

Literacy/English Overview  
and  
Scheme of Work 2023



## **Literacy and English Curriculum**

### INTENT:

The Literacy/English curriculum at Villa Real is ambitious, sequenced and mapped from EYFS to Key Stage 5. This curriculum is entwined with each Key Stage goal across the school. The Literacy/English curriculum is progressive and sequenced, building upon prior knowledge, whilst ensuring pupils/students revisit and recall prior skills and understanding. Components are built upon to acquire composite knowledge. Vocabulary is taught, revisited and memorised.

The overarching aim for Literacy/English at Villa Real School is to promote high standards of language/communication and literacy by equipping pupil/students with the very best command of the spoken/augmentative/alternate and written word. We aim to develop pupil/students love of books through widespread reading for enjoyment or/and being read to.

Literacy (EYFS, primary) and English (secondary) lessons, aim to develop pupil/students' spoken language/communication, reading, writing and vocabulary as integral aspects of the teaching of every subject. Literacy/English are both subjects in their own right, and the medium for teaching across the whole curriculum. Emphasis is placed on the development of communication throughout the entire school day.

The need to express ourselves is a human right. We feel that all students have the desire to mark make/write and should have daily opportunities to do so. Through a number of differentiated resources, students will improve the mechanics of their writing, develop functional writing skills and allowed to write as an expression of their own identity and personality.

Through pre-phonics and phonics lessons children develop the skills to become fluent, confident readers. Staff use assessment and coaching to ensure that children are provided with the small, repeated steps necessary to ensure success. Class staff will check whether the books children practise reading from, at school and at home, closely match the phonics knowledge they have been taught. Classes will provide sufficient time each day to teach our children to read, with the aim of reading fluently and confidently.

#### IMPLEMENTATION:

The ambitious curriculum begins in EYFS and is implemented through the Communication and Language Educational programme and through components of literacy knowledge. The curriculum is mapped and sequenced across the whole school, through areas of learning in; Phonological Awareness, Communication, Phonics, Reading, Writing, Comprehension and Vocabulary.

Every class will have five hours of English/Literacy/Phonics a week. Communication (SaLT) including NELI is delivered three times a week. Class managers ensure that activities are engaging and appropriate. All lessons are personalised according to pupils'/students' needs and ability. Class teachers ensure that activities are engaging and developmental. All lessons are personalised according to pupil/students' needs and ability. This scheme of work notes the stepping stones of the Literacy/English curriculum. These criteria can be taught through the Developmental Progression Pathway of resources (page 5).

All classes follow the school, scheme of work which follows statutory guidelines in a bespoke and individualised way. All classes have a set text which are chosen to encourage a love of reading for pleasure, to be challenging and age-appropriate. These texts are chosen to appreciate our rich and varied literary heritage and reflect a multi-cultural society.

Through the reading of this text, the following will be looked at in an individualised way and where appropriate:

- Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context, dictionaries and thesaurus
- Making inferences and referring to evidence in the text
- Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
- Checking students understanding to make sure that what they have read makes sense

- Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- Studying setting, plot, and characterisation
- Making critical comparisons across texts

Using the text as a starting point, students will be taught to write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including;

- Well-structured formal expository and narrative essays and stories, scripts, poetry and other imaginative writing
- A range of other narrative and non-narrative texts, including arguments, and personal and formal letters, summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- Plan, draft, edit and proof-read through considering how their writing reflects the audiences and purposes for which it was intended

When it is appropriate pupil/students are taught to write independently using techniques such as their phonic knowledge and word banks. They are taught spelling, punctuation and grammar as outlined in the National Curriculum and are given the opportunity to write for a variety of purposes and for different audiences. **If students are unable to handwrite by the age of 14, alternative means will be used throughout the curriculum.**

Students who are ready, sit AQA Entry Level English 1/2/3 exams from year 10 in the summer term.

Speech and Language Therapists provide further support to some pupil/students and deliver targeted intervention. They also provide class teachers with targets and activities that can be incorporated into everyday practice, and also completed during English/Literacy lessons.

### Developmental Progression Pathway

Phonological Awareness	Reading Scheme	Writing Scheme	Comprehension and Inference	Development of vocabulary acquisition
Nursery rhymes Rhyme recognition Syllable blending Syllable recognition	Sounds Scheme. BLAST.	Messy play. Mark making. Teodorescu. Predictable Chart Writing. PECS (sentence structure).	Verbal and visual answers.	Memorising songs, rhymes etc.

Alliteration Beginning sound matching Onset-rime segmentation Rhyme production	RWI Phonics/Fresh Start Set 1.		Letter formation. RWI Red Ditty. RWI modules.	RWI Modules. Colourful Semantics to answer questions.	Listening to key vocabulary.
Syllable manipulation Identifying of beginning and end phonemes Phoneme blending Phoneme segmentation	Set 2/3.	Sight word lists.	RWI modules. RWI Spelling. Colourful Stories. Developmentally different writing genres across the curriculum.	Purple Mash. Black Sheep Inference and deduction. Philosophy of Education.	Learning and using key vocabulary, verbally and in writing. Key Vocabulary Journals.
Phoneme addition Phoneme deletion Phoneme substitution	Daily independent Reading.		Literacy and Language. The Big Write. Writing Adventures. Different writing genres across the curriculum.	RWI Comprehension. Head Start Comprehension. Nelson Comprehension.	Developing vocabulary across all subject areas.

### Class Texts

Reading is interpreted as any activity that leads to the derivation of meaning from visual or tactile representations. For example; real objects, photos and symbols are used widely throughout school to give all pupils/students access to reading strategies to enable pupils/students to progress include; phonics and whole word recognition. We aim to promote the enjoyment of reading and love of stories for pupils of all ages and abilities. Within discrete Literacy/English lessons we use carefully chosen books relevant to the age and

ability of the pupils. We ensure pupil's understanding when reading at all levels by questioning in an appropriate way. Sensory stories use a multi-sensory approach to involve and engage our pupils. Teachers differentiate texts so that they are suitable for the whole class. Book lists reflect diversity and equality.

- Choice of texts which should be changed every half term
- At least 1 half term needs to focus on poetry
- Please ensure a diverse choice of authors
- Key Stage 3 and 4 students need to complete 1 Shakespeare play per year
- Due to composite classes, please check that the students have not done that book before (see whole school map)

EYFS

Hansel & Gretel by Jacob Grimm  
Snow White by Jacob Grimm  
Scarecrow's Wedding by Julia Donaldson  
A House for a Hermit Crab by Eric Carle  
Finn McCool and the Giant's causeway (Irish folktale)  
The Smartest Giant in Town by Julia Donaldson  
Goldilocks and the three bears by Robert Southey  
Burglar Bill & Cops and Robbers (Dahlberg)  
Room on the Broom by Julia Donaldson  
The Tiger who came to Tea by Judith Kerr  
Hairy Maclary by Lyndsey Dodd  
Jack and the Beanstalk by Benjamin Tabart  
Little Red Riding Hood by Charles Perrault  
Peace at Last by Jill Murphy  
Handas Surprise by Eileen Browne  
Rice and Rocks by Sandra L Richards  
The Gruffulo by Julia Donaldson  
Mommy's Khimar by Jamilah Thompkins-Bigelow  
Dear Santa by Rod Campbell  
Moth by Isabel Thomas  
Julian is a mermaid by Jessica Love  
Tropical terry by Jarvis  
I could be, you could be by Karen Owen  
And Tango makes Three by Justin Richardson  
Abilities' in me series – Down Syndrome, Spina Bifida,



	<p>22q deletion, CHD, Tube feeding, Autism, Arthritis, ADHD, Hydrocephalus, Diabetes, Tracheostomy, Epilepsy, Speech Delay.</p> <p>Why the face? By Jean Julien</p> <p>Lucy's Blue day by Chris Duke</p> <p>Nothing Happened by Mark Janson</p> <p>George flies south by Simon James</p> <p>Whose toes are those? By Jabari Asim</p> <p>Baby says by John Steptoe</p>
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KS1

Hansel & Gretel by Julian Grimm  
Finn Maccool and the Giant's causeway (Irish folktale)  
The Smartest Giant in Town by Julia Donaldson  
Room on the Broom by Julia Donaldson  
The Tiger who came to Tea by Judith Kerr  
Hairy Maclary by Linley Dodd  
Jack and the Beanstalk by Benjamin Tabart  
Little Red Riding Hood by Charles Perrault  
Peace at Last by Jill Murphy  
Handas surprise by Eileen Browne  
Rice and Rocks by Sandra L Richards  
The Gruffulo's Child by Julia Donaldson  
Mammy's Khimar [Jamilah Thompkins-Bigelow](#)  
The Snail and the Whale by Julia Donaldson  
We are going on a Bear Hunt by Michel Rosen  
The Jungle Book by Rudyard Kipling  
Twas the Night before Christmas by Clement Clarke Moore  
Moth by Isabel Thomas  
The Old Man by Sarah Dubois  
Dragon Doctor by Patricia Valdes  
Julian is a mermaid by Jessica Love  
Sweep by Louise Greig  
You're called What? By Kes Gray  
Bear and Wolf by Daniel Salmieri  
William's Doll by Charlotte Zolotow  
Interstellap Cinderella by Deborah Underwood

Whose egg are you? By Rob Bounds  
And Tango makes Three by Justin Richardson  
The Hike by Alison Farrell  
Are you a boy, or are you a girl? By Sarah Savage  
You're called what? By Kes Gray  
Whose egg are you? By Rob Bounds  
Lost and Found by Oliver Jeffers  
A very late story by Marianna Coppo  
Some people have two dads by Luca Panzani  
Sweep by Louise Grieg  
Why the face? By Jean Jullien  
Lucy's Blue day by Chris Duke  
Abilities' in me series – Down Syndrome, Spina Bifida,  
22q deletion, CHD, Tube feeding, Autism, Arthritis, ADHD, Hydrocephalus,  
Diabetes, Tracheostomy, Epilepsy, Speech Delay.  
George flies south by Simon James  
Where the Wild Things Are by Maurice Sendak  
Waiting for Wolf by Sandra Diekmann  
The boy who loved everyone by Jane Poster  
The proudest Blue by ibtihaj Muhammad  
Look up by Nathan Bryon  
Solve by Lupita Nyong'o

KS2/3

Fungus the Bogeyman by Raymond Briggs  
The Enchanted Wood by Enid Blyton  
The Twits by Roald Dahl  
Georges Marvelous Medicine by Roald Dahl  
Nims Island by Wendy Orr  
The Butterfly Lion by Michael Morpurgo  
Adventures of Obi and Titi by O T Begho  
Knock Knock by Daniel Beaty  
Roald Dahl, Revolting Rhymes  
The Lambton Worm by Robert Sherlaw Johnson  
Monkey and the Mango (Folktale from India)  
Playtime: Plays for all ages by Julia Donaldson

	Rainbow Bird Aboriginal by Eric Maddern A Christmas Carol by Charles Dickens The Old Man by Sarah Dubois Dragon Doctor by Patricia Valdes The House of lost and Found by Martin Widmark Billy the Kid by Michael Morpurgo Two weeks with the Queen by Morris Gleitzman Amazing Grace by Mary Hoffman And Tango makes Three by Justin Richardson Brown Girl Dreaming by Jaqueline Woodson Coming on Home Soon by Jaqueline Woodson The Jungle Book by Rudyard Kipling Alice in Wonderland by Lewis Carol Aesop's Fables by Aesop Robin Hood by Howard Pyle Desirable by Frank Cottrell Boyce The same inside poetry book by Liz Brownlee Some people have two dads by Luca Panzani Sweep by Louise Grieg Mariana and the Merchant by Caroline Pitcgher My Hair by Hannah Lee So much by Trish Cooke
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<p>KS3 (If not completing EL syllabus)</p>	<p>The Twits by Roald Dahl          Georges Marvelous Medicine by Roald Dahl          Nims Island by Wendy Orr          The Butterfly Lion by Michael Morpurgo          Adventures if Obi and Titi by O T Begho          A Christmas Carol Charles Dickens          Diary of Anne Frank          Wizard of Oz by L. Frank Baum          The Tempest by William Shakespeare          Romeo and Juliet by William Shakespeare          Macbeth by William Shakespeare          Midsummers' night's Dream by William Shakespeare</p>
	<p>War Horse by Michael Morpurgo          The Indian in the cupboard by Lynne Reid Banks          The House of lost and Found by Martin Widmark          Billy the Kid by Michael Morpurgo          Brown Girl Dreaming by Jaqueline Woodson          Coming on Home Soon by Jaqueline Woodson</p>

<p>14-19 Provision (If not completing EL syllabus)</p>	<p>The Butterfly Lion by Michael Morpurgo  Diary of Anne Frank  Wizard of Oz by L. Frank Baum  The Tempest by William Shakespeare  Romeo and Juliet by William Shakespeare  Macbeth by William Shakespeare  Midsummers' night's Dream by William Shakespeare  War Horse by Michael Morpurgo  The Indian in the cupboard by Lynne Reid Banks  Holes by Louis Sachar  The Witches by Roald Dahl  The Boy who grew Dragons by Andy Shepherd  The Wild Robot by Peter Brown  The Last Chance Hotel by Nicki Thornton  How to Bee by Brew MacDibble  Brown Girl Dreaming by Jaqueline Woodson  Coming on Home Soon by Jaqueline Woodson</p>
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### **EYFS Early Literacy at Villa Real School (Development Matters 2021)**

At VRS, the EYFS children have a bespoke curriculum that plans objectives in each of the learning strands to build upon their unique starting points. The curriculum follows the sequential developmental pathways set out in Development Matters 2021 (the non-statutory curriculum guidance for EYFS).

We deliver the curriculum through a themed /topic approach so that learning is cross curricular and covers all areas of the EYFS Curriculum.

During the Early Years Foundation Stage (EYFS), teachers and practitioners support children in developing their communication, comprehension, and Literacy in a broad range of contexts.

Children in the EYFS at Villa Real learn in many different ways and our varied environments, learning and teaching styles provide a wealth of unique learning experiences for our children. Some may learn by playing, exploring and being active. Some, by modelling, repetitive routines and real-life experiences and others through creative, songs and games. All of which take place both indoors and outside. Our children have the opportunities to learn in many different ways depending on their needs. Continuous provision and incidental learning opportunities, as well as planned sessions and activities are all prevalent in the way Literacy is organised and delivered across all three provisions.

At Villa Real, we use different teaching approaches to meet the needs of the pupil/students. Within the ASC provision, TEACCH bays and learning box activities are used to focus the pupils/students and help them focus on learning. Within the Conductive Education provision, early Literacy concepts are taught, practiced and recalled throughout discreet lessons, play and Task Series.

All Literacy learning from the EYFS is planned and sequenced within a whole school scheme of work.



## **Aspects of Learning**

Literacy Development is identified as a 'Specific Area' of learning within the Early Years Framework. Communication and Language is also identified as a 'Prime Area' of learning. These two areas are specific to the Literacy/English Intent.

## **Literacy in EYFS at Villa Real**

Literacy skills are developed through stories, songs, games, discussion, questioning, imaginative play, practical activities, child-initiated learning and structured teaching. As an SLD school, teaching can often be focussed on the prerequisites to early skills. Engagement with an activity, scanning and focusing, attention and looking, feeling or touching new things, following routines, listening to songs, clapping, matching, games, etc. These are all skills which are found in the early stages of child development and are essential for future learning.

Depending on their special educational need, children will demonstrate learning and development in different ways. Practitioners observing a child involved in day-to-day activities must be alert to their demonstrating attainment in a variety of ways, including eye pointing, the use of symbols or signs.

## **The Importance of Positive Relationships**

**“Skillful interactions with adults and learning, which is supported by them, are necessary on the journey to embedding skills and knowledge” EYFS 2020.**

- We aim to support children to work together and begin to take account of ideas and preferences which differ from their own.
- We aim to be confident and competent role-models for the children in our care.

## **The Provision of an Enabling Environment**

**“Children must have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development. The learning environment should provide balance across the areas of learning “. EYFS 2020**

- We aim to create an environment where it is “safe” to make mistakes, to share thoughts and ideas, explore different options, and work collaboratively.
- We aim to provide a place where children are able to persevere, concentrate and pursue their own interests.
- We aim to provide resources which are accessible and organised in ways which encourage independence and responsibility (Continuous and Enhanced Provision)
- We aim to create a stimulating environment which offers a range of activities to develop interest and curiosity both indoors and outdoors.
- All staff aim to use correct English and vocabulary to support development of the children’s understanding and vocabulary.
- We aim to question children in a way which develops their thinking and extends their comprehension.
- We aim to support children with additional needs by providing supplementary experiences and information about the world around them in appropriate formats. **Learning and Development**

Children with effective learning characteristics:

- are willing to have a go
- are involved and concentrating
- have their own ideas
- choose ways to do things
- find new ways of doing things

- enjoy achieving what they set out to do

## **Teaching**

At Villa Real, Practitioners;

- act as role-models and help the children to see themselves as able to communicate fully and to develop positive attitudes towards learning, by being confident and enthusiastic about the subject themselves.
- observe and listen to children to better understand their interests/curiosities and provide opportunities/resources for child-led learning.
- maintain children's enthusiasm and confidence by responding to the children's interests and lines of enquiry as well as planning practical and appealing activities which are appropriate for the children's level of development, and which take account of different learning styles and ability.
- make use of everyday play activities to stimulate discussion and vocabulary
- do not rush children
- use a wide-range of resources and activities both *indoors* and *outdoors* to develop the children's enjoyment of Literacy in a varied and stimulating way.
- interact with a diverse range of multi-sensory, motivational resources which appeal to our young children, takes account of those who for whom English is not the home language or who may need to use alternative communication systems, and which promote independent learning.




