns each, when talking about a story (Sp&L) S3 - Can match 2 letter words (Rea) S4 - Recognises 8 letters without picture prompt (minimum choice of 4 letter cards) (Rea) S5 - Beginning to spell 3 words, other than their own name, from the letters already learnt. (Wri) S6 - Can match 5 capital letters to lower case letters (Wri) S7 - Responds to a peer in a variety of situations - play time, lunch time, lessons (Sp&L) S8 - Use a growing range of vocabulary including adjectives when writing about/writing own story (Sp&L) S9 - Sequences 3 pictures to explain events in a story (Rea) C1 - Answers who, what and where questions in a familiar story (Rea) C2 - (Standard 2) - Composition: The pupil can say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot') - Use in writing formats as described in C3 KPI (Wri) C3 - Have experienced different forms of writing based around the story, e.g. own story, packing list to take on an adventure, invitation, letter to character (Wri) C4 - Listens and responds to questions from unfamiliar adults and peers. (Sp&G) C5 - Shows excitement when recalling a pleasant experience (Sp&G) C6 - Starting to link stories and non-fiction to their own experiences (Rea)</p>
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	<p>Recounts: <i>Suggested Activities: Recording of basic information linked to an exciting activity in school or event beyond school. This may include by video, using key symbols or basic sentences. Reading each others' recounts and considering information contained within them. Use of a broadening range of detail, vocabulary and descriptive language to structure work. Listening to Recounts and discussion around them. Following a slideshow which documents a recount of a recent educational visit, linked to the topic or in another subject area</i></p> <p>E1 - Imitates 10-50 signs/symbols/words (Sp&L) E2 - Sometimes uses yes and no appropriately. Responds to praise (Sp&L) E3 - Looks at pictures (Rea) E4 - Recognises pictures of familiar people (Rea) E5 - Match object to symbol (Wri) E6 - Uses input device randomly (E.g. pressing a switch to progress a powerpoint/story to tell of events (Wri) E7 - Takes turns with 1 other (Sp&L) E8 - Responds to questions purposefully (Sp&L) E9 - Follow what is being read by focusing on text, pictures or sounds (Rea) D1 - Identifird up to 3 colours in book or picture (Recount) (Rea) D2 - Match letters in name (Wri) D3 - Observes an adult writing (Wri) D4 - Pupils respond to a tone of voice- cross, excited, when listening to a recount (Sp&L) D5 - Relates sounds to an event and thing-animal, vehicle etc. as part of the recount (Sp&L) D6 -</p>	<p>C7 - Beginning to make predictions on the basis of what they have heard so far (Rea) C8 - Identify Characters from a story / book consistently and accurately (Wri) C9 - (Standard 3) Composition: the pupil can make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences.KPI (Wri)</p> <p>Recounts: <i>Suggested Activities: Recording of basic information linked to an exciting activity in school or event beyond school. This may include by video, using key symbols or basic sentences. Reading each others' recounts and considering information contained within them. Use of a broadening range of detail, vocabulary and descriptive language to structure work. Listening to Recounts and discussion around them. Following a slideshow which documents a recount of a recent educational visit, linked to the topic or in another subject area</i></p> <p>S1 - Looks at a peer when they are talking to them (Sp&L) S2 - Talks about what they have done in a recent experience e.g. what they did at the weekend, or what they are doing next (Sp&L) S3 - Recognises their own surname from a selection (min of 3) (Rea) S4 - Recognises their own name when first name and surname together (Rea) S5 - Can find requested symbol from a small selection to support development of descriptive vocabulary (Wri) S6 - Introduce descriptive vocabulary (Wri) S7 - Listens to a familiar adult for 5 minutes without interruption, whilst they tell a recount (Sp&L) S8 - Uses connectives in speech whilst talking about a recount (Sp&L) S9 - To reinforce sounding out e.g. Fred speak and Robot speak (Rea) C1 - Sequences 3 pictures to tell the story of a recount (Rea) C2 - (Standard 2) Transcription: the pupil can identify or write these 10+ graphemes on hearing corresponding phonemes. KPI (Wri)</p>