## **Assessment**






Practitioners' assessments are primarily based on observing a child's daily activities and events. In particular, practitioners should note the learning that a child demonstrates spontaneously, independently and consistently in a range of contexts.

1. Day-to-day formative assessment – to inform teaching on an ongoing basis
2. In-setting summative assessment – to understand a child's performance at the end of a period of teaching
3. National statutory summative assessment – to understand a child's performance in relation to national expectations and comparisons in Reception Baseline Assessment

4. Observational assessment is the most effective way of making judgements about all children's learning and development.

**14-19 English Overview Entry Level 2023-24**

	Autumn	Spring	Summer
<p>Key Stage 3</p> <p>KS3 NC requirements are taught through the EL topics so that KS4 and KS3 may be taught simultaneously</p>	 <p>AQA Entry Level topic The next step</p>	 <p>AQA Entry Level topic Exploring</p>	 <p>AQA Entry Level topic Travel</p>

Key Stage 4	 <p>AQA Entry Level topic The next step</p>	 <p>AQA Entry Level topic Exploring</p>	 <p>AQA Entry Level topic Travel</p>
Key Stage 5	 <p>AQA Entry Level topic Exploring</p>	 <p>AQA Entry Level topic Travel</p>	 <p>AQA Entry Level topic The next step</p>



### EYFS Long Term Curriculum Overview

In our Early Years classes at Villa Real School we deliver the curriculum through a themed /topic approach so that learning is cross curricular and covers all areas of the EYFS Curriculum, using indoor and outdoor learning environments.

Villa Real School has highlighted the following elements from the EYFS Framework (Mar 2021) Educational Programmes, as nonnegotiable content and provision for each individual's bespoke curriculum plan, within each topic covered, as set out below;

### **Communication and Language**

- Daily reading
- Opportunities to talk / interact with and without adults
- Develop vocabulary – adult must plan what vocabulary will be supported and planned for □ Access to communication and language in Continuous Provision with and without adults.

### **PSED**

- Focus on developing attachments to key adults
- Focus on developing supportive relationships
- Focus on understanding of feelings and emotions
- Develop an increased sense of self (including looking after their body, developing independence, develop friendships, develop confidence, healthy eating, understand and express dis/likes)

### **Physical Development**

- Daily physical activity
- Daily gross motor opportunities
- Daily fine motor opportunities
- Opportunities to develop physical skills through play and to create their own play
- Repeated and varied physical play rather than discreet sessions only

### **Literacy**

- Develop a love for reading and being read to, both fiction and non-fiction
- Provide explicit opportunities for language comprehension prior to reading and writing skill development
- Progression of reading to move through shared reading, to skilled word reading, speedy working out and familiar words
- For most able, the development writing composition (spelling and handwriting) and composition (discussing / articulating ideas and structuring in speech before writing)

## **Mathematics**

- Basic skills in number to ensure a strong grounding
- Deep practical application and use of number to 10
- Develop mathematical vocabulary
- Develop awareness and understanding of patterns and relationships / connections to create 'number sense'
- Develop spatial awareness and reasoning skills for a grounding in shape, space and measures
- Cultivate a 'have a go' attitude to mathematics and talk through the choices and ideas

## **Understanding the World**

- Experiences to reflect their community
- Ensure we widen their experiences from their home life – this requires good relationship / sharing with families and carers □ Ensure we provide real life opportunities
- Provide broad experiences through stories, videos and visits including non-fiction
- Develop basic vocabulary to support later learning in Science, Geography, History and R.E.

## **Expressive Art and Design**

- Develop artistic and cultural awareness
- Provide broad experiences of tools and materials
- Ensure development and place importance on play and imagination, e.g. medium used for a purpose such as a stick for an arm
- Ensure awareness of what they have and can access at home to allow school to move on from this starting point
- Model communication that is important for imaginative play to build vocabulary

The themes for learning are designed to be flexible according to the needs and interests of the children, as well as making the most of seasonal changes as and when they occur in the local environment. Observations and evaluations of children's learning are used to inform medium and planning in each Early Years class.

## **Themes for Learning**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>Festivals &amp; Celebrations</b>	Halloween, Bonfire Night, Harvest, Diwali (Hinduism), Hannukah festival of light (Judaism), Christmas	Valentine's Day, Chinese New Year, Holi festival of colours (Hinduism), Mother's Day, Easter	Father's Day, Wesak (Buddhism), Eid (Islam)
<b>2023-24</b>	<b><i>Me, my family &amp; home</i></b>	<b><i>North Pole / Polar animals &amp; water</i></b>	<b>Holidays &amp; Travel</b>
	<b>PSED / Careers:</b> Health visitors, refuse worker, postal worker, window cleaner, delivery person	<b>PSED / Careers:</b> Fisheries, fish shop, cameraman, weather person,	<b>PSED / Careers:</b> pilot, skipper, train driver, Airport staff, travel agent, shopkeeper (clothing etc.)
<b>2024 - 25</b>	<b><i>My body &amp; food</i></b>	<b>Farms and Growing</b>	<b>Buildings and Construction &amp; Castles</b>
	<b>PSED / Careers:</b> Dentist, Dr, Nurse, chef, greengrocer, bakers	<b>PSED / Careers:</b> Greengrocer, farmers, garden centre, dairy, vets, bakers	<b>PSED / Careers:</b> Builders, Firefighters, grounds worker
<b>2025 - 26</b>	<b><i>Me, my toys including vehicles</i></b>	<b>Traditional Tales and The Woods</b>	<b>Amazing adventures (Jungles/ Space / Pirates)</b>
	<b>PSED / Careers:</b> Mechanic, toy maker, shop keeper, train driver / conductor,	<b>PSED / Careers:</b> Forestry workers, baker, farmer, gardener	<b>PSED / Careers:</b> Astronaut, explorers, shipyards, dock workers, fisheries

Key Stage 1



Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
<p><b>Spoken language</b></p>	<p>Repeat own vocalisations, playing with the sounds. Babbles to self in front of a mirror.</p> <p>Use sounds other than crying or laughing to communicate feelings. Co-actively and sometimes independently gesture or sign to request something, for example, drink, music.</p> <p>Sometime vocalise or gesture to a familiar person. Repeat own sound over and over, enjoying the sensation and/or the effect.</p> <p>Mimic playful sounds, for example, cough, kiss, blowing raspberries. Attempt to blow out a candle.</p>	<p>Make a number of different sounds that are representative of sounds made by animals, vehicles or machines.</p> <p>Ask for something using words, symbols or signs. Use a word, sign or symbol for an object or person consistently.</p> <p>Begin to use intonation in utterances and a range of volume.</p> <p>Show greater confidence in communication, particularly in familiar situations.</p> <p>Name a few objects.</p>	<p>Say/indicate, by choosing symbols or using an access mode such as a switch or speech synthesiser four key idea sentences.</p> <p>Use vocabulary related to time, for example, 'On Friday', 'Yesterday'.</p> <p>Use a range of nouns, prepositions, adverbs: 'James sit in chair'. 'Boy run fast', 'That very big'.</p> <p>Make up own stories, songs, rhymes and poems.</p> <p>Use language to offer explanation and solutions, for example, 'It fell over 'cos it was too big'.</p> <p>Vary voice tone to express emotion.</p>	<p>Experiment with and build new stores of words to communicate in different contexts</p> <p>Retell stories, ordering events using story language</p> <p>Interpret a text by reading aloud with some variety in pace and emphasis</p> <p>Tell stories and describe incidents from their own</p>

	<p>Try to imitate lip shapes for some letters such as m,f,b,l,</p> <p>Take turns to attempt babble with an adult early sounds such as 'ooooh' or 'wheeeee'.</p>	<p>Increase their vocabulary to about 20 spoken words, signs or consistent vocalisations.</p> <p>Use simple adjectives such as dirty and broken; and verbs such as jump and play.</p>	<p>Extend vocabulary, exploring the meanings and sounds of new words.</p> <p>Use conjunctions such as 'and', 'I am lane and I am fourteen'; 'I like sausages and ice-cream'; 'I can put soil in and plant a bulb'; 'I want a red and a green one'.</p>	<p>experience in an audible voice</p>
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**Key Stage 1**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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<p><b>Listening and Responding</b></p>	<p>Join a group listening to a tape of sounds, occasionally identifying the sound by pointing or eye pointing to a picture. Look at or point to a picture of an object when listening to a tape of familiar sounds.</p> <p>Eye point familiar people when asked, 'Where's Sunita?'. Use sound cues to anticipate an event for example, a trolley being wheeled into the room, bottles rattling.</p> <p>Sometimes anticipate an event during a song or rhyme, for example, 'Simply the best' or 'How high is the mountain?'. Play tongue games, for example, stick your tongue out, up, down, round, sideways.</p>	<p>Listen to an adult talk to a group, sitting quietly and showing concentration for a few minutes.</p> <p>Respond to questions about familiar events or experiences by vocalising, gesturing, signing or using symbols. Say/indicate, by choosing symbols or using an access mode such as a switch or speech synthesiser two key idea phrases such as: 'No milk'; 'No coat', - 'David chair';</p> <p>Respond appropriately to instructions containing two information-carrying words, for example, 'Put the milk in the fridge'.</p> <p>Show an understanding of words by responding in an appropriate way, for example, going to the coat pegs when asked to, 'Go and get your coat'.</p>	<p>Sit quietly, show interest in extended stories, or short texts without pictures or props.</p> <p>Respond by looking at the speaker and sometimes offering comments.</p> <p>Listen carefully to stories and poems read aloud to them. Show by body movement or facial expression, that they can hear what is being said. Listen to a piece of music quietly and offer comments.</p> <p>Follow requests and instructions with up to three then four information-carrying words</p> <p>Understand simple (in/on/under) and more complex prepositions (next to, behind, in front of, in between).</p>	<p>Listen with sustained concentration, building new stores of words in different contexts</p> <p>Listen to tapes or video and express views about how a story or information has been presented</p> <p>Listen to and follow instructions accurately, asking for help and clarification if necessary</p>
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	<p>Laugh, gesture or still during regular routine communication session with a familiar adult.</p> <p>Choose an activity or food</p>	<p>Play listening games, for example, 'Where's the key?'</p>	<p>Understand comparisons:</p>	
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	<p>item from a choice of two or three by pointing or eye pointing.</p>	<p>Understand a range of adjectives and simple negative forms, for example, indicate a picture of someone who is 'not happy'.</p>	<p>bigger, taller, longer, fatter etc.</p>	
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## Key Stage 1

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
<b>Group Discussion</b>	Take turns to make sounds during an intensive	Play a game, e.g. memory game or	Follow simple rules for group situations with	Take turns to speak, listen to each other's

<p><b>and Interaction</b></p>	<p>interaction session.</p> <p>Maintain eye contact during interaction indicating a desire to listen to another person speaking.</p> <p>Turn towards other pupils in the group when their names are mentioned.</p> <p>Play lip games, for example, kissing, blowing, sucking, smiling, screaming.</p> <p>Answer yes/no questions by nodding, shaking head or using communication board.</p>	<p>dominoes waiting to be told it is own turn.</p> <p>Show greater confidence in communication, particularly in familiar situations.</p> <p>Use simple conversation skills, for example, taking turns to listen and speak, initiating a conversation.</p> <p>Call a person by name. Greet people and say goodbye.</p> <p>Answer simple questions with one word answers, for example, 'Who goes on your bus?'</p>	<p>minimal adult support.</p> <p>Use phrases with up to three key words for varying purposes: socialising, giving information, describing something etc.</p> <p>Respond to topics introduced by others in conversation.</p> <p>Work with others, looking towards them as they speak, and responding appropriately by undertaking simple requests.</p> <p>Take turns in discussion, listening to others.</p> <p>Answer complex questions such as 'Why did we need to take our coats?' ('because it might be cold'),</p> <p>Communicate about</p>	<p>suggestions and talk about what they are going to do</p> <p>Ask and answer questions, make relevant contributions, offer suggestions and take turns</p>
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	<p>Reach out for musical or noisy objects showing interest in the sounds and a desire to explore and manipulate it.</p>	<p>Understand two linked ideas or concepts, for example, we get changed to go swimming, we go to the hall for lunch.</p> <p>Understand simple negative forms, for example, indicate who is not smiling, indicate who is not standing up.</p>	<p>present, past and future events, either vocally or through augmented communication</p> <p>Respond appropriately to a range of questions asked by a familiar adult Who? What? When? Where</p>	
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### Key Stage 1

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
<b>Group Discussion and Interaction</b>	<p>Use a switch, sign or word at the appropriate time to say 'Hello' or 'Goodbye'.</p> <p>Anticipate repetitive phrases and vocalise or gesture at critical and appropriate moments.</p>	<p>Use phrases with two key ideas for varying purposes, such as socialising, giving information, describing something, making a request, asking a question, giving a direction.</p> <p>Indicate the relationship between an object and a person, for example, in answer to the question 'Whose coat is this?' points to self or another person.</p>	<p>Use language (speech, signs or communication aids) to express feelings, express negatives, plan (for example, what they are going to do at the weekend, what to take to the kitchen or on a visit to the supermarket).</p> <p>Predict and reason (what will happen if we....), give directions for a sequence of two to three actions.</p>	<p>Explain their views to others in a small group, decide how to report the group's views to the class</p>

### Key Stage 1

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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<p><b>Drama</b></p>	<p>Make sounds to accompany actions, for example, 'Knock, knock', 'Bang bang', 'Splash'.</p> <p>Demonstrate understanding of routine events, for example, looking towards the door when told, 'It's time for lunch'.</p> <p>Anticipate events from sounds, for example, become excited when hearing the swimming pool, look around at the sound of a door opening. Show a developing awareness of objects of reference, for example, begin to associate a spoon with food.</p>	<p>Participate in the dramatic reconstruction of a story, learning a two word phrase (line) to use, for example, 'Go back!', 'Fire burn'.</p> <p>Group objects by their use, for example, make a set of things to eat</p> <p>Join in hide/find, appear/disappear games, naming the objects used.</p> <p>Use simple conversational skills, for example, give and acknowledge greetings and goodbyes, initiate conversation, take turns in conversation.</p> <p>Begin to use intonation in utterances and a range of volume.</p>	<p>Take part in sustained role-play: dress up in range of character clothes and portray the part, organise others in the role-play setting, play with others cooperatively.</p> <p>Make up own stories, songs, rhymes and poems.</p> <p>Contribute to discussions in small groups and roleplay,</p> <p>Shout to add emphasis to expression.</p>	<p>Explore familiar themes and characters through improvisation and roleplay</p> <p>Act out their own and well-known stories, using voices for characters</p> <p>Discuss why they like a performance</p>
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		Say 'No!' to indicate dislike or to reject an activity, object or person.	Use language to convey feelings and evaluations: 'It's enormous', 'This is	
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	Can tell the difference between a friendly voice and an angry one, smiling or scowling in response.		difficult, 'The play was very exciting'.	
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**Key Stage 1**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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<p><b>Reading - Word Reading</b></p>	<p>Participate in a group finding ingredients for a recipe as an adult reads the list.</p> <p>Maintain concentration for a short period during a shared reading session.</p> <p>Occasionally look at a picture or photograph with interest Briefly attend to an object related to a text Demonstrate understanding of one or two objects of reference by for example, looking towards objects of reference related to a text</p> <p>Recognise own photograph consistently and begin to recognise photographs of other familiar people.</p> <p>Attempt to join in with</p>	<p>Point to 'words' and 'pictures' when asked, showing an awareness of the difference between them.</p> <p>Show pleasure in the sounds of some words and rhymes and repeat some.</p> <p>Imitate the sounds of some letters and sometimes remember one or two, for example, phoneme associated with the initial letter of own name.</p> <p>Begin to remember one or two repeated words, for example, names of people or objects in a familiar text when sharing a book with an adult.</p> <p>Read own name correctly or by vocalising the same way each time or by</p>	<p>Join in with a group reciting the alphabet. Show interest in alphabet books and recognise some letters.</p> <p>Sound and name some letters of the alphabet in upper and lower case, or indicate recognition in some way. Hear and identify initial sounds in familiar words in group times, by pointing, speaking, signing or by using the same body movements consistently.</p> <p>Read words in own photograph book or show recognition by body movements/vocalisation.</p> <p>Read words/symbols linked to class routines or show recognition by body</p>	<p>Recognise and use alternative ways of pronouncing the graphemes already taught, Recognise and use alternative ways of spelling the phonemes already taught,</p> <p>Begin to know which words contain which spelling alternatives</p> <p>Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills</p> <p>Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable</p>
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	<p>words and phrases from a familiar story, poem or rhyme, for example, 'Old Uncle Tom Cobley and All'.</p> <p>With support begin to recognise own name in a familiar setting, for example, coat peg, own place at the table.</p>	<p>signing one or more letters.</p> <p>Recognise familiar captions around classroom. They may be words or symbols or a combination. or symbols.</p>	<p>movement or vocalisation.</p> <p>Read own timetable words/symbols.</p>	<p>Recognise automatically an increasing number of familiar high frequency words</p>
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### Key Stage 1