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	<p>Listens to a story (Recount) independently (head phones or computer) (Rea) D7 - Recognises their own name from a selection (min of 3) (Rea)</p> <p>D8 - (Standard 1) - Composition: The pupil can say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). KPI (Wri) D9 -</p> <p>Study of an author: Julia Donaldson <i>Suggested Activities: Focus upon selected stories by Julia Donaldson, such as The Gruffalo, Room on the Broom, Superworm, Monkey Puzzle, The Snail on the Whale and Charlie Cook's Favourite Book (Choose dependent upon topic). Complete activities based around broadening vocabulary, sequencing stories, Roleplay, descriptive language and labelling/naming characters. Educational Visit: Could include Gruffalo Orienteering at Cannock Chase.</i></p> <p>E1 - Chooses between 2 objects or symbols to make choice, of an item linked to the story (Sp&L) E2 - Looks for sound source during story (Sp&L) E3 - Shows an interest in books (Rea) E4 - Explores books for over 30 seconds (Rea) E5 - Indicates they wish to make marks (Wri) E6 - Interested in mark making (Wri) E7 - Understands question where? (Sp&L) E8 - Understands question what? (Sp&L) E9 - Identifies small and big objects from picture or story (Rea) D1 - Can select familiar symbol from 4 (Rea) D2 - Selects words/symbols to label a picture (minimum of 4 symbols) (Wri) D3 - Gives picture a name (Wri) D4 - Will look for attention and uses more than one method of communication to repeat if misunderstood. i.e. add facial expression, point to object (Sp&L)</p>	<p>C3 - With support write a caption or short phrase using the graphemes that they already know (Wri) C4 - Listens appropriately showing interest in a story (Recount) (Sp&L) C5 - Hold and say a sentence using a growing range of vocabulary about a recount (Sp&L) C6 - Starting to take turns in a group discussion of a story (Recount) (Rea) C7 - Developing the ability to listen to others' opinions about the story that has been read to them (Recount) Rea C8 - Introducing the full stop in modelled sentences (Wri) C9 - Able to repeat a simple sentence out loud (Wri)</p> <p>Study of an author: Julia Donaldson <i>Suggested Activities: Focus upon selected stories by Julia Donaldson, such as The Gruffalo, Room on the Broom, Superworm, Monkey Puzzle, The Snail on the Whale and Charlie Cook's Favourite Book. Complete activities based around broadening vocabulary, sequencing stories, Roleplay, descriptive language and labelling/naming characters. Educational Visit: Could include Gruffalo Orienteering at Cannock Chase.</i></p> <p>S1 - Responds to who, where and why question about a story or event (Sp&L) S2 - Uses 3 key words to describe what is happening in a story (Sp&L) S3 - Know to start on left hand page of book (Rea) S4 - Will listen to story being read by an adult in a small group (3 pupils) (Rea) S5 - Group letters together when writing about the story (Wri) S6 - Puts spaces between groups of letters when writing about the story (Wri) S7 - Asks questions that relate to the topic discussed (Sp&L) S8 - Communicates in a range of situations i.e. outside, during play, during work session (Sp&L) S9 - Finds the title of the book on front cover (Rea) C1 - Understands the author is the person who wrote the story (Rea) C2 - Contributes to story ideas (Wri)</p>
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	<p>D5 - Listens to an adult without interruption for 5-7 minutes (Sp&L)</p> <p>D6 - (Standard 1) In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): indicate correctly pictures of characters and objects in response to questions such as 'Where is (the) ...?' (Rea)</p> <p>D7 - (Standard 1) In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): join in with some actions or repeat some words, rhymes and phrases when prompted (Rea)</p> <p>D8 - Finds name on piece of work (Wri)</p> <p>D9 - Begins to form the initial letter for words starting with sounds learnt so far (Wri)</p> <p>Conversations in my Environment: <i>Suggested Activities: Conversations which take place in familiar scenarios in school, at home and in the local community. E.g. Greeting peers, collecting dinner, going into a shop and making a request, roleplay eating at a restaurant (Ordering/taking orders etc.) playing with siblings/peers in home environment. Practice different conversations which are likely to take place and refine/develop answering/asking questions, making eye contact, etc. Include writing by making a shopping list or completing a basic 'form' to fill in personal details using symbols. Encourage pupils to notice and