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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	<p>Join in an activity looking at written words, for example, names of characters from a text.</p> <p>Look at a computer screen being used by somebody else, showing some interest in the movement of the graphics across the screen.</p> <p>Point to or eye point own belongings, for example, coat</p>	<p>Recognise and read large-print words, such as characters' names or text titles, for example, 'Romeo', 'Skellig'.</p> <p>Match initial letters to pictures using literacy software on a computer. Match own name to photograph.</p> <p>Match an object to a picture of the same or similar object, for example, towel when</p>	<p>Read a range of familiar words, such as names, captions, labels, favourite story character. Complete an alphabet puzzle.</p> <p>Write the alphabet in the right order Copy words seen in the environment for example, Entrance, Class 3, Fire Alarm, car park, toilet.</p> <p>Read alphabet books, sounding each letter. Sound and name each letter of the alphabet</p> <p>Recognise own name and one or two other familiar words wherever they are</p>	<p>Read and spell phonically decodable two-syllable and three-syllable words</p> <p>Read more challenging texts which can be decoded using their acquired phonic knowledge and skills,</p>
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	<p>bag.</p>	<p>going swimming; spoon when eating lunch.</p> <p>Play a simple lotto game, matching objects to pictures</p>	<p>seen and in whatever size, font, colour, position etc. add a few familiar words.</p> <p>Read simple 2-word phrases linked to familiar words/signs/symbols, such as 'Sanjeev riding'.</p>	<p>along with automatic recognition of high frequency words</p>
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## Key Stage 1

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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<p><b>Word Structure and Spelling</b></p>	<p>Recognise own photograph consistently and begin to recognise photographs of other familiar people.</p> <p>With support begin to recognise own name in a familiar setting, for example, coat peg, own place at the table.</p> <p>Attempt to join in with words and phrases from a familiar story, poem or rhyme, for example, 'Old Uncle Tom Cobley and All'</p>	<p>Recognise own name from a selection of two</p> <p>Begin to anticipate endings to common rhymes, for example, 'Double, double toil and ' .</p> <p>Recognise and point out the difference between 'long' and 'short' words.</p> <p>Listen to, and repeat, initial sounds in familiar names and known words.</p> <p>Write over and trace shapes and letters.</p>	<p>Find words in a book that begin with a certain letter.</p> <p>Find words that rhyme with known words ('cat', 'mat', 'sat).</p> <p>Write some letters that are dictated to them, for example, c, s t.</p> <p>Write lists of words beginning with the same letter.</p> <p>Understand how letters are formed and used to spell simple words and begin to write them down, for example, 'Tm' (Tom).</p> <p>Write simple well-known words in response to own drawings, to describe pictures, for example, face, hat house, car, tree. Write independently getting some initial and dominant letters correct, for example, 'sw' for swimming.</p>	<p>Spell new words using phonics as the prime approach</p> <p>Segment sounds into their constituent phonemes in order to spell them correctly</p> <p>Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'</p> <p>Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives</p>
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	<p>Occasionally look at a picture or photograph with interest Briefly attend to an object related to a text</p>	<p>Attempt to say single sounds while listening to another person repeating phrases or rhymes familiar to them, for example, 'f..</p>	<p>Match short words, such as 'tea', 'TV', 'bag', physically or by eye-pointing or access switch or using a communication aid.</p>	<p>Use knowledge of common inflections in spelling, such as plurals, -ly, -er</p>
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		ire burn and cauldron bubble'.	Select a word from a choice of two during a shared writing session.  Ask how to write a word.	Read and spell phonically decodable two-syllable and three-syllable words
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**Key Stage 1**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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<p><b>Reading-Comprehension</b></p>	<p>Reach out to hold a book.</p> <p>Look with brief interest at pictures in a magazine.</p> <p>Look at a familiar book or magazine showing an expectation and understanding that an adult will read it to them. Tolerate sensory experiences related to a text used in another subject, for example, water or seaweed on feet or hands when studying the seashore.</p> <p>Be part of a group making a collection of objects related to a text or poem</p>	<p>Hold a book the correct way up and turn pages from front to back. Look at the left page before the right. Copy an adult pointing to words as they read during a guided reading session.</p> <p>Turn over the next page in a book with pictures to see what happens. Imitate an adult pointing to words as they read. Have a few favourite books and ask for them to be read regularly.</p> <p>Participate in the sequencing of activities related to a text, for example, following a recipe by using a few symbol cards.</p> <p>With help move finger from left to right when following text in a shared reading session.</p>	<p>Know that in English words are ordered from left to right and point or eye point to words/symbols as an adult reads. Point to first word in a phrase as reading begins, such as 'Mike walking', pointing at each word in turn.</p> <p>During a shared reading session, predict what a missing word covered by a piece of paper might be.</p> <p>Begin to correct own mistakes when re-reading own writing.</p> <p>Turn the pages of a book and with help sign or tell part of the story from memory using pictures as clues and prompts.</p> <p>Show an understanding of the difference between the words and the pictures, for example, when asked 'Where shall I</p>	<p>Identify the main events and characters in stories, and find specific information in simple texts</p> <p>Use syntax and context when reading for meaning</p> <p>Make predictions showing an understanding of ideas, events and characters</p> <p>Recognise the main elements that shape different texts</p> <p>Explore the effect of patterns of language and repeated words and phrases</p>
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	for example, letters and parcels ('The Night Train' by			
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	<p>W.H. Auden).          React to some sensory experiences related to a text, for example, spice smells (fumpa, Tumpa) or toast (Libby Martin).</p> <p>With support, explore objects or materials related to a text for example, costumes and props for a dramatised version of 'Billy Elliot'</p>	<p>Show where the beginning of a story is and the end.</p>	<p>read?' point to the print and not the picture.</p> <p>Understand terms such as 'the beginning', 'the end', 'the title'.</p> <p>Point out known words in the environment, for example, stop, ladies and gents, wait</p>	
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## Key Stage 1

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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	<p>Turn towards an adult reading a text, looking and listening for a short while.</p> <p>Be part of a group listening to an adult reading a feature from a local newspaper. Co-actively explore materials related to a text, for example, objects that Anne Frank might have had in the hidden room. Smile, laugh or startle when a familiar passage is read aloud by an adult, for example, the witches chant from 'Macbeth'.</p> <p>Look sad if a melancholy text is being read, recognising the mood of the text and mimicking the emotion of the reader.</p>	<p>Look at pictures, sometimes turning pages to find out what happens next.</p> <p>Show curiosity about a text and make simple predictions when given a choice, for example, 'Do you think it will be a boy or a girl?' 'Will she choose the red shoes or the blue ones?'.</p> <p>Answer simple questions about books by pointing or with words or utterances, for example, 'Who did Romeo love?'. Comment on texts, for example, says, 'It's funny'.</p> <p>Anticipate events in wellknown texts, for example, laugh in anticipation of Bottom gaining the donkey's head.</p> <p>Participate in role-play activities or the dramatic</p>	<p>Point to and name or sign a picture of a character in a text when asked. Tell something about a particular part of a text by vocalising, gesturing or signing, for example, 'Boy in plane'.</p> <p>Notice if a mistake is made while a story is read to them, for example, two pages turned in error, a name incorrectly read.</p> <p>Name and identify the main character in a fiction text.</p> <p>Begin to associate characters with a location, for example, the witches on the heath, Lady Macbeth in the castle.</p> <p>Can say what happens at the end of a story and comment about it, for example, 'It's sad' Link events in texts to own experience, for example, point to the sports page in a newspaper and say, 'England won'.</p>	<p>Select books for personal reading and give reasons for choices</p> <p>Distinguish fiction and nonfiction texts and the different purposes for reading them</p>
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## Key Stage 1

	Co-actively operate a switch programmed to repeat a refrain from a text being studied by the	reconstruction of a text Participate in vocalising agreement or	Actively participate in a dramatic reconstruction of a familiar story,	Visualise and comment on events, characters and ideas, making imaginative links to their own experiences
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	<p>class, for example, a couplet from 'Hiawatha'. After an adult demonstration operate a switch that is programmed to repeat a phrase from a text.</p>	<p>disagreement as a familiar story unfolds,</p>	<p>remembering some words to say or some stage directions.</p> <p>Take on the persona of a familiar character in drama or role-play.</p>	
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## Key Stage 1

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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<p><b>Writing - composition</b></p>	<p>Help an adult to write in a home school diary by agreeing or disagreeing with what is written, for example, 'Did you like painting this afternoon?'.  With help, use symbol cards to make a choice, for example, biscuit or apple.  With help examine the contents of an envelope. Join in with a group making a display of their work.</p>	<p>Talk into tape-recorder about visits and interests.  Use a variety of mark making implements, for example, pen, marker, paint  Indicate that they recognise when a sentence, phrase or question has been completed by using eye contact, body language, or taking turns, for example, laughing at the end of a joke; smiling after interaction with an adult has ended.</p>	<p>Experiment in role-play situations, writing letters, lists, stories, instructions, labels, captions.  Identify ways to communicate with other people, including writing, for example, 'How shall we let your parents know about this?'.  Begin to draft writing work, showing an ability to think ahead and plan.  Write words in correct sequence with list of ideas to communicate meaning.  Sequence steps in instructional text, for example, when retelling a story or when explaining to another person how to make a birthday card.  Indicate the purpose of own writing, for example, 'A postcard for mum'.  Attempt to write a caption for a picture, e.g. RSPCA</p>	<p>Independently choose what to write about, plan and follow it through  Use key features of narrative in their own writing  Convey information and ideas in simple nonnarrative forms</p>
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**Key Stage 1**

			leaflet, supermarket interior, newspaper and magazine	Find and use new and interesting words and phrases, including story language
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			photographs, advertisements.	
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**Key Stage 1**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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## Key Stage 1

			<p>Dictate a sentence for an adult to scribe pausing at the end of sentences or where punctuation may be added within sentences.</p> <p>Orally complete sentences with gaps left by an adult during shared writing sessions.</p> <p>With help, select the correct preposition from a choice of two, for example, 'Is the dragon in the cave? Or under the cave?'</p>	<p>Create short simple texts on paper and screen that combine words with images (and sounds)</p>
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Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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	<p>Experience the written word in their own environment, for example, label, captions, lists and tables.</p> <p>Attend briefly to an activity involving the written word, for example, writing a shopping list.</p> <p>Watch an adult writing or drawing, for example, completing register, writing a note to a colleague.</p> <p>Be part of a group involved in a writing activity such as listing items in the kitchen; making a lunch menu or writing a greetings card.</p>	<p>With help, add symbols to a class timetable.</p> <p>With help, sequence three pictures to show understanding about the order of events in a story, for example, illustrations from 'The Iron Man', pictures of the spirits in 'A Christmas Carol'.</p> <p>Ask an adult to read back their own writing.</p> <p>Join in with a shared writing session, making marks appropriately.</p>	<p>Draw pictures of own experiences and talks to adult about them.</p> <p>With help, sequence three pictures related to a familiar story</p> <p>Order words from left to right</p> <p>Begin to leave spaces between scribble or letter strings so that there is some structure to the writing.</p> <p>Sometimes write capital letters after a full stop.</p> <p>Dictate more than one idea to an adult, for example, 'She is scared. She might run away</p> <p>Attempt to 'write' a story on the computer.</p> <p>Contribute ideas in a shared writing session in response to questions such</p>	<p>Write chronological and nonchronological texts using simple structures</p> <p>Group written sentences together in chunks of meaning or subject</p>
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## Key Stage 1

Combine nouns and verbs or nouns and adjectives when composing text for example, 'man running';

as, 'What happened next?' 'What shall we write now?'.

		'black car'.		
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**Key Stage 1**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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## Key Stage 1

<p><b>Writing – vocabulary, punctuation, spelling</b></p>	<p>Experience a range of mark making materials including pens, crayons, paints, felt tips, charcoal.</p>	<p>Trace over own name from left to right on model with finger/pen/appropriate mouse switch.</p> <p>Select symbols to make a sentence by pointing or eye pointing.</p>	<p>Attempt to write own name and usually get at least the first letter correct.</p> <p>Write own name in a variety of settings, for example, end of a letter, identification of own work, on a merit certificate.</p> <p>Select words from a clicker grid showing an understanding that when sentences are constructed</p>	<p>Compose and write simple sentences independently to communicate meaning</p> <p>Use capital letters and full stops when punctuating simple sentences</p>
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	<p>Show interest in different forms of shared writing such as lists, names and timetables.</p>	<p>Choose the correct picture or symbol from a choice of two when asked for example, 'Did Macbeth have a dagger or a car?'.  Use symbols to label own work.  Talk about and draw pictures of visits and other things of personal interest making marks to represent words, dictating or using access switch.</p>	<p>words are added to the right of the previous words.  Dictate a short sentence that makes sense.  Put article, noun, verb and adjective cards in order to make a sentence that makes sense.  Occasionally use commas, question marks or exclamation marks though not usually in the correct places.  Use symbols confidently to record events and express ideas as well as to communicate needs and desires.</p>	
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## Key Stage 1

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
<b>Sentence Structure and Punctuation</b>	Make varied marks on a touch screen, while using 'Paint box' type software.	Use photographs to label own work.  Dictate two or three words to an adult using words or signs to describe a picture, for example, 'Play football'.	Begin to use different layouts for own emergent writing, for example, one word under another (list), several words on a line (prose).  Fill in missing words from the key word list in text that is familiar,  Dictate a phrase or sentence for an adult to scribe.	

## Key Stage 1

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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<p><b>Presentation and handwriting</b></p>	<p>Experience sensory sensations that involve the hands, for example, warm and cold water, cotton wool; jelly.</p> <p>Grip an object placed in their hands, where there is an instinctive reflex</p> <p>Fleetingly move hands over or through some sensory material, for example, shaving foam, cooked, cold pasta.</p> <p>Move hands from left to right across a table or tray with help.</p>	<p>Copy horizontal, vertical and circular marks.</p> <p>Make marks on various surfaces, for example, paper, card, white board, black board.</p> <p>Use more than one markmaking implement on one piece of work, for example, pencil and felt tip pen; red and black crayons.</p> <p>Practice own writing with the intention of improvement</p> <p>With help, make regular writing patterns or scribble or marks to represent writing, moving hand and pens or pencils from left to right</p> <p>Independently start on the right side and move to the left.</p>	<p>Form some commonly used letters correctly.</p> <p>Experiment with writing more frequently, choosing to use pens and pencils in different situations.</p> <p>Produce a few letters including those from own name as a caption under a picture.</p> <p>Scribble from left to right with some recognisable letters or letter like shapes.</p> <p>Understand that letters must be formed correctly and attempts to begin letters in the correct place.</p>	<p>Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip</p>
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Feel for objects that may be out of sight or out of reach.

Copy over adult writing of own words.

Attempt to copy write below an adult's writing.

Write with spaces between words accurately

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## Key Stage 1

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5
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	<p>Make an attempt to scribble.</p> <p>Co-actively make marks on paper.</p> <p>Independently make marks on paper.</p>	<p>Produce scribble using horizontal, vertical and circular lines and patterns.</p> <p>Write letter like shapes.</p> <p>Copy a regular pattern of horizontal, vertical and circular lines.</p> <p>Participate in a group choosing the best way to represent something, for example, a programme for a drama production, a school newsletter.</p> <p>Overwrite simple words to pictures with finger, pen access switch.</p> <p>Make marks on paper and indicate that it says own name.</p>	<p>Ask how to write a word.</p> <p>Produce a recognisable capital letter for start of own name, either with pen, paint or switch, or indicate it to an adult.</p> <p>Copy write patterns, for example, vvvvvvvvvv, mmmmmmmmm.</p> <p>With help, choose different fonts when writing on the computer, for example, in writing parts of newspaper and magazine articles.</p> <p>Write strings of letters, letter like shapes or symbols.</p> <p>Sometimes leave spaces between strings of letters, letter like shapes or scribble.</p> <p>Leave spaces between</p>	<p>Use the space bar and keyboard to type their name and simple texts</p>
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			words or groups of letters when writing, indicating an understanding that words are made up of	
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			several letters.	
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**Key Stage 2**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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<p><b>Spoken language</b></p>	<p>Repeat own vocalisations, playing with the sounds. Babbles to self in front of a mirror.</p> <p>Use sounds other than crying or laughing to communicate feelings. Co-actively and sometimes independently gesture or</p>	<p>Make a number of different sounds that are representative of sounds made by animals, vehicles or machines.</p> <p>Ask for something using words, symbols or signs. Use a word, sign or symbol for an object or person consistently.</p>	<p>Say/indicate, by choosing symbols or using an access mode such as a switch or speech synthesiser four key idea sentences.</p> <p>Use vocabulary related to time, for example, 'On Friday', 'Yesterday'.</p> <p>Use a range of nouns, prepositions, adverbs:</p>	<p>Experiment with and build new stores of words to communicate in different contexts</p> <p>Retell stories, ordering events using story language</p>	<p>Explain ideas and processes using imaginative and adventurous vocabulary and nonverbal gestures to support communication</p>
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	<p>sign to request something, for example, drink, music.</p> <p>Sometime vocalise or gesture to a familiar person. Repeat own sound over and over, enjoying the sensation and/or the effect.</p> <p>Mimic playful sounds, for example, cough, kiss, blowing raspberries. Attempt to blow out a candle.</p> <p>Try to imitate lip shapes for some letters such as m,f,b,l,</p>	<p>Begin to use intonation in utterances and a range of volume.</p> <p>Show greater confidence in communication, particularly in familiar situations.</p> <p>Name a few objects. Increase their vocabulary to about 20 spoken words, signs or consistent vocalisations.</p>	<p>'James sit in chair'. 'Boy run fast', 'That very big'.</p> <p>Make up own stories, songs, rhymes and poems.</p> <p>Use language to offer explanation and solutions, for example,, 'It fell over 'cos it was too big'.</p> <p>Vary voice tone to express emotion.</p> <p>Extend vocabulary, exploring the meanings and sounds of new words.</p>	<p>Interpret a text by reading aloud with some variety in pace and emphasis</p> <p>Tell stories and describe incidents from their own experience in an audible voice</p>	<p>Speak with clarity and use appropriate intonation when reading and reciting texts</p> <p>Tell real and imagined stories using the conventions of familiar story language</p>
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## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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	Take turns to attempt babble with an adult early sounds such as 'ooooh' or 'wheeeee'.	Use simple adjectives such as dirty and broken; and verbs such as jump and play.	Use conjunctions such as 'and', 'I am lane and I am fourteen; 'I like sausages and icecream'; 'I can put soil in and plant a bulb'; 'I want a red and a green one'.		

## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4- 5	Progression steps 5- 6
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<p><b>Listening and Responding</b></p>	<p>Join a group listening to a tape of sounds, occasionally identifying the sound by pointing or eye pointing to a picture. Look at or point to a picture of an object when listening to a tape of familiar sounds.</p> <p>Eye point familiar people when asked, 'Where's Sunita?'.</p> <p>Use sound cues to anticipate an event for example, a trolley being wheeled into the room, bottles rattling.</p> <p>Sometimes anticipate an event during a song or rhyme, for example, 'Simply the best' or 'How high is the mountain?'.</p>	<p>Listen to an adult talk to a group, sitting quietly and showing concentration for a few minutes.</p> <p>Respond to questions about familiar events or experiences by vocalising, gesturing, signing or using symbols.</p> <p>Say/indicate, by choosing symbols or using an access mode such as a switch or speech synthesiser two key idea phrases such as: 'No milk'; 'No coat',- 'David chair';</p> <p>Respond appropriately to instructions containing two information-carrying words, for example, 'Put the milk in the fridge'.</p>	<p>Sit quietly, show interest in extended stories, or short texts without pictures or props.</p> <p>Respond by looking at the speaker and sometimes offering comments.</p> <p>Listen carefully to stories and poems read aloud to them. Show by body movement or facial expression, that they can hear what is being said.</p> <p>Listen to a piece of music quietly and offer comments.</p> <p>Follow requests and instructions with up to three then four information-carrying words</p>	<p>Listen with sustained concentration, building new stores of words in different contexts</p> <p>Listen to tapes or video and express views about how a story or information has been presented</p> <p>Listen to and follow instructions accurately, asking for help and clarification if necessary</p>	<p>Listen to others in class, ask relevant questions and follow instructions</p> <p>Listen to talk by an adult, remember some specific points and identify what they have learned</p> <p>Respond to presentations by describing characters, repeating some highlights and commenting</p>
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	Play tongue games, for example, stick your		Understand simple (in/on/under) and more complex prepositions		constructively
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	<p>tongue out, up, down, round, sideways. Laugh, gesture or still during regular routine communication session with a familiar adult.</p>	<p>Show an understanding of words by responding in an appropriate way, for example, going to the coat pegs when asked to, 'Go and get your coat'. Play listening games, for example, 'Where's the key?'</p>	<p>(next to, behind, in front of, in between).</p>		
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## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
<b>Listening and Responding</b>	Choose an activity or food item from a choice of two or three by pointing or eye pointing.	Understand a range of adjectives and simple negative forms, for example, indicate a picture of someone who is 'not happy'.	Understand comparisons: bigger, taller, longer, fatter etc.		

## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4- 5	Progression steps 5- 6
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<p><b>Group Discussion and Interaction</b></p>	<p>Take turns to make sounds during an intensive interaction session.</p> <p>Maintain eye contact during interaction indicating a desire to listen to another person speaking.</p> <p>Turn towards other pupils in the group when their names are mentioned.</p> <p>Play lip games, for example, kissing, blowing, sucking, smiling, screaming.</p> <p>Answer yes/no questions by nodding,</p>	<p>Play a game, e.g. memory game or dominoes waiting to be told it is own turn.</p> <p>Show greater confidence in communication, particularly in familiar situations.</p> <p>Use simple conversation skills, for example, taking turns to listen and speak, initiating a conversation.</p> <p>Call a person by name. Greet people and say goodbye.</p>	<p>Follow simple rules for group situations with minimal adult support.</p> <p>Use phrases with up to three key words for varying purposes: socialising, giving information, describing something etc.</p> <p>Respond to topics introduced by others in conversation.</p> <p>Work with others, looking towards them as they speak, and responding appropriately by undertaking simple requests.</p> <p>Take turns in discussion, listening to others.</p> <p>Answer complex questions such as 'Why did we need to take our coats?' ('because it might be cold'),</p>	<p>Take turns to speak, listen to each other's suggestions and talk about what they are going to do</p>	<p>Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on</p> <p>Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member</p>
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	shaking head or using communication board.	Answer simple questions with one word answers, for example, 'Who goes on your bus?'		Ask and answer questions, make relevant contributions, offer suggestions and take turns	
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## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
<b>Group Discussion and Interaction</b>	<p>Use a switch, sign or word at the appropriate time to say 'Hello' or 'Goodbye'.</p> <p>Anticipate repetitive phrases and vocalise or gesture at critical and appropriate moments.</p>	<p>Use phrases with two key ideas for varying purposes, such as socialising, giving information, describing something, making a request, asking a question, giving a direction.</p> <p>Indicate the relationship between an object and a person, for example, in answer to the question 'Whose coat is this?' points to self or another person.</p>	<p>Use language (speech, signs or communication aids) to express feelings, express negatives, plan (for example, what they are going to do at the weekend, what to take to the kitchen or on a visit to the supermarket).</p> <p>Predict and reason (what will happen if we...), give directions for a sequence of two to three actions.</p>	<p>Explain their views to others in a small group, decide how to report the group's views to the class</p>	<p>Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement</p>

## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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<p><b>Drama</b></p>	<p>Make sounds to accompany actions, for example, 'Knock, knock', 'Bang bang', 'Splash'.</p> <p>Demonstrate understanding of routine events, for example, looking towards the door when told, 'It's time for lunch'.</p> <p>Anticipate events from sounds, for example, become excited when hearing the swimming pool, look around at the sound of a door opening.</p> <p>Show a developing awareness of objects of reference, for example, begin to</p>	<p>Participate in the dramatic reconstruction of a story, learning a two word phrase (line) to use, for example, 'Go back!', 'Fire burn'.</p> <p>Group objects by their use, for example, make a set of things to eat</p> <p>Join in hide/find, appear/disappear games, naming the objects used.</p> <p>Use simple conversational skills, for example, give and acknowledge greetings and goodbyes, initiate conversation, take turns in conversation.</p> <p>Begin to use intonation in utterances and a range of volume.</p>	<p>Take part in sustained role-play: dress up in range of character clothes and portray the part, organise others in the roleplay setting, play with others cooperatively.</p> <p>Make up own stories, songs, rhymes and poems.</p> <p>Contribute to discussions in small groups and role-play,</p> <p>Shout to add emphasis to expression.</p>	<p>Explore familiar themes and characters through improvisation and role-play</p> <p>Act out their own and well-known stories, using voices for characters</p> <p>Discuss why they like a performance</p>	<p>Adopt appropriate roles in small or large groups and consider alternative courses of action</p> <p>Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class</p> <p>Consider how mood and atmosphere are created in live or recorded performance</p>
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	associate a spoon with food.	Say 'No!' to indicate dislike or to reject an	Use language to		
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	Can tell the difference between a friendly voice and an angry one, smiling or scowling in response.	activity, object or person.	convey feelings and evaluations: 'It's enormous', 'This is difficult', 'The play was very exciting'.		
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**Key Stage 2**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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<p><b>Reading- Word Reading</b></p>	<p>Participate in a group finding ingredients for a recipe as an adult reads the list.</p> <p>Maintain concentration for a short period during a shared reading session.</p> <p>Occasionally look at a picture or photograph with interest Briefly attend to an object related to a text Demonstrate understanding of one or two objects of reference by for example, looking towards objects of reference related to a text</p> <p>Recognise own photograph consistently and begin to</p>	<p>Point to 'words' and 'pictures' when asked, showing an awareness of the difference between them.</p> <p>Show pleasure in the sounds of some words and rhymes and repeat some.</p> <p>Imitate the sounds of some letters and sometimes remember one or two, for example, phoneme associated with the initial letter of own name.</p> <p>Begin to remember one or two repeated words, for example, names of people or objects in a familiar</p>	<p>Join in with a group reciting the alphabet. Show interest in alphabet books and recognise some letters.</p> <p>Sound and name some letters of the alphabet in upper and lower case, or indicate recognition in some way. Hear and identify initial sounds in familiar words in group times, by pointing, speaking, signing or by using the same body movements consistently.</p> <p>Read words in own photograph book or show recognition by body movements/vocalisation.</p>	<p>Recognise and use alternative ways of pronouncing the graphemes already taught, Recognise and use alternative ways of spelling the phonemes already taught,</p> <p>Begin to know which words contain which spelling alternatives</p> <p>Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills</p>	<p>Read independently and with increasing fluency longer and less familiar texts</p> <p>Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns Know how to tackle unfamiliar words that are not completely decodable</p>
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	recognise photographs of other familiar people.	text when sharing a book with an adult.		Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable	Read and spell less common alternative graphemes including trigraphs
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**Key Stage 2**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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	<p>Attempt to join in with words and phrases from a familiar story, poem or rhyme, for example, 'Old Uncle Tom Cobley and All'.</p> <p>With support begin to recognise own name in a familiar setting, for example, coat peg, own place at the table.</p> <p>Join in an activity looking at written</p>	<p>Recognise familiar captions around classroom. They may be words or symbols or a combination. or symbols.</p> <p>Read own name correctly or by vocalising the same way each time or by signing one or more letters.</p> <p>Recognise and read large-print words, such as characters names</p>	<p>Read words/symbols linked to class routines or show recognition by body movement or vocalisation.</p> <p>Read own timetable words/symbols. Read a range of familiar words, such as names, captions, labels, favourite story character. Complete an alphabet puzzle.</p> <p>Write the alphabet in the right order Copy words seen in the</p>	<p>Recognise automatically an increasing number of familiar high frequency words</p> <p>Read and spell phonically decodable two-</p>	<p>Read high and medium frequency words independently and automatically</p>
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	<p>words, for example, names of characters from a text.</p> <p>Look at a computer screen being used by somebody else, showing some interest in the movement of the graphics across the screen.</p>	<p>or text titles, for example, 'Romeo', 'Skellig'.</p> <p>Match initial letters to pictures using literacy software on a computer. Match own name to photograph.</p> <p>Match an object to a picture of the same or similar object, for example, towel when going swimming; spoon when eating lunch.</p>	<p>environment for example, Entrance, Class 3, Fire Alarm, car park, toilet.</p> <p>Read alphabet books, sounding each letter. Sound and name each letter of the alphabet</p> <p>Recognise own name and one or two other familiar words wherever they are seen and in whatever size, font, colour, position etc. add a few familiar words.</p>	<p>syllable and threesyllable words</p>	
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**Key Stage 2**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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	Point to or eye point own belongings, for example, coat bag.	Play a simple lotto game, matching objects to pictures	Read simple 2-word phrases linked to familiar words/signs/symbols, such as 'Sunjeve riding'.	Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words	
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Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4- 5	Progression steps 5- 6
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## Key Stage 2

<p><b>Word Structure and Spelling</b></p>	<p>Recognise own photograph consistently and begin to recognise photographs of other familiar people.</p> <p>With support begin to recognise own name in a familiar setting, for example, coat peg, own place at the table.</p> <p>Attempt to join in with words and phrases from a familiar story, poem or rhyme, for example, 'Old Uncle Tom Cobley and All'</p>	<p>Recognise own name from a selection of two</p> <p>Begin to anticipate endings to common rhymes, for example, 'Double, double toil and '.</p> <p>Recognise and point out the difference between 'long' and 'short' words.</p> <p>Listen to, and repeat, initial sounds in familiar names and known words.</p> <p>Write over and trace shapes and letters.</p>	<p>Find words in a book that begin with a certain letter.</p> <p>Find words that rhyme with known words ('cat', 'mat', 'sat').</p> <p>Write some letters that are dictated to them, for example, c, s t.</p> <p>Write lists of words beginning with the same letter.</p> <p>Understand how letters are formed and used to spell simple words and begin to write them down, for example, 'Tm' (Tom).</p> <p>Write simple well-known words in response to own drawings, to describe pictures, for example, face, hat house, car, tree. Write independently getting some initial and dominant letters correct, for example, 'sw' for swimming.</p>	<p>Spell new words using phonics as the prime approach</p> <p>Segment sounds into their constituent phonemes in order to spell them correctly</p> <p>Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'</p> <p>Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea'</p>	<p>Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters</p> <p>Read and spell less common alternative graphemes including trigraphs</p>
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				and 'e'; and begin to know which	
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## Key Stage 2

	Occasionally look at a picture or photograph with interest Briefly attend to an object related to a text		Match short words, such as 'tea', 'TV', 'bag', physically or by eyepointing or access switch or using a communication aid.	words contain which spelling alternatives	
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## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
<b>Word Structure and Spelling</b>		Attempt to say single sounds while listening to another person repeating phrases or rhymes familiar to them, for example, 'fire burn and cauldron bubble'.	Select a word from a choice of two during a shared writing session.  Ask how to write a word.	Use knowledge of common inflections in spelling, such as plurals, -ly, -er  Read and spell phonically decodable two-syllable and threesyllable words	

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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<p><b>Reading - comprehension</b></p>	<p>Reach out to hold a book.</p> <p>Look with brief interest at pictures in a magazine.</p> <p>Look at a familiar book or magazine showing an expectation and understanding that an adult will read it to them.</p> <p>Tolerate sensory experiences related to a text used in another subject, for example, water or seaweed on feet or hands when studying the seashore.</p>	<p>Hold a book the correct way up and turn pages from front to back. Look at the left page before the right. Copy an adult pointing to words as they read during a guided reading session.</p> <p>Turn over the next page in a book with pictures to see what happens. Imitate an adult pointing to words as they read. Have a few favourite books and ask for them to be read regularly.</p> <p>Participate in the sequencing of activities related to a text, for example, following a recipe by using a few symbol cards.</p>	<p>Know that in English words are ordered from left to right and point or eye point to words/symbols as an adult reads. Point to first word in a phrase as reading begins, such as 'Mike walking', pointing at each word in turn.</p> <p>During a shared reading session, predict what a missing word covered by a piece of paper might be.</p> <p>Begin to correct own mistakes when rereading own writing.</p> <p>Turn the pages of a book and with help sign or tell part of the story from memory using pictures as clues and prompts.</p> <p>Show an understanding of the difference between the words and the pictures, for</p>	<p>Identify the main events and characters in stories, and find specific information in simple texts</p> <p>Use syntax and context when reading for meaning</p> <p>Make predictions showing an understanding of ideas, events and characters</p>	<p>Draw together ideas and information from across a whole text, using simple signposts in the text</p> <p>Use syntax and context to build their store of vocabulary when reading for meaning</p> <p>Give some reasons why things happen or characters change</p>
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## Key Stage 2

	Be part of a group making a collection of objects related to a text or poem for	With help move finger	example, when asked 'Where shall I read?'		
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	example, letters and parcels ('The Night Train' by W.H. Auden).	from left to right when following text in a shared reading session.	point to the print and not the picture.		
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## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
	<p>React to some sensory experiences related to a text, for example, spice smells (fumpa, Tumpa) or toast (Libby Martin).</p> <p>With support, explore objects or materials related to a text for example, costumes and props for a dramatised version of 'Billy Elliot'</p>	<p>Show where the beginning of a story is and the end.</p>	<p>Understand terms such as 'the beginning', 'the end', 'the title'.</p> <p>Point out known words in the environment, for example, stop, ladies and gents, wait</p>	<p>Recognise the main elements that shape different texts</p> <p>Explore the effect of patterns of language and repeated words and phrases</p>	<p>Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points</p> <p>Explore how particular words are used, including words and expressions with similar meanings</p>

## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4- 5	Progression steps 5- 6
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## Key Stage 2