read signs/letters in the environment</i></p> <p>E1 - Combines sound and gesture to request (Sp&L)</p> <p>E2 - Uses 10 words without imitation (Sign/symbol/verbally) (Sp&L)</p> <p>E3 - Indicates a desire to go from outside to inside or visa versa (Rea)</p> <p>E4 - Relate objects in book, on video or image to concrete objects (Rea)</p> <p>E5 - Aware of simple cause and effect (Wri)</p> <p>E6 - Matches object to symbol (Wri)</p> <p>E7 - Indicate a need e.g. more drink (Sp&L)</p> <p>E8 - Looks towards person speaking (Sp&L)</p> <p>E9 - Can match picture to new object (Rea)</p> <p>D1 - Can match symbol to new object (Rea)</p>	<p>C3 - Beginning to spell words using the 10+ graphemes already learnt (Wri)</p> <p>C4 - Makes a choice between two familiar stories (Sp&L)</p> <p>C5 - Remembers some details of a story (Sp&L)</p> <p>C6 - Starting to recognise predictable phrases (Rea)</p> <p>C7 - Name or point to a favourite book or story (Rea)</p> <p>C8 - (Standard 3) Transcription: the pupil can form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading. KPI (Wri)</p> <p>C9 - Spelling shows signs of being phonetically correct with starting letters (Wri)</p> <p>Conversations in my Environment: <i>Suggested Activities: Conversations which take place in familiar scenarios in school, at home and in the local community. E.g. Greeting peers, collecting dinner, going into a shop and making a request, roleplay eating at a restaurant (Ordering/taking orders etc.) playing with siblings/peers in home environment. Practice different conversations which are likely to take place and refine/develop answering/asking questions, making eye contact, etc. Greater depth of knowledge linked to a conversation in the environment, including listening and responding to others, asking questions, more complex tasks, etc. Include writing by making a shopping list or completing a basic 'form' to fill in personal details using symbols. Encourage pupils to notice and read signs/letters in the environment</i></p> <p>S1 - Follows 2 unrelated instructions (Sp&L)</p> <p>S2 - Contributes and takes turns in a small group (Sp&L)</p> <p>S3 - Recognises 8 letters with picture prompt (Rea)</p> <p>S4 - Recognises 10 letters of the alphabet with a picture prompt (Rea)</p> <p>S5 - Orders symbols into a simple sentence to label a picture e.g. Girl in house (Wri)</p> <p>S6 - Uses 3 key words to describe a picture (Wri)</p> <p>S7 - Takes part in role play independently linking up to four key words. (Sp&L)</p> <p>S8 - Communicate about an experience/familiar story (Sp&L)</p> <p>S9 - Relates words to pictures (Rea)</p>
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	<p>D2 - Uses signs/symbols/words to give meaning (Wri) D3 - Observes an adult writing (Wri) D4 - Joins in with and takes turns in a small group activity (Sp&L) D5 - Takes turns in game situation with adult and peer (Sp&L) D6 - Can match numbers to those in the environments (Rea) D7 - Can match letters taught so far (Rea) D8 - (Standard 1) - Composition: The pupil can say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). KPI (Wri) D9 - Understands text goes left to write (Wri)</p> <p>In the news! (Journalistic writing): <i>Suggested Activities: Choosing photos of a recent event that happened in the classroom (e.g. a fake burglary where someone was caught on video stealing the iPads) and writing about them. Writing newspaper articles about something linked to the topic. Writing a 'catchy' symbolised title, choosing a name and designing a logo for the newspaper. Constructing simple sentences to state what happened. Practising mark making/writing to create the newspaper. Making a picture. Roleplaying making a news report about a key event using key words/pictures/symbols.</i></p> <p>E1 - Looks at object that is been spoken about (Sp&L) E2 - Shows whether they like or dislike something (Sp&L) E3 - Recognise pictures of familiar places (Rea) E4 - Look at pictures (Rea) E5 - Copy horizontal movements (Wri) E6 - Copy vertical movements (Wri) E7 - Listens to adult for up to 3 minutes without interruption (Sp&L) E8 - Can recall key information from a sentence (Sp&L) E9 - Watches a short story (News article) on a screen (Rea) D1 - Identify up to 3 colours in book or picture (News Article) (Rea)</p>	<p>C1 - Uses pictures to help read a word (Rea) C2 - Places words under each other in lists (Wri) C3 - Beginning to form correctly the first 20 lower case letters (Wri) C4 - Listens to and follows a simple instruction (Sp&L) C5 - Looks at the