<p><b>Engaging with and Responding to Texts</b></p>	<p>Turn towards an adult reading a text, looking and listening for a short while.</p> <p>Be part of a group listening to an adult reading a feature from a local newspaper.</p> <p>Co-actively explore materials related to a text, for example, objects that Anne Frank might have had in the hidden room.</p> <p>Smile, laugh or startle when a familiar passage is read aloud by an adult, for example, the witches chant from 'Macbeth'.</p>	<p>Look at pictures, sometimes turning pages to find out what happens next.</p> <p>Show curiosity about a text and make simple predictions when given a choice, for example, 'Do you think it will be a boy or a girl?' 'Will she choose the red shoes or the blue ones?'.</p> <p>Answer simple questions about books by pointing or with words or utterances, for example, 'Who did Romeo love?'. Comment on texts, for example, says, 'It's funny'.</p> <p>Anticipate events in well-known texts, for example, laugh in anticipation of Bottom gaining the donkey's head.</p>	<p>Point to and name or sign a picture of a character in a text when asked. Tell something about a particular part of a text by vocalising, gesturing or signing, for example, 'Boy in plane'.</p> <p>Notice if a mistake is made while a story is read to them, for example, two pages turned in error, a name incorrectly read.</p> <p>Name and identify the main character in a fiction text.</p> <p>Begin to associate characters with a location, for example, the witches on the heath, Lady Macbeth in the castle.</p> <p>Can say what happens at the end of a story and comment about it, for example, 'It's sad' Link events in texts to own experience, for example, point to the</p>	<p>Select books for personal reading and give reasons for choices</p> <p>Distinguish fiction and non-fiction texts and the different purposes for reading them</p>	<p>Read whole books on their own, choosing and justifying selections</p> <p>Engage with books through exploring and enacting interpretations</p>
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	Look sad if a melancholy text is		sports page in a newspaper and say,		
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	being read, recognising the mood of the text and mimicking the emotion of the reader.		'England won'.		
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## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
<p><b>Engaging with and Responding to Texts</b></p>	<p>Co-actively operate a switch programmed to repeat a refrain from a text being studied by the class, for example, a couplet from 'Hiawatha'.</p> <p>After an adult demonstration, operate a switch that is programmed to repeat a phrase from a text.</p>	<p>Participate in roleplay activities or the dramatic reconstruction of a text</p> <p>Participate in vocalising agreement or disagreement as a familiar story unfolds,</p>	<p>Actively participate in a dramatic reconstruction of a familiar story, remembering some words to say or some stage directions.</p> <p>Take on the persona of a familiar character in drama or role-play.</p>	<p>Visualise and comment on events, characters and ideas, making imaginative links to their own experiences</p>	<p>Explain their reactions to texts, commenting on important aspects</p>



## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4- 5	Progression steps 5- 6
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<p><b>Writing- composition</b></p>	<p>Help an adult to write in a home school diary by agreeing or disagreeing with what is written, for example, 'Did you like painting this afternoon?'.</p> <p>With help, use symbol cards to make a choice, for example, biscuit or apple.</p> <p>With help examine the contents of an envelope.</p>	<p>Talk into tape-recorder about visits and interests.</p> <p>Use a variety of mark making implements, for example, pen, marker, paint</p> <p>Indicate that they recognise when a sentence, phrase or question has been completed by using</p>	<p>Experiment in role-play situations, writing letters, lists, stories, instructions, labels, captions.</p> <p>Identify ways to communicate with other people, including writing, for example, 'How shall we let your parents know about this?'.</p> <p>Begin to draft writing work, showing an ability to think ahead and plan.</p> <p>Write words in correct sequence with list of ideas to communicate meaning.</p> <p>Sequence steps in instructional text, for example, when retelling a story or when explaining to another person how to make a birthday card.</p>	<p>Independently choose what to write about, plan and follow it through</p> <p>Use key features of narrative in their own writing</p> <p>Convey information and ideas in simple non-narrative forms</p>	<p>Draw on knowledge and experience of texts in deciding and planning what and how to write</p> <p>Sustain form in narrative, including use of person and time</p> <p>Maintain consistency in non-narrative, including purpose and tense</p>
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## Key Stage 2

		eye contact, body language, or taking turns, for example, laughing at the end of a joke; smiling after interaction with	Indicate the purpose of own writing, for example, 'A postcard		
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		an adult has ended.	for mum'.		
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**Key Stage 2**

<b>Topic</b>	<b>Engagement steps 1-4</b>	<b>Engagement steps 5-6</b>	<b>Progression steps 1-3</b>	<b>Progression steps 4-5</b>	<b>Progression steps 5-6</b>
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## Key Stage 2

	<p>Join in with a group making a display of their work.</p>		<p>Attempt to write a caption for a picture, e.g. RSPCA leaflet, supermarket interior, newspaper and magazine photographs, advertisements.</p> <p>Dictate a sentence for an adult to scribe pausing at the end of sentences or where punctuation may be added within sentences.</p> <p>Orally complete sentences with gaps left by an adult during shared writing sessions. With help, select the correct preposition from a choice of two, for example, 'Is the dragon in the cave? Or under the cave?'.</p>	<p>Find and use new and interesting words and phrases, including story language</p> <p>Create short simple texts on paper and screen that combine words with images (and sounds)</p>	<p>Make adventurous word and language choices appropriate to the style and purpose of the text</p> <p>Select from different presentational features to suit particular writing purposes on paper and on screen</p>
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Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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<p>experience the written word in their own environment, for example, label, photos, lists and signs.</p>	<p>With help, add symbols to a class timetable.</p>	<p>Draw pictures of own experiences and talks to adult about them.</p>	<p>Write chronological and nonchronological texts using simple structures</p>	<p>Use planning to establish clear sections for writing</p>
<p>and briefly to an activity involving the use of a word, for example, writing a shopping list.</p>	<p>With help, sequence three pictures to show understanding about the order of events in a story, for example, illustrations from 'The Iron Man', pictures of the spirits in 'A Christmas Carol'.</p>	<p>With help, sequence three pictures related to a familiar story</p>	<p>Group written sentences together in chunks of meaning or subject</p>	<p>Use appropriate language to make sections hang together</p>
<p>with an adult writing, for example, completing a letter, writing a note to a colleague.</p>	<p>Ask an adult to read back their own writing.</p>	<p>Order words from left to right</p>		
		<p>Begin to leave spaces between scribble or letter strings so that there is some structure to the writing.</p>		
		<p>Sometimes write capital letters after a full stop.</p>		
		<p>Dictate more than one idea to an adult, for example, 'She is scared. She might run away</p>		
		<p>Attempt to 'write' a story on the computer.</p>		

## Key Stage 2

<p>part of a group red in a writing ty such as items in the en; making a</p>	<p>Join in with a shared writing session, making marks appropriately.</p>	<p>Contribute ideas in a shared writing session in response to questions</p>		
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menu or writing a ings card.		such as, 'What happened next?' 'What shall we write now?'		
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## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5- 6
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<p><b>Writing- vocabulary, grammar and punctuation</b></p>	<p>Experience a range of mark making materials including pens, crayons, paints, felt tips, charcoal.</p>	<p>Trace over own name from left to right on model with finger/pen/appropriate mouse switch.</p> <p>Select symbols to make a sentence by pointing or eye pointing.</p> <p>Choose the correct picture or symbol from a choice of two when asked for example, 'Did Macbeth have a dagger or a car?'.</p>	<p>Attempt to write own name and usually get at least the first letter correct.</p> <p>Write own name in a variety of settings, for example, end of a letter, identification of own work, on a merit certificate.</p> <p>Select words from a clicker grid showing an understanding that when sentences are constructed words are added to the right of the previous words.</p> <p>Dictate a short sentence that makes sense.</p> <p>Put article, noun, verb and adjective cards in order to make a sentence that makes sense.</p> <p>Occasionally use commas, question marks or exclamation marks though not</p>	<p>Compose and write simple sentences independently to communicate meaning</p>	<p>Write simple and compound sentences and begin to use subordination in relation to time and reason</p> <p>Compose sentences using tense consistently (present and past)</p>
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## Key Stage 2

	Show interest in different forms of shared writing such as lists, names and timetables.	Talk about and draw pictures of visits and other things of personal interest making marks to	usually in the correct places.	Use capital letters and full stops when punctuating simple sentences	Use question marks, and use commas to separate items in a list
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		represent words, dictating or using access switch.			
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**Key Stage 2**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4- 5	Progression steps 5- 6
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## Key Stage 2

	<p>Make varied marks on a touch screen, while using 'Paint box' type software.</p>	<p>Use symbols to label own work.</p> <p>Combine nouns and verbs or nouns and adjectives when composing text for example, 'man running'; 'black car'.</p> <p>Use photographs to label own work.</p> <p>Dictate two or three words to an adult using words or signs to describe a picture, for example, 'Play football'.</p>	<p>Use symbols confidently to record events and express ideas as well as to communicate needs and desires.</p> <p>Begin to use different layouts for own emergent writing, for example, one word under another (list), several words on a line (prose).</p> <p>Fill in missing words from the key word list in text that is familiar,</p> <p>Dictate a phrase or sentence for an adult to scribe.</p>		
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Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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<p><b>Presentation and handwriting</b></p>	<p>Experience sensory sensations that involve the hands, for example, warm and cold water, cotton wool; jelly.</p> <p>Grip an object placed in their hands, where there is an instinctive reflex</p> <p>Fleetingly move hands over or through some sensory material, for example, shaving foam, cooked, cold pasta.</p> <p>Move hands from left to right across a table or tray with help.</p>	<p>Copy horizontal, vertical and circular marks.</p> <p>Make marks on various surfaces, for example, paper, card, white board, black board.</p> <p>Use more than one mark-making implement on one piece of work, for example, pencil and felt tip pen; red and black crayons.</p> <p>Practice own writing with the intention of improvement</p> <p>With help, make regular writing patterns or scribble or marks to represent writing, moving hand and pens or pencils from left to right</p>	<p>Form some commonly used letters correctly.</p> <p>Experiment with writing more frequently, choosing to use pens and pencils in different situations.</p> <p>Produce a few letters including those from own name as a caption under a picture.</p> <p>Scribble from left to right with some recognisable letters or letter like shapes.</p> <p>Understand that letters must be formed correctly and attempts to begin letters in the correct place.</p>	<p>Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip</p>	<p>Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words</p>
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## Key Stage 2

		Independently start on the right side and move to the left.			
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	Feel for objects that may be out of sight or out of reach.	Copy over adult writing of own words.	Attempt to copy write below an adult's writing.	Write with spaces between words accurately	Form and use the four basic handwriting joins
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## Key Stage 2

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4- 5	Progression steps 5- 6
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	<p>Make an attempt to scribble.</p> <p>Co-actively make marks on paper.</p> <p>Independently make marks on paper.</p>	<p>Produce scribble using horizontal, vertical and circular lines and patterns.</p> <p>Write letter like shapes.</p> <p>Copy a regular pattern of horizontal, vertical and circular lines.</p> <p>Participate in a group choosing the best way to represent something, for example, a programme for a drama production, a school newsletter.</p> <p>Overwrite simple words to pictures with finger, pen access switch.</p> <p>Make marks on paper and indicate that it says own name.</p>	<p>Ask how to write a word.</p> <p>Produce a recognisable capital letter for start of own name, either with pen, paint or switch, or indicate it to an adult.</p> <p>Copy write patterns, for example, vvvvvvvvvv, mmmmmmmmm.</p> <p>With help, choose different fonts when writing on the computer, for example, in writing parts of newspaper and magazine articles.</p> <p>Write strings of letters, letter like shapes or symbols.</p> <p>Sometimes leave spaces between strings</p>	<p>Use the space bar and keyboard to type their name and simple texts</p>	<p>Word-process short narrative and nonnarrative texts</p>
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## Key Stage 2

			of letters, letter like shapes or scribble.		
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			Leave spaces between words or groups of letters when writing, indicating an understanding that words are made up of several letters.		
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**Key Stage 3**

**Non Entry Level Students**

Topic	Engagement steps 1-4		Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression steps 7
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## Key Stage 2

<p><b>Communication</b></p>	<p>Repeat own vocalisations, playing with the sounds. Babbles to self in front of a mirror.</p> <p>Use sounds other than crying or laughing to communicate feelings. Co-actively and sometimes</p>		<p>Make a number of different sounds that are representative of sounds made by animals, vehicles or machines.</p> <p>Ask for something using words, symbols or signs. Use a word, sign or symbol for an</p>	<p>Say/indicate, by choosing symbols or using an access mode such as a switch or speech synthesiser four key idea sentences.</p> <p>Use vocabulary related to time, for example, 'On Friday', 'Yesterday'.</p>	<p>Experiment with and build new stores of words to communicate in different contexts</p> <p>Retell stories, ordering events using story language</p>	<p>Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication</p>	<p>Explain process of present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively</p>
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	<p>independently gesture or sign to request something, for example, drink, music.</p> <p>Sometime vocalise or gesture to a familiar person. Repeat own sound over and over, enjoying the sensation and/or the effect.</p> <p>Mimic playful sounds, for example, cough, kiss, blowing raspberries. Attempt to blow out a candle.</p> <p>Try to imitate lip shapes for some letters such as m,f,b,l,</p>		<p>object or person consistently.</p> <p>Begin to use intonation in utterances and a range of volume.</p> <p>Show greater confidence in communication, particularly in familiar situations.</p> <p>Name a few objects. Increase their vocabulary to about 20 spoken words, signs or</p>	<p>Use a range of nouns, prepositions, adverbs: 'James sit in chair'. 'Boy run fast', 'That very big'.</p> <p>Make up own stories, songs, rhymes and poems.</p> <p>Use language to offer explanation and solutions, for example,, 'It fell over 'cos it was too big'.</p> <p>Vary voice tone to express emotion.</p> <p>Extend vocabulary, exploring the meanings and sounds of new words.</p>	<p>Interpret a text by reading aloud with some variety in pace and emphasis</p> <p>Tell stories and describe incidents from their own experience in an audible voice</p>	<p>Speak with clarity and use appropriate intonation when reading and reciting texts</p> <p>Tell real and imagined stories using the conventions of familiar story language</p>	<p>Sustain conversation, explain or give reasons for their views or choices</p> <p>Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds</p>
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			consistent vocalisations.				
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### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
	Take turns to attempt babble with an adult early sounds such as 'ooooh' or 'wheeeee'.	Use simple adjectives such as dirty and broken; and verbs such as jump and play.	Use conjunctions such as 'and', 'I am lane and I am fourteen; 'I like sausages and icecream'; 'I can put soil in and plant a bulb'; 'I want a red and a green one'.			Develop and use specific vocabulary in different contexts

**Key Stage 3**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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<p><b>Listening and Responding</b></p>	<p>Join a group listening to a tape of sounds, occasionally identifying the sound by pointing or eye pointing to a picture. Look at or point to a picture of an object when listening to a tape of familiar sounds.</p> <p>Eye point familiar people when asked, 'Where's Sunita?'.</p> <p>Use sound cues to anticipate an event for example, a trolley being wheeled into the room, bottles rattling.</p> <p>Sometimes anticipate an event during a song or rhyme, for example, 'Simply the best' or 'How high is the mountain?'.</p>	<p>Listen to an adult talk to a group, sitting quietly and showing concentration for a few minutes.</p> <p>Respond to questions about familiar events or experiences by vocalising, gesturing, signing or using symbols.</p> <p>Say/indicate, by choosing symbols or using an access mode such as a switch or speech synthesiser two key idea phrases such as: 'No milk'; 'No coat',- 'David chair';</p> <p>Respond appropriately to instructions containing two information-carrying words, for example, 'Put the milk in the fridge'.</p>	<p>Sit quietly, show interest in extended stories, or short texts without pictures or props.</p> <p>Respond by looking at the speaker and sometimes offering comments.</p> <p>Listen carefully to stories and poems read aloud to them. Show by body movement or facial expression, that they can hear what is being said.</p> <p>Listen to a piece of music quietly and offer comments.</p> <p>Follow requests and instructions with up to three then four information-carrying words</p>	<p>Listen with sustained concentration, building new stores of words in different contexts</p> <p>Listen to tapes or video and express views about how a story or information has been presented</p> <p>Listen to and follow instructions accurately, asking for help and clarification if necessary</p>	<p>Listen to others in class, ask relevant questions and follow instructions</p> <p>Listen to talk by an adult, remember some specific points and identify what they have learned</p> <p>Respond to presentations by describing characters, repeating some</p>	<p>Follow up others' points and show whether they agree disagree in wholeclass discussion</p> <p>Identify the presentational features used to communicate the main points in a broadcast</p> <p>Identify key sections an informative broadcast, noting how the language used signals change or transitions in focus</p>
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			Understand simple (in/on/under) and more complex prepositions		highlights and commenting constructively	
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	<p>Play tongue games, for example, stick your tongue out, up, down, round, sideways. Laugh, gesture or still during regular routine communication session with a familiar adult.</p>	<p>Show an understanding of words by responding in an appropriate way, for example, going to the coat pegs when asked to, 'Go and get your coat'. Play listening games, for example, 'Where's the key?'</p>	<p>(next to, behind, in front of, in between).</p>			
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### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
<b>Listening and Responding</b>	Choose an activity or food item from a choice of two or three by pointing or eye pointing.	Understand a range of adjectives and simple negative forms, for example, indicate a picture of someone who is 'not happy'.	Understand comparisons: bigger, taller, longer, fatter etc.			