person who is speaking (Sp&L) C6 - (Standard 3) Say a single sound for 20+ graphemes KPI (Rea) C7 - (Standard 3) read accurately by blending the sounds in words with two and three known graphemes. KPI (Rea) C8 - (Standard 3) Composition: the pupil can write a caption or short phrase using the graphemes that they already know. KPI (Wri) C9 - (Standard 3) Transcription: The pupil can identify or write these 20+ graphemes on hearing the corresponding phonemes. KPI (Wri)</p> <p>In the news! (Journalistic writing): <i>Suggested Activities: Choosing photos of a recent event that happened in the classroom (e.g. a fake burglary where someone was caught on video stealing the iPads) and writing about them. Writing newspaper articles linked to the topic. Writing an article about a recent experience, e.g. a topical visit out of school. Writing a 'catchy' symbolised title, choosing a name and designing a logo for the newspaper. Constructing simple sentences to state what happened. Practising mark making/writing to create the newspaper. Making a picture. Roleplaying making a news report about a key event using key words/pictures/symbols.</i></p> <p>S1 - Talk about what they have done in a recent experience e.g. what they did at the weekend, or what they are doing next (Sp&L) S2 - Uses 'and' to link ideas (Sp&L) S3 - Can identify where text is on page (Rea) S4 - Can identify where picture is on page (Rea) S5 - To write correct initial letter in words formed from the sounds learnt so far (Wri) S6 - Beginning to write correct final sound for words formed from the sounds learnt so far (Wri) S7 - Can identify familiar sounds (Sp&L)</p>
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	<p>D2 - Copy a pattern (Wri) D3 - Complete a pattern (Wri) D4 - Begin to use adjectives when talking about a familiar object i.e. blue bike (Sp & L) D5 - Recognises own belongings and shows definite preference between objects (Sp & L) D6 - (Standard 1) In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): show anticipation about what is going to happen (e.g. by turning the page) (Rea) D7 - Can match familiar object to known initial sound i.e. monkey - m (Rea) D8 - Match letters (may not know sound) (Wri) D9 - Copies letters relating to the sounds learnt so far (Wri)</p> <p>Biographies: <i>Suggested Activities: Learning information about self using photographs/objects. Recording information. Writing a biography about self using key words or key word sentences. Comments on family, likes, dislikes, where they live, who their friends are. Base children's biography around the favoured items of a member of class staff shown on screen. Sequencing pictures of self in order at different ages.</i></p> <p>E1 - Has names for familiar objects/people (symbol/sign or spoken word) (Sp&L) E2 - Responds to own name being called (Sp&L) E3 - Recognises pictures of familiar people (Rea) E4 - Recognises pictures of familiar places (Rea) E5 - Look at symbols (Wri) E6 - Make marks when asked to write (Wri) E7 - Gives eye contact during communication time 1:1 (Sp&L) E8 - Recognises peers when their name is called (Sp&L)</p>	<p>S8 - Answers why questions about a story/Newspaper article modelled (Sp&L) S9 - (Standard 2) say a single sound for 10+ graphemes KPI (Rea) C1 - (Standard 2) Read words by blending sounds with known graphemes, with help from their teacher. KPI (Rea) C2 - Can match words using the 10+ graphemes already taught (Wri) C3 - Can copy words using the 10+ graphemes already taught (Wri) C4 - Listens to the final sound of words (Sp&L) C5 - Begins to use past tense correctly adding 'ed' onto verbs (Sp&L) C6 - Can respond with the correct grapheme (letter) to phoneme (speech sound) correspondence (GPC) for all the Read Write Inc. set 1 sounds with the picture prompts (Rea) C7 - Can respond with the correct sound for 15 RWInc set 1 graphemes (letters), without a picture prompt (Rea) C8 - (Standard 3) Transcription: the pupil can spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). KPI (Wri) C9 - Use capital letter with their first name and surname (Wri)</p> <p>Biographies: <i>Suggested Activities: Learning information about self using photographs/objects. Recording information. Writing a biography about self, using key words or key word sentences. Comments on family, likes, dislikes, where they live, who their friends are. Base children's biography around the favoured items of a member of class staff shown on screen. Sequencing pictures of self in order at different ages.</i></p> <p>S1 - Give a basic opinion e.g. I like that. - I don't like that (Sp&L) S2 - Recognises 'I' 'you' 'me' (Sp&L) S3 - Show awareness that reading is from left to right (Rea) S4 - Show awareness that we read from top of the page to bottom (Rea) S5 - Writes first name (Wri) S6 - Matches letters in surname (Wri) S7 - Uses possessives i.e. my coat, Fred's coat (Sp&L) S8 - Link together 4 key words/symbols/signs (Sp&L)</p>