**Key Stage 3**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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<p><b>Group Discussion and Interaction</b></p>	<p>Take turns to make sounds during an intensive interaction session.</p> <p>Maintain eye contact during interaction indicating a desire to listen to another person speaking.</p> <p>Turn towards other pupils in the group when their names are mentioned.</p> <p>Play lip games, for example, kissing, blowing, sucking, smiling, screaming.</p> <p>Answer yes/no questions by nodding, shaking head or using</p>	<p>Play a game, e.g. memory game or dominoes waiting to be told it is own turn.</p> <p>Show greater confidence in communication, particularly in familiar situations.</p> <p>Use simple conversation skills, for example, taking turns to listen and speak, initiating a conversation.</p> <p>Call a person by name. Greet people and say goodbye.</p>	<p>Follow simple rules for group situations with minimal adult support.</p> <p>Use phrases with up to three key words for varying purposes: socialising, giving information, describing something etc.</p> <p>Respond to topics introduced by others in conversation.</p> <p>Work with others, looking towards them as they speak, and responding appropriately by undertaking simple requests.</p> <p>Take turns in discussion, listening to others.</p> <p>Answer complex questions such as 'Why did we need to take our coats?' ('because it might be cold'),</p>	<p>Take turns to speak, listen to each other's suggestions and talk about what they are going to do</p>	<p>Work effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving on</p> <p>Listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member</p>	<p>Use talk to organise roles and action</p> <p>Use the language of possibility to investigate and reflect on feelings, behaviour or relationships</p>
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	communication board.	Answer simple questions with one word answers, for		Ask and answer questions, make relevant contributions, offer suggestions and take turns		
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		example, 'Who goes on your bus?'				
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### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
<b>Group Discussion and Interaction</b>	<p>Use a switch, sign or word at the appropriate time to say 'Hello' or 'Goodbye'.</p> <p>Anticipate repetitive phrases and vocalise or gesture at critical and appropriate moments.</p>	<p>Use phrases with two key ideas for varying purposes, such as socialising, giving information, describing something, making a request, asking a question, giving a direction.</p> <p>Indicate the relationship between an object and a person, for example, in answer to the question 'Whose coat is this?' points to self or another person.</p>	<p>Use language (speech, signs or communication aids) to express feelings, express negatives, plan (for example, what they are going to do at the weekend, what to take to the kitchen or on a visit to the supermarket).</p> <p>Predict and reason (what will happen if we...), give directions for a sequence of two to three actions.</p>	<p>Explain their views to others in a small group, decide how to report the group's views to the class</p>	<p>Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement</p>	<p>Actively include and respond to all members of the group</p>

### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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<p><b>Drama</b></p>	<p>Make sounds to accompany actions, for example, 'Knock, knock', 'Bang bang', 'Splash'.</p> <p>Demonstrate understanding of routine events, for example, looking towards the door when told, 'It's time for lunch'.</p> <p>Anticipate events from sounds, for example, become excited when hearing the swimming pool, look around at the sound of a door opening.</p> <p>Show a developing awareness of objects of reference, for example, begin to</p>	<p>Participate in the dramatic reconstruction of a story, learning a two word phrase (line) to use, for example, 'Go back!', 'Fire burn'.</p> <p>Group objects by their use, for example, make a set of things to eat</p> <p>Join in hide/find, appear/disappear games, naming the objects used.</p> <p>Use simple conversational skills, for example, give and acknowledge greetings and goodbyes, initiate conversation, take turns in conversation.</p> <p>Begin to use intonation in utterances and a range of volume.</p>	<p>Take part in sustained role-play: dress up in range of character clothes and portray the part, organise others in the role-play setting, play with others cooperatively.</p> <p>Make up own stories, songs, rhymes and poems.</p> <p>Contribute to discussions in small groups and roleplay,</p> <p>Shout to add emphasis to expression.</p>	<p>Explore familiar themes and characters through improvisation and roleplay</p> <p>Act out their own and well-known stories, using voices for characters</p> <p>Discuss why they like a performance</p>	<p>Adopt appropriate roles in small or large groups and consider alternative courses of action</p> <p>Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class</p> <p>Consider how mood and atmosphere are created in live or recorded performance</p>	<p>Present events and characters through dialogue to engage the interest of an audience</p> <p>Use some drama strategies to explore stories or issues</p> <p>Identify and discuss qualities of others' performances, including gesture, action and costume</p>
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	associate a spoon with food.					
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	Can tell the difference between a friendly voice and an angry one, smiling or scowling in response.	Say 'No!' to indicate dislike or to reject an activity, object or person.	Use language to convey feelings and evaluations: 'It's enormous', 'This is difficult', 'The play was very exciting'.			
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**Key Stage 3**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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<p><b>Word Reading</b></p>	<p>Participate in a group finding ingredients for a recipe as an adult reads the list.</p> <p>Maintain concentration for a short period during a shared reading session.</p> <p>Occasionally look at a picture or photograph with interest Briefly attend to an object related to a text Demonstrate understanding of one or two objects of reference by for example, looking towards objects of reference related to a text</p> <p>Recognise own photograph</p>	<p>Point to 'words' and 'pictures' when asked, showing an awareness of the difference between them.</p> <p>Show pleasure in the sounds of some words and rhymes and repeat some.</p> <p>Imitate the sounds of some letters and sometimes remember one or two, for example, phoneme associated with the initial letter of own name.</p> <p>Begin to remember one or two repeated words, for example,</p>	<p>Join in with a group reciting the alphabet. Show interest in alphabet books and recognise some letters.</p> <p>Sound and name some letters of the alphabet in upper and lower case, or indicate recognition in some way. Hear and identify initial sounds in familiar words in group times, by pointing, speaking, signing or by using the same body movements consistently.</p> <p>Read words in own photograph book or show recognition by body</p>	<p>Recognise and use alternative ways of pronouncing the graphemes already taught, Recognise and use alternative ways of spelling the phonemes already taught,</p> <p>Begin to know which words contain which spelling alternatives</p> <p>Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic</p>	<p>Read independently and with increasing fluency longer and less familiar texts</p> <p>Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns</p>
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	consistently and begin to recognise photographs of other familiar people.	names of people or objects in a familiar text when sharing a book with an adult.	movements/vocalisation.	knowledge and skills  Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable	Read and spell less common alternative graphemes including trigraphs
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**Key Stage 3**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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	<p>Attempt to join in with words and phrases from a familiar story, poem or rhyme, for example, 'Old Uncle Tom Cobley and All'.</p> <p>With support begin to recognise own name in a familiar setting, for example, coat peg, own place at the table.</p> <p>Join in an activity</p>	<p>Recognise familiar captions around classroom. They may be words or symbols or a combination. or symbols.</p> <p>Read own name correctly or by vocalising the same way each time or by signing one or more letters.</p> <p>Recognise and read large-print words, such</p>	<p>Read words/symbols linked to class routines or show recognition by body movement or vocalisation.</p> <p>Read own timetable words/symbols. Read a range of familiar words, such as names, captions, labels, favourite story character. Complete an alphabet puzzle.</p> <p>Write the alphabet in the right order Copy</p>	<p>Read high and medium frequency words independently and automatically</p>	<p>Know how to tackle unfamiliar words that are not completely decodable</p>
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	<p>looking at written words, for example, names of characters from a text.</p> <p>Look at a computer screen being used by somebody else, showing some interest in the movement of the graphics across the screen.</p>	<p>as characters names or text titles, for example, 'Romeo', 'Skellig'.</p> <p>Match initial letters to pictures using English software on a computer. Match own name to photograph.</p> <p>Match an object to a picture of the same or similar object, for example, towel when going swimming; spoon when eating lunch.</p>	<p>words seen in the environment for example, Entrance, Class 3, Fire Alarm, car park, toilet.</p> <p>Read alphabet books, sounding each letter. Sound and name each letter of the alphabet</p> <p>Recognise own name and one or two other familiar words wherever they are seen and in whatever size, font, colour, position etc. add a few familiar words.</p>		
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### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6
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	Point to or eye point own belongings, for example, coat bag.	Play a simple lotto game, matching objects to pictures	Read simple 2-word phrases linked to familiar words/signs/symbols, such as 'Sunjeve riding'.	Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words	
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Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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### Key Stage 3

<p>Recognise own graphemes and begin to recognise graphs of familiar words.</p> <p>Support begin to recognise own name in familiar setting, for example, coat peg, place at the</p> <p>Attempt to join in words and phrases from a story, poem or rhyme, for example, 'Old Uncle Toby and All'</p>	<p>Recognise own name from a selection of two</p> <p>Begin to anticipate endings to common rhymes, for example, 'Double, double toil and trouble'.</p> <p>Recognise and point out the difference between 'long' and 'short' words.</p> <p>Listen to, and repeat, initial sounds in familiar names and known words.</p> <p>Write over and trace shapes and letters.</p>	<p>Find words in a book that begin with a certain letter.</p> <p>Find words that rhyme with known words ('cat', 'mat', 'sat').</p> <p>Write some letters that are dictated to them, for example, c, s t.</p> <p>Write lists of words beginning with the same letter.</p> <p>Understand how letters are formed and used to spell simple words and begin to write them down, for example, 'Tm' (Tom).</p> <p>Write simple wellknown words in response to own drawings, to describe pictures, for example, face, hat house, car, tree. Write independently getting some initial and dominant letters correct, for example, 'sw' for swimming.</p>	<p>Spell new words using phonics as the prime approach</p> <p>Segment sounds into their constituent phonemes in order to spell them correctly</p> <p>Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'</p> <p>Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know</p>	<p>Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns including common inflections and use of double letters</p> <p>Read and spell less common alternative graphemes including trigraphs</p>	<p>Spell high and medium frequency words</p> <p>Recognise a range of prefixes and suffixes, understanding how they modify meaning and spelling, and how they assist in decoding long complex words</p>
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			which words contain which spelling alternatives		
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### Key Stage 3

<p>asionally look at a e or photograph terest attend to an related to a</p>	<p>Match short words, such as 'tea', 'TV', 'bag', physically or by eyepointing or access switch or using a communication aid.</p>				
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### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
		<p>Attempt to say single sounds while listening to another person repeating phrases or rhymes familiar to them, for example, 'fire burn and cauldron bubble'.</p>	<p>Select a word from a choice of two during a shared writing session.</p> <p>Ask how to write a word.</p>	<p>Use knowledge of common inflections in spelling, such as plurals, -ly, -er</p> <p>Read and spell phonically decodable two-syllable and threesyllable words</p>		<p>Spell unfamiliar words using known conventions including grapheme-phoneme correspondences and morphological rules</p>

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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<p><b>Reading</b></p>	<p>Reach out to hold a book.</p> <p>Look with brief interest at pictures in a magazine.</p> <p>Look at a familiar book or magazine showing an expectation and understanding that an adult will read it to them.</p> <p>Tolerate sensory experiences related to a text used in another subject, for example, water or seaweed on feet or hands when studying the seashore.</p>	<p>Hold a book the correct way up and turn pages from front to back. Look at the left page before the right. Copy an adult pointing to words as they read during a guided reading session.</p> <p>Turn over the next page in a book with pictures to see what happens. Imitate an adult pointing to words as they read. Have a few favourite books and ask for them to be read regularly.</p> <p>Participate in the sequencing of activities related to a text, for example, following a recipe by using a few symbol cards.</p>	<p>Know that in English words are ordered from left to right and point or eye point to words/symbols as an adult reads. Point to first word in a phrase as reading begins, such as 'Mike walking', pointing at each word in turn.</p> <p>During a shared reading session, predict what a missing word covered by a piece of paper might be.</p> <p>Begin to correct own mistakes when rereading own writing.</p> <p>Turn the pages of a book and with help sign or tell part of the story from memory using pictures as clues and prompts.</p> <p>Show an understanding of the</p>	<p>Identify the main events and characters in stories, and find specific information in simple texts</p> <p>Use syntax and context when reading for meaning</p> <p>Make predictions showing an understanding of ideas, events and characters</p>	<p>Draw together ideas and information from across a whole text, using simple signposts in the text</p> <p>Use syntax and context to build their store of vocabulary when reading for meaning</p> <p>Give some reasons why things happen or characters change</p>	<p>Identify and make notes of the main points of section(s) of text</p> <p>Use syntax, context and word structure to build their store of vocabulary as they read for meaning</p> <p>Infer characters' feelings in fiction and consequences in logical explanations</p>
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### Key Stage 3

	Be part of a group making a collection of objects related to a text or poem for	With help move finger	difference between the words and the			
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	example, letters and parcels ('The Night Train' by W.H. Auden).	from left to right when following text in a shared reading session.	pictures, for example, when asked 'Where shall I read?' point to the print and not the picture.			
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### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
	<p>React to some sensory experiences related to a text, for example, spice smells (fumpa, Tumpa) or toast (Libby Martin).</p> <p>With support, explore objects or materials related to a text for example, costumes and props for a dramatised version of 'Billy Elliot'</p>	<p>Show where the beginning of a story is and the end.</p>	<p>Understand terms such as 'the beginning', 'the end', 'the title'.</p> <p>Point out known words in the environment, for example, stop, ladies and gents, wait</p>	<p>Recognise the main elements that shape different texts</p> <p>Explore the effect of patterns of language and repeated words and phrases</p>	<p>Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points</p> <p>Explore how particular words are used, including words and expressions with similar meanings</p>	<p>Identify how different texts are organised, including reference texts, magazines and leaflets, on paper and on screen</p> <p>Explore how different texts appeal to readers using varied sentence structures and descriptive language</p>

**Key Stage 3**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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### Key Stage 3

	<p>Turn towards an adult reading a text, looking and listening for a short while.</p> <p>Be part of a group listening to an adult reading a feature from a local newspaper.</p> <p>Co-actively explore materials related to a text, for example, objects that Anne Frank might have had in the hidden room.</p> <p>Smile, laugh or startle when a familiar passage is read aloud by an adult, for example, the witches chant from 'Macbeth'.</p>	<p>Look at pictures, sometimes turning pages to find out what happens next.</p> <p>Show curiosity about a text and make simple predictions when given a choice, for example, 'Do you think it will be a boy or a girl?' 'Will she choose the red shoes or the blue ones?'.</p> <p>Answer simple questions about books by pointing or with words or utterances, for example, 'Who did Romeo love?'. Comment on texts, for example, says, 'It's funny'.</p> <p>Anticipate events in well-known texts, for example, laugh in anticipation of Bottom gaining the donkey's head.</p>	<p>Point to and name or sign a picture of a character in a text when asked. Tell something about a particular part of a text by vocalising, gesturing or signing, for example, 'Boy in plane'.</p> <p>Notice if a mistake is made while a story is read to them, for example, two pages turned in error, a name incorrectly read.</p> <p>Name and identify the main character in a fiction text.</p> <p>Begin to associate characters with a location, for example, the witches on the heath, Lady Macbeth in the castle.</p> <p>Can say what happens at the end of a story and comment about it, for example, 'It's sad' Link events in</p>	<p>Select books for personal reading and give reasons for choices</p> <p>Distinguish fiction and non-fiction texts and the different purposes for reading them</p>	<p>Read whole books on their own, choosing and justifying selections</p> <p>Engage with books through exploring and enacting interpretations</p>	<p>Share and compare reasons for reading preferences, extending the range of books read</p> <p>Empathise with characters and debate moral dilemmas portrayed in texts</p>
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	Look sad if a		texts to own experience, for example, point to the			
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	melancholy text is being read, recognising the mood of the text and mimicking the emotion of the reader.		sports page in a newspaper and say, 'England won'.			
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### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
<b>Reading</b>	<p>Co-actively operate a switch programmed to repeat a refrain from a text being studied by the class, for example, a couplet from 'Hiawatha'.</p> <p>After an adult demonstration, operate a switch that is programmed to repeat a phrase from a text.</p>	<p>Participate in roleplay activities or the dramatic reconstruction of a text</p> <p>Participate in vocalising agreement or disagreement as a familiar story unfolds,</p>	<p>Actively participate in a dramatic reconstruction of a familiar story, remembering some words to say or some stage directions.</p> <p>Take on the persona of a familiar character in drama or role-play.</p>	<p>Visualise and comment on events, characters and ideas, making imaginative links to their own experiences</p>	<p>Explain their reactions to texts, commenting on important aspects</p>	<p>Identify features that writers use to provoke readers' reactions</p>



### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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<p><b>Writing</b></p>	<p>Help an adult to write in a home school diary by agreeing or disagreeing with what is written, for example, 'Did you like painting this afternoon?'.  With help, use symbol cards to make a choice, for example, biscuit or apple.  With help examine the contents of an envelope.</p>	<p>Talk into tape-recorder about visits and interests.  Use a variety of mark making implements, for example, pen, marker, paint  Indicate that they recognise when a sentence, phrase or question has been completed by using</p>	<p>Experiment in role-play situations, writing letters, lists, stories, instructions, labels, captions.  Identify ways to communicate with other people, including writing, for example, 'How shall we let your parents know about this?'.  Begin to draft writing work, showing an ability to think ahead and plan.  Write words in correct sequence with list of ideas to communicate meaning.  Sequence steps in instructional text, for example, when retelling a story or when explaining to another person how to make a birthday card.</p>	<p>Independently choose what to write about, plan and follow it through  Use key features of narrative in their own writing  Convey information and ideas in simple non-narrative forms</p>	<p>Draw on knowledge and experience of texts in deciding and planning what and how to write  Sustain form in narrative, including use of person and time  Maintain consistency in nonnarrative, including purpose and tense</p>	<p>Make decisions about form and purpose, identify success criteria and use them to evaluate their writing  Use beginning, middle and end to write narratives in which events are sequenced logically and conflict resolved  Write non-narrative texts using structures of different text-types</p>
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### Key Stage 3

		eye contact, body language, or taking turns, for example, laughing at the end of a joke; smiling after interaction with	Indicate the purpose of own writing, for example, 'A postcard			
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		an adult has ended.	for mum'.			
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**Key Stage 3**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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### Key Stage 3

<p><b>Writing</b></p>	<p>Join in with a group making a display of their work.</p>		<p>Attempt to write a caption for a picture, e.g. RSPCA leaflet, supermarket interior, newspaper and magazine photographs, advertisements.</p> <p>Dictate a sentence for an adult to scribe pausing at the end of sentences or where punctuation may be added within sentences.</p> <p>Orally complete sentences with gaps left by an adult during shared writing sessions. With help, select the correct preposition from a choice of two, for example, 'Is the dragon in the cave? Or under the cave?'.</p>	<p>Find and use new and interesting words and phrases, including story language</p> <p>Create short simple texts on paper and screen that combine words with images (and sounds)</p>	<p>Make adventurous word and language choices appropriate to the style and purpose of the text</p> <p>Select from different presentational features to suit particular writing purposes on paper and on screen</p>	<p>Select and use a range of technical and descriptive vocabulary</p> <p>Use layout, format graphics and illustrations for different purposes</p>
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Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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<p>experience the written word in their own environment, for example, label, signs, lists and notices.</p>	<p>With help, add symbols to a class timetable.</p>	<p>Draw pictures of own experiences and talks to adult about them.</p>	<p>Write chronological and nonchronological texts using simple structures</p>	<p>Use planning to establish clear sections for writing</p>	<p>Signal sequence, place and time to give coherence</p>
<p>and briefly to an activity involving the use of a word, for example, writing a shopping list.</p>	<p>With help, sequence three pictures to show understanding about the order of events in a story, for example, illustrations from 'The Iron Man', pictures of the spirits in 'A Christmas Carol'.</p>	<p>With help, sequence three pictures related to a familiar story</p> <p>Order words from left to right</p> <p>Begin to leave spaces between scribble or letter strings so that there is some structure to the writing.</p> <p>Sometimes write capital letters after a full stop.</p>	<p>Group written sentences together in chunks of meaning or subject</p>	<p>Use appropriate language to make sections hang together</p>	<p>Group related material into paragraphs</p>
<p>with an adult writing, for example, completing a letter, writing a note to a colleague.</p>	<p>Ask an adult to read back their own writing.</p>	<p>Dictate more than one idea to an adult, for example, 'She is scared. She might run away</p> <p>Attempt to 'write' a story on the computer.</p>			

### Key Stage 3

<p>part of a group ed in a writing ty such as items in the en; making a</p>	<p>Join in with a shared writing session,</p>	<p>Contribute ideas in a shared writing session in response to</p>			
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menu or greetings	making marks appropriately.	questions such as, 'What happened next?' 'What shall we write now?'			
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### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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<p><b>Grammar and vocabulary</b></p>	<p>Experience a range of mark making materials including pens, crayons, paints, felt tips, charcoal.</p>	<p>Trace over own name from left to right on model with finger/pen/appropriate mouse switch.</p> <p>Select symbols to make a sentence by pointing or eye pointing.</p> <p>Choose the correct picture or symbol from a choice of two when asked for example, 'Did Macbeth have a dagger or a car?'.</p>	<p>Attempt to write own name and usually get at least the first letter correct.</p> <p>Write own name in a variety of settings, for example, end of a letter, identification of own work, on a merit certificate.</p> <p>Select words from a clicker grid showing an understanding that when sentences are constructed words are added to the right of the previous words.</p> <p>Dictate a short sentence that makes sense.</p> <p>Put article, noun, verb and adjective cards in order to make a sentence that makes sense.</p> <p>Occasionally use commas, question marks or exclamation marks though not</p>	<p>Compose and write simple sentences independently to communicate meaning</p>	<p>Write simple and compound sentences and begin to use subordination in relation to time and reason</p> <p>Compose sentences using tense consistently (present and past)</p>	<p>Show relationships of time, reason and cause through subordination and connectives</p> <p>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p>
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### Key Stage 3

	Show interest in different forms of shared writing such as lists, names and timetables.	Talk about and draw pictures of visits and other things of personal interest making marks to	usually in the correct places.	Use capital letters and full stops when punctuating simple sentences	Use question marks, and use commas to separate items in a list	Clarify meaning through the use of exclamation marks and speech marks
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		represent words, dictating or using access switch.				
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### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
	Make varied marks on a touch screen, while using 'Paint box' type software.	<p>Use symbols to label own work.</p> <p>Combine nouns and verbs or nouns and adjectives when composing text for example, 'man running'; 'black car'.</p> <p>Use photographs to label own work.</p> <p>Dictate two or three words to an adult using words or signs to describe a picture, for</p>	<p>Use symbols confidently to record events and express ideas as well as to communicate needs and desires.</p> <p>Begin to use different layouts for own emergent writing, for example, one word under another (list), several words on a line (prose).</p> <p>Fill in missing words from the key word list in text that is familiar,</p> <p>Dictate a phrase or sentence for an adult to scribe.</p>			

**Key Stage 3**

		example, 'Play football'.					
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Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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<p><b>Presentation and handwriting</b></p>	<p>Experience sensory sensations that involve the hands, for example, warm and cold water, cotton wool; jelly.</p> <p>Grip an object placed in their hands, where there is an instinctive reflex</p> <p>Fleetingly move hands over or through some sensory material, for example, shaving foam, cooked, cold pasta.</p> <p>Move hands from left to right across a table or tray with help.</p>	<p>Copy horizontal, vertical and circular marks.</p> <p>Make marks on various surfaces, for example, paper, card, white board, black board.</p> <p>Use more than one mark-making implement on one piece of work, for example, pencil and felt tip pen; red and black crayons.</p> <p>Practice own writing with the intention of improvement</p> <p>With help, make regular writing patterns or scribble or marks to represent writing, moving hand and pens or pencils from left to right</p>	<p>Form some commonly used letters correctly.</p> <p>Experiment with writing more frequently, choosing to use pens and pencils in different situations.</p> <p>Produce a few letters including those from own name as a caption under a picture.</p> <p>Scribble from left to right with some recognisable letters or letter like shapes.</p> <p>Understand that letters must be formed correctly and attempts to begin letters in the correct place.</p>	<p>Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip</p>	<p>Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words</p>	<p>Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins</p>
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**Key Stage 3**

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	<p>Feel for objects that may be out of sight or out of reach.</p>	<p>Independently start on the right side and move to the left.</p> <p>Copy over adult writing of own words.</p>	<p>Attempt to copy write below an adult's writing.</p>	<p>Write with spaces between words accurately</p>	<p>Form and use the four basic handwriting joins</p>	
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### Key Stage 3

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-3	Progression steps 4-5	Progression steps 5-6	Progression step 7
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	<p>Make an attempt to scribble.</p> <p>Co-actively make marks on paper.</p> <p>Independently make marks on paper.</p>	<p>Produce scribble using horizontal, vertical and circular lines and patterns.</p> <p>Write letter like shapes.</p> <p>Copy a regular pattern of horizontal, vertical and circular lines.</p> <p>Participate in a group choosing the best way to represent something, for example, a programme for a drama production, a school newsletter.</p> <p>Overwrite simple words to pictures with finger, pen access switch.</p>	<p>Ask how to write a word.</p> <p>Produce a recognisable capital letter for start of own name, either with pen, paint or switch, or indicate it to an adult.</p> <p>Copy write patterns, for example, vvvvvvvvvv, mmmmmmmmm.</p> <p>With help, choose different fonts when writing on the computer, for example, in writing parts of newspaper and magazine articles.</p> <p>Write strings of letters, letter like shapes or symbols.</p> <p>Sometimes leave spaces between strings of letters, letter like shapes or scribble.</p>	<p>Use the space bar and keyboard to type their name and simple texts</p>	<p>Word process short narrative and nonnarrative texts</p>	<p>Develop accuracy and speed when using keyboard skills to type, edit and redraft</p>
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### Key Stage 3

		Make marks on paper and indicate that it says own name.				
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			<p>Leave spaces between words or groups of letters when writing, indicating an understanding that words are made up of several letters.</p>			
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**Key Stage 4**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6	Entry level 1/2/3 AQA
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### Key Stage 3

<p><b>Spoken English</b></p>	<p>Repeat own vocalisations, playing with the sounds. Babbles to self in front of a mirror.</p> <p>Use sounds other than crying or laughing to communicate feelings. Co-actively and sometimes independently gesture or sign to request something, for example, drink, music.</p>	<p>Make a number of different sounds that are representative of sounds made by animals, vehicles or machines.</p> <p>Ask for something using words, symbols or signs. Use a word, sign or symbol for an object or person consistently.</p>	<p>Say/indicate, by choosing symbols or using an access mode such as a switch or speech synthesiser four key idea sentences.</p> <p>Use vocabulary related to time, for example, 'On Friday', 'Yesterday'.</p> <p>Use a range of nouns, prepositions, adverbs: 'James sit in chair'. 'Boy run fast', 'That very big'.</p>	<p>Experiment with and build new stores of words to communicate in different contexts</p> <p>Retell stories, ordering events using story language</p> <p>Interpret a text by reading aloud with</p>	<p>Separate Scheme</p>
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	<p>Sometime vocalise or gesture to a familiar person. Repeat own sound over and over, enjoying the sensation and/or the effect.</p> <p>Mimic playful sounds, for example, cough, kiss, blowing raspberries. Attempt to blow out a candle.</p> <p>Try to imitate lip shapes for some letters such as m,f,b,l,</p>	<p>Begin to use intonation in utterances and a range of volume.</p> <p>Show greater confidence in communication, particularly in familiar situations.</p> <p>Name a few objects. Increase their vocabulary to about 20 spoken words, signs or consistent vocalisations.</p>	<p>Make up own stories, songs, rhymes and poems.</p> <p>Use language to offer explanation and solutions, for example,, 'It fell over 'cos it was too big'.</p> <p>Vary voice tone to express emotion.</p> <p>Extend vocabulary, exploring the meanings and sounds of new words.</p>	<p>some variety in pace and emphasis</p> <p>Tell stories and describe incidents from their own experience in an audible voice</p>	
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**Key Stage 4**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
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	Take turns to attempt babble with an adult early sounds such as 'ooooh' or 'wheeeee'.	Use simple adjectives such as dirty and broken; and verbs such as jump and play.	Use conjunctions such as 'and', 'I am lane and I am fourteen; 'I like sausages and icecream'; 'I can put soil in and plant a bulb'; 'I want a red and a green one'.			
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**Key Stage 4**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
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<p><b>Listening and Responding</b></p>	<p>Join a group listening to a tape of sounds, occasionally identifying the sound by pointing or eye pointing to a picture. Look at or point to a picture of an object when listening to a tape of familiar sounds.</p> <p>Eye point familiar people when asked, 'Where's Sunita?'.</p> <p>Use sound cues to anticipate an event for example, a trolley being wheeled into the room, bottles rattling.</p> <p>Sometimes anticipate an event during a song or rhyme, for example, 'Simply the best' or 'How high is the mountain?'.</p>	<p>Listen to an adult talk to a group, sitting quietly and showing concentration for a few minutes.</p> <p>Respond to questions about familiar events or experiences by vocalising, gesturing, signing or using symbols.</p> <p>Say/indicate, by choosing symbols or using an access mode such as a switch or speech synthesiser two key idea phrases such as: 'No milk'; 'No coat',- 'David chair';</p> <p>Respond appropriately to instructions containing two information-carrying words, for example, 'Put the milk in the fridge'.</p>	<p>Sit quietly, show interest in extended stories, or short texts without pictures or props.</p> <p>Respond by looking at the speaker and sometimes offering comments.</p> <p>Listen carefully to stories and poems read aloud to them. Show by body movement or facial expression, that they can hear what is being said.</p> <p>Listen to a piece of music quietly and offer comments.</p> <p>Follow requests and instructions with up to three then four information-carrying words</p>	<p>Listen with sustained concentration, building new stores of words in different contexts</p> <p>Listen to tapes or video and express views about how a story or information has been presented</p> <p>Listen to and follow instructions accurately, asking for help and clarification if necessary</p>		
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	Play tongue games, for example, stick your	Show an understanding of	Understand simple (in/on/under)and more complex prepositions			
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	<p>tongue out, up, down, round, sideways. Laugh, gesture or still during regular routine communication session with a familiar adult.</p>	<p>words by responding in an appropriate way, for example, going to the coat pegs when asked to, 'Go and get your coat'. Play listening games, for example, 'Where's the key?'</p>	<p>(next to, behind, in front of, in between).</p>			
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**Key Stage 4**

<b>Topic</b>	<b>Engagement steps 1-4</b>	<b>Engagement steps 5-6</b>	<b>Progression steps 1-4</b>	<b>Progression steps 5-6</b>		
<b>Listening and Responding</b>	Choose an activity or food item from a choice of two or three by pointing or eye pointing.	Understand a range of adjectives and simple negative forms, for example, indicate a picture of someone who is 'not happy'.	Understand comparisons: bigger, taller, longer, fatter etc.			

**Key Stage 4**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
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<p><b>Group Discussion and Interaction</b></p>	<p>Take turns to make sounds during an intensive interaction session.</p> <p>Maintain eye contact during interaction indicating a desire to listen to another person speaking.</p> <p>Turn towards other pupils in the group when their names are mentioned.</p> <p>Play lip games, for example, kissing, blowing, sucking, smiling, screaming.</p> <p>Answer yes/no questions by nodding, shaking head or using</p>	<p>Play a game, e.g. memory game or dominoes waiting to be told it is own turn.</p> <p>Show greater confidence in communication, particularly in familiar situations.</p> <p>Use simple conversation skills, for example, taking turns to listen and speak, initiating a conversation.</p> <p>Call a person by name. Greet people and say goodbye.</p>	<p>Follow simple rules for group situations with minimal adult support.</p> <p>Use phrases with up to three key words for varying purposes: socialising, giving information, describing something etc.</p> <p>Respond to topics introduced by others in conversation.</p> <p>Work with others, looking towards them as they speak, and responding appropriately by undertaking simple requests.</p> <p>Take turns in discussion, listening to others.</p> <p>Answer complex questions such as 'Why did we need to take our coats?' ('because it might be cold'),</p>	<p>Take turns to speak, listen to each other's suggestions and talk about what they are going to do</p>		
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### Key Stage 4

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
<b>Group Discussion and Interaction</b>	<p>Use a switch, sign or word at the appropriate time to say 'Hello' or 'Goodbye'.</p> <p>Anticipate repetitive phrases and vocalise or gesture at critical and appropriate moments.</p>	<p>Use phrases with two key ideas for varying purposes, such as socialising, giving information, describing something, making a request, asking a question, giving a direction.</p> <p>Indicate the relationship between an object and a person, for example, in answer to the question 'Whose coat is this?' points to self or another person.</p>	<p>Use language (speech, signs or communication aids) to express feelings, express negatives, plan (for example, what they are going to do at the weekend, what to take to the kitchen or on a visit to the supermarket).</p> <p>Predict and reason (what will happen if we...), give directions for a sequence of two to three actions.</p>	<p>Explain their views to others in a small group, decide how to report the group's views to the class</p>		

### Key Stage 4

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
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<p><b>Drama</b></p>	<p>Make sounds to accompany actions, for example, 'Knock, knock', 'Bang bang', 'Splash'.</p> <p>Demonstrate understanding of routine events, for example, looking towards the door when told, 'It's time for lunch'.</p> <p>Anticipate events from sounds, for example, become excited when hearing the swimming pool, look around at the sound of a door opening.</p> <p>Show a developing awareness of objects of reference, for example, begin to</p>	<p>Participate in the dramatic reconstruction of a story, learning a two word phrase (line) to use, for example, 'Go back!', 'Fire burn'.</p> <p>Group objects by their use, for example, make a set of things to eat</p> <p>Join in hide/find, appear/disappear games, naming the objects used.</p> <p>Use simple conversational skills, for example, give and acknowledge greetings and goodbyes, initiate conversation, take turns in conversation.</p> <p>Begin to use intonation in utterances and a range of volume.</p>	<p>Take part in sustained role-play: dress up in range of character clothes and portray the part, organise others in the roleplay setting, play with others cooperatively.</p> <p>Make up own stories, songs, rhymes and poems.</p> <p>Contribute to discussions in small groups and role-play,</p> <p>Shout to add emphasis to expression.</p>	<p>Explore familiar themes and characters through improvisation and roleplay</p> <p>Act out their own and well-known stories, using voices for characters</p> <p>Discuss why they like a performance</p>		
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	associate a spoon with food.	Say 'No!' to indicate dislike or to reject an	Use language to convey feelings and			
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	Can tell the difference between a friendly voice and an angry one, smiling or scowling in response.	activity, object or person.	evaluations: 'It's enormous', 'This is difficult', 'The play was very exciting'.			
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#### Key Stage 4