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	<p>E9 - Can match picture to familiar object (Rea) D1 - Can match symbol to familiar object (Rea) D2 - Match initial sound of name (Wri) D3 - Put initial sound of name on work (Wri) D4 - Will respond to a who question in an immediate situation (Sp&L) D5 - Responds to an announcement of an activity i.e. swimming (Sp&L) D6 - Can find own name on piece of work (Rea) D7 - Identify some body parts from a picture or story (Eyes, mouth, nose) (Biography) (Rea) D8 - (Standard 1) Transcription: The pupil can draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand) KPI (Rea) D9 - Hold a pencil with sufficient grip and pressure to make marks on paper or perform an equivalent task using the preferred form of communication (e.g. using electronic writers or eye-gaze for writing/ communicating) (Rea)</p> <p>Reading Sessions <i>Suggested Activities: All pupils should have opportunities to read widely and often to enjoy a wide range of different texts. This should include big books and tactile books to make content more accessible. This may sometimes include on screen, in addition to physical books. Skills progression should be based around pupils working through WS4-6 on SOLAR.</i></p> <p>Skills progression in all reading sessions should be based around WS P Steps 4-6 for reading</p>	<p>S9 - In a familiar story (Biography) can answer who questions (Rea)</p> <p>C1 - Read words by blending sounds with known graphemes and match to a picture (Rea) C2 - Starts name with a capital letter (Wri) C3 - Beginning to write the 20+ graphemes on hearing the corresponding phoneme (Wri) C4 - Listens and responds to questions from familiar adults about self without interruption (Sp&L) C5 - Listens to a short television programme/film about self (Sp&L) C6 - (Standard 3) In a familiar story/rhyme (Biography), the pupil can, when being read to by an adult (one-to-one or in a small group): • respond to questions that require simple recall KPI (Rea) C7 - Can respond with the correct sound for 20 RWInc set 1 graphemes, without a picture prompt (Rea) C8 - Able to arrange word cards/symbols correctly to form a simple sentence (Wri) C9 - Able to talk about the sentence they have created using the word cards/symbols (Wri)</p> <p>Reading Sessions <i>Suggested Activities: All pupils should have opportunities to read widely and often to enjoy a wide range of different texts. This should include big books and tactile books to make content more accessible. This may sometimes include on screen, in addition to physical books. Skills progression should be based around pupils working through WS7-9 and beyond where relevant, on SOLAR.</i></p> <p>Skills progression in all reading sessions should be based around WS P Steps 7-9 for reading</p>
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Impact:

How we measure whether the implementation of the curriculum achieves our intent statements

- Learning walks
- Book Trawls
- Lesson Observations
- Drop-ins by SLT
- Subject Coordinator Scrutiny (For awareness - Subject coordinators are not accountable for progress)
- Progress data & Target Setting
- Termly Progress Meeting with actions set
- Next Steps
- Formative Assessment (Work samples, written observations on progress sheets and photographs)
- Moderation of work
- End of year Reports (Academic)
- Annual Reviews of the pupil's EHCP
- Parent Workshops, Questionnaires & Parents Evenings
- Class team meetings and Phase Meetings
- Teacher and TA Appraisal
- Ofsted Inspections
- School Improvement Partner involvement in T&L Monitoring
- BEP/Local feedback on curriculum content
- Discussion of Curriculum at SLT Meetings
- Use of CPD time to review curriculum and agree ways forward
- Staff confidence questionnaires in teaching skills
- SLT Leadership and Management of the curriculum
- Teacher involvement in choosing motivating topics to gauge pupils' interests
- Robust monitoring of pupils' opportunities to take part in reading activities to read widely and often
- Assessment using WS P Steps, AET Progression Framework and Scales of Engagement