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Foundation Learning Objectives	Y1 Objectives	
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<p><b>Reading</b></p>	<p>Participate in a group finding ingredients for a recipe as an adult reads the list.</p> <p>Maintain concentration for a short period during a shared reading session.</p> <p>Occasionally look at a picture or photograph with interest Briefly attend to an object related to a text Demonstrate understanding of one or two objects of reference by for example, looking towards objects of reference related to a text</p> <p>Recognise own photograph consistently and begin</p>	<p>Point to 'words' and 'pictures' when asked, showing an awareness of the difference between them.</p> <p>Show pleasure in the sounds of some words and rhymes and repeat some.</p> <p>Imitate the sounds of some letters and sometimes remember one or two, for example, phoneme associated with the initial letter of own name.</p> <p>Begin to remember one or two repeated words, for example, names of people or</p>	<p>Join in with a group reciting the alphabet. Show interest in alphabet books and recognise some letters.</p> <p>Sound and name some letters of the alphabet in upper and lower case, or indicate recognition in some way. Hear and identify initial sounds in familiar words in group times, by pointing, speaking, signing or by using the same body movements consistently.</p> <p>Read words in own photograph book or show recognition by body movements/vocalisation.</p>	<p><i>Explore and experiment with sounds, words and text</i></p> <p><i>Link sounds to letters, naming and sounding the letters of the alphabet</i></p> <p><i>Hear and say sounds in words in the order in which they occur</i></p> <p>Read simple words by sounding out and blending the phonemes all through the word from left to</p>	<p>Recognise and use alternative ways of pronouncing the graphemes already taught, Recognise and use alternative ways of spelling the phonemes already taught,</p> <p>Begin to know which words contain which spelling alternatives</p> <p>Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic</p>
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	to recognise photographs of other familiar people.	objects in a familiar text when sharing a book with an adult.		right  <i>Move from reading simple consonantvowel-consonant (CVC) words such as 'cat' and bus to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk'</i> Recognise common digraphs	knowledge and skills  Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable	
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**Key Stage 4**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Foundation Learning Objectives	Y1 Objectives	
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<p><b>Reading</b></p>	<p>Attempt to join in with words and phrases from a familiar story, poem or rhyme, for example, 'Old Uncle Tom Cobley and All'.</p> <p>With support begin to recognise own name in a familiar setting, for example, coat peg, own place at the table.</p> <p>Join in an activity</p>	<p>Recognise familiar captions around classroom. They may be words or symbols or a combination. or symbols.</p> <p>Read own name correctly or by vocalising the same way each time or by signing one or more letters.</p> <p>Recognise and read large-print words, such</p>	<p>Read words/symbols linked to class routines or show recognition by body movement or vocalisation.</p> <p>Read own timetable words/symbols. Read a range of familiar words, such as names, captions, labels, favourite story character. Complete an alphabet puzzle.</p> <p>Write the alphabet in the right order Copy</p>	<p>Recognise automatically an increasing number of familiar high frequency words</p>	<p>Read high and medium frequency words independently and automatically</p>	
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	<p>looking at written words, for example, names of characters from a text.</p> <p>Look at a computer screen being used by somebody else, showing some interest in the movement of the graphics across the screen.</p>	<p>as characters names or text titles, for example, 'Romeo', 'Skellig'.</p> <p>Match initial letters to pictures using English software on a computer. Match own name to photograph.</p> <p>Match an object to a picture of the same or similar object, for example, towel when going swimming; spoon when eating lunch.</p>	<p>words seen in the environment for example, Entrance, Class 3, Fire Alarm, car park, toilet.</p> <p>Read alphabet books, sounding each letter. Sound and name each letter of the alphabet</p> <p>Recognise own name and one or two other familiar words wherever they are seen and in whatever size, font, colour, position etc. add a few familiar words.</p>	<p>Read and spell phonically decodable two-syllable and threesyllable words</p>		
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### Key Stage 4

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Foundation Learning Objectives	Y1 Objectives	
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<p><b>Reading</b></p>	<p>Point to or eye point own belongings, for example, coat bag.</p>	<p>Play a simple lotto game, matching objects to pictures</p>	<p>Read simple 2-word phrases linked to familiar words/signs/symbols, such as 'Sunjeve riding'.</p>	<p><i>Read a range of familiar and common words and simple sentences independently</i></p> <p>Read texts compatible with their phonic knowledge and skills</p>	<p>Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words</p>	
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**Key Stage 4**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
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<p><b>Spelling, punctuation and grammar</b></p>	<p>Recognise own photograph consistently and begin to recognise photographs of other familiar people.</p> <p>With support begin to recognise own name in a familiar setting, for example, coat peg, own place at the table.</p> <p>Attempt to join in with words and phrases from a familiar story, poem or rhyme, for example, 'Old Uncle Tom Cobley and All'</p>	<p>Recognise own name from a selection of two</p> <p>Begin to anticipate endings to common rhymes, for example, 'Double, double toil and '.</p> <p>Recognise and point out the difference between 'long' and 'short' words.</p> <p>Listen to, and repeat, initial sounds in familiar names and known words.</p> <p>Write over and trace shapes and letters.</p>	<p>Find words in a book that begin with a certain letter.</p> <p>Find words that rhyme with known words ('cat', 'mat', 'sat').</p> <p>Write some letters that are dictated to them, for example, c, s t.</p> <p>Write lists of words beginning with the same letter.</p> <p>Understand how letters are formed and used to spell simple words and begin to write them down, for example, 'Tm' (Tom).</p> <p>Write simple wellknown words in response to own drawings, to describe pictures, for example, face, hat house, car, tree. Write independently getting some initial and dominant letters correct, for example, 'sw' for swimming.</p>	<p>Spell new words using phonics as the prime approach</p> <p>Segment sounds into their constituent phonemes in order to spell them correctly</p> <p>Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as 'brush', 'crunch'</p> <p>Recognise and use alternative ways of spelling the graphemes already taught, for example that the /æ/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know</p>		
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				which words contain which spelling alternatives		
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	Occasionally look at a picture or photograph with interest Briefly attend to an object related to a text		Match short words, such as 'tea', 'TV', 'bag', physically or by eyepointing or access switch or using a communication aid.			
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Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
		Attempt to say single sounds while listening to another person repeating phrases or rhymes familiar to them, for example, 'fire burn and cauldron bubble'.	Select a word from a choice of two during a shared writing session.  Ask how to write a word.	Use knowledge of common inflections in spelling, such as plurals, -ly, -er  Read and spell phonically decodable two-syllable and threesyllable words		

#### Key Stage 4

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
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<p><b>Reading</b></p>	<p>Reach out to hold a book.</p> <p>Look with brief interest at pictures in a magazine.</p> <p>Look at a familiar book or magazine showing an expectation and understanding that an adult will read it to them.</p> <p>Tolerate sensory experiences related to a text used in another subject, for example, water or seaweed on feet or hands when studying the seashore.</p>	<p>Hold a book the correct way up and turn pages from front to back. Look at the left page before the right. Copy an adult pointing to words as they read during a guided reading session.</p> <p>Turn over the next page in a book with pictures to see what happens. Imitate an adult pointing to words as they read. Have a few favourite books and ask for them to be read regularly.</p> <p>Participate in the sequencing of activities related to a text, for example, following a recipe by using a few symbol cards.</p>	<p>Know that in English words are ordered from left to right and point or eye point to words/symbols as an adult reads. Point to first word in a phrase as reading begins, such as 'Mike walking', pointing at each word in turn.</p> <p>During a shared reading session, predict what a missing word covered by a piece of paper might be.</p> <p>Begin to correct own mistakes when rereading own writing.</p> <p>Turn the pages of a book and with help sign or tell part of the story from memory using pictures as clues and prompts.</p> <p>Show an understanding of the</p>	<p>Identify the main events and characters in stories, and find specific information in simple texts</p> <p>Use syntax and context when reading for meaning</p> <p>Make predictions showing an understanding of ideas, events and characters</p>		
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	Be part of a group making a collection of objects related to a text or poem for	With help move finger	difference between the words and the			
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	example, letters and parcels ('The Night Train' by W.H. Auden).	from left to right when following text in a shared reading session.	pictures, for example, when asked 'Where shall I read?' point to the print and not the picture.			
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## Key Stage 4

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
<b>Reading</b>	<p>React to some sensory experiences related to a text, for example, spice smells (fumpa, Tumpa) or toast (Libby Martin).</p> <p>With support, explore objects or materials related to a text for example, costumes and props for a dramatised version of 'Billy Elliot'</p>	<p>Show where the beginning of a story is and the end.</p>	<p>Understand terms such as 'the beginning', 'the end', 'the title'.</p> <p>Point out known words in the environment, for example, stop, ladies and gents, wait</p>	<p>Recognise the main elements that shape different texts</p> <p>Explore the effect of patterns of language and repeated words and phrases</p>		



**Key Stage 4**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Y1 Objectives		
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<p><b>Reading-comprehension</b></p>	<p>Turn towards an adult reading a text, looking and listening for a short while.</p> <p>Be part of a group listening to an adult reading a feature from a local newspaper.</p> <p>Co-actively explore materials related to a text, for example, objects that Anne Frank might have had in the hidden room.</p> <p>Smile, laugh or startle when a familiar passage is read aloud by an adult, for example, the witches chant from 'Macbeth'.</p>	<p>Look at pictures, sometimes turning pages to find out what happens next.</p> <p>Show curiosity about a text and make simple predictions when given a choice, for example, 'Do you think it will be a boy or a girl?' 'Will she choose the red shoes or the blue ones?'.</p> <p>Answer simple questions about books by pointing or with words or utterances, for example, 'Who did Romeo love?'. Comment on texts, for example, says, 'It's funny'.</p> <p>Anticipate events in well-known texts, for example, laugh in anticipation of Bottom gaining the donkey's head.</p>	<p>Point to and name or sign a picture of a character in a text when asked. Tell something about a particular part of a text by vocalising, gesturing or signing, for example, 'Boy in plane'.</p> <p>Notice if a mistake is made while a story is read to them, for example, two pages turned in error, a name incorrectly read.</p> <p>Name and identify the main character in a fiction text.</p> <p>Begin to associate characters with a location, for example, the witches on the heath, Lady Macbeth in the castle.</p> <p>Can say what happens at the end of a story and comment about it, for example, 'It's sad' Link events in</p>	<p>Select books for personal reading and give reasons for choices</p> <p>Distinguish fiction and non-fiction texts and the different purposes for reading them</p>		
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	Look sad if a melancholy text is		texts to own experience, for example, point to the sports page in a			
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	being read, recognising the mood of the text and mimicking the emotion of the reader.		newspaper and say, 'England won'.			
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## Key Stage 4

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
	<p>Co-actively operate a switch programmed to repeat a refrain from a text being studied by the class, for example, a couplet from 'Hiawatha'.</p> <p>After an adult demonstration, operate a switch that is programmed to repeat a phrase from a text.</p>	<p>Participate in roleplay activities or the dramatic reconstruction of a text</p> <p>Participate in vocalising agreement or disagreement as a familiar story unfolds,</p>	<p>Actively participate in a dramatic reconstruction of a familiar story, remembering some words to say or some stage directions.</p> <p>Take on the persona of a familiar character in drama or role-play.</p>	<p>Visualise and comment on events, characters and ideas, making imaginative links to their own experiences</p>		

Topic	Engagement steps 1-4	Eng
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## Key Stage 4

<p><b>Writing</b></p>	<p>Help an adult to write in a home school diary by agreeing or disagreeing with what is written, for example, 'Did you like painting this afternoon?'.  With help, use symbol cards to make a choice, for example, biscuit or apple.  With help examine the contents of an envelope.</p>	<p>Talk into tape-recorder about visits and interests.  Use a variety of mark making implements, for example, pen, marker, paint  Indicate that they recognise when a sentence, phrase or question has been completed by using</p>	<p>Experiment in role-play situations, writing letters, lists, stories, instructions, labels, captions.  Identify ways to communicate with other people, including writing, for example, 'How shall we let your parents know about this?'.  Begin to draft writing work, showing an ability to think ahead and plan.  Write words in correct sequence with list of ideas to communicate meaning.  Sequence steps in instructional text, for example, when retelling a story or when explaining to another person how to make a birthday card.</p>	<p>Independently choose what to write about, plan and follow it through  Use key features of narrative in their own writing  Convey information and ideas in simple non-narrative forms</p>		
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**Key Stage 4**

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**Key Stage 4**

Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
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<b>Writing</b>	Join in with a group making a display of their work.	
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Topic	Engagement steps 1-4	Engagement steps 5-6	Progression s
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## Key Stage 4

<p>e written own or l, and</p> <p>o an ng the or ng a</p> <p>It writing</p> <p>ompleting a note .</p>	<p>With help, add symbols to a class timetable.</p> <p>With help, sequence three pictures to show understanding about the order of events in a story, for example, illustrations from 'The Iron Man', pictures of the spirits in 'A Christmas Carol'.</p> <p>Ask an adult to read back their own writing.</p>	<p>Draw pictures of own experiences and talks to adult about them.</p> <p>With help, sequence three pictures related to a familiar story</p> <p>Order words from left to right</p> <p>Begin to leave spaces between scribble or letter strings so that there is some structure to the writing.</p> <p>Sometimes write capital letters after a full stop.</p> <p>Dictate more than one idea to an adult, for example, 'She is scared. She might run away</p> <p>Attempt to 'write' a story on the computer.</p>	<p>Write chronological and nonchronological texts using simple structures</p> <p>Group written sentences together in chunks of meaning or subject</p>		
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	<p>Be part of a group involved in a writing activity such as listing items in the kitchen; making a lunch menu or</p>	<p>Join in with a shared writing session, making marks appropriately.</p>	<p>Contribute ideas to shared writing in response to questions such</p>
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## Key Stage 4

ings		'What happened next?' 'What shall we write now?'			
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Topic	Engagement steps 1-4	E
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## Key Stage 4

<p><b>Spelling, Grammar and Punctuation</b></p>	<p>Experience a range of mark making materials including pens, crayons, paints, felt tips, charcoal.</p>	<p>Trace over own name from left to right on model with finger/pen/appropriate mouse switch.</p> <p>Select symbols to make a sentence by pointing or eye pointing.</p> <p>Choose the correct picture or symbol from a choice of two when asked for example, 'Did Macbeth have a dagger or a car?'.</p>	<p>Attempt to write own name and usually get at least the first letter correct.</p> <p>Write own name in a variety of settings, for example, end of a letter, identification of own work, on a merit certificate.</p> <p>Select words from a clicker grid showing an understanding that when sentences are constructed words are added to the right of the previous words.</p> <p>Dictate a short sentence that makes sense.</p> <p>Put article, noun, verb and adjective cards in order to make a sentence that makes sense.</p> <p>Occasionally use commas, question marks or exclamation marks though not</p>	<p>Compose and write simple sentences independently to communicate meaning</p>		
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	<p>Show interest in different forms of shared writing such as lists, names and timetables.</p>	<p>Tal pic oth inte</p>
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## Key Stage 4

		represent words, dictating or using access switch.				
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Topic	Engagement steps 1-4	Engagement steps 5-6	Progression steps 1-4	Progression steps 5-6		
	Make varied marks on a touch screen, while using 'Paint box' type software.	<p>Use symbols to label own work.</p> <p>Combine nouns and verbs or nouns and adjectives when composing text for example, 'man running'; 'black car'.</p> <p>Use photographs to label own work.</p> <p>Dictate two or three words to an adult using words or signs to describe a picture, for example, 'Play football'.</p>	<p>Use symbols confidently to record events and express ideas as well as to communicate needs and desires.</p> <p>Begin to use different layouts for own emergent writing, for example, one word under another (list), several words on a line (prose).</p> <p>Fill in missing words from the key word list in text that is familiar,</p> <p>Dictate a phrase or sentence for an adult to scribe.</p>			

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Topic	Engagement steps 1-4	Er
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## Key Stage 4

<p><b>Presentation and handwriting</b></p>	<p>Experience sensory sensations that involve the hands, for example, warm and cold water, cotton wool; jelly.</p> <p>Grip an object placed in their hands, where there is an instinctive reflex</p> <p>Fleetinglly move hands over or through some sensory material, for example, shaving foam, cooked, cold pasta.</p> <p>Move hands from left to right across a table or tray with help.</p>	<p>Copy horizontal, vertical and circular marks.</p> <p>Make marks on various surfaces, for example, paper, card, white board, black board.</p> <p>Use more than one mark-making implement on one piece of work, for example, pencil and felt tip pen; red and black crayons.</p> <p>Practice own writing with the intention of improvement</p> <p>With help, make regular writing patterns or scribble or marks to represent writing, moving hand and pens or pencils from left to right</p>	<p>Form some commonly used letters correctly.</p> <p>Experiment with writing more frequently, choosing to use pens and pencils in different situations.</p> <p>Produce a few letters including those from own name as a caption under a picture.</p> <p>Scribble from left to right with some recognisable letters or letter like shapes.</p> <p>Understand that letters must be formed correctly and attempts to begin letters in the correct place.</p>	<p>Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip</p>		
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## Key Stage 4

	Feel for objects that may be out of sight or out of reach.	Copy over adult writing of own words.	Attempt to copy write below an adult's writing.	Write with spaces between words accurately		
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Topic	Engagement steps 1-4	E
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## Key Stage 4

<p><b>Presentation and handwriting</b></p>	<p>Make an attempt to scribble.</p> <p>Co-actively make marks on paper.</p> <p>Independently make marks on paper.</p>	<p>Produce scribble using horizontal, vertical and circular lines and patterns.</p> <p>Write letter like shapes.</p> <p>Copy a regular pattern of horizontal, vertical and circular lines.</p> <p>Participate in a group choosing the best way to represent something, for example, a programme for a drama production, a school newsletter.</p> <p>Overwrite simple words to pictures with finger, pen access switch.</p> <p>Make marks on paper and indicate that it says own name.</p>	<p>Ask how to write a word.</p> <p>Produce a recognisable capital letter for start of own name, either with pen, paint or switch, or indicate it to an adult.</p> <p>Copy write patterns, for example, vvvvvvvvvwv, mmmmmmmmm.</p> <p>With help, choose different fonts when writing on the computer, for example, in writing parts of newspaper and magazine articles.</p> <p>Write strings of letters, letter like shapes or symbols.</p> <p>Sometimes leave spaces between strings</p>	<p>Use the space bar and keyboard to type their name and simple texts</p>		
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## Key Stage 4

			Leave spaces between words or groups of letters when writing, indicating an understanding that words are made up of several letters.			
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<b>Curriculum Pathway</b>	<b>Engagement Steps</b>	<b>Progression Steps</b>	<b>Entry Level</b>
<b>Core Curriculum</b>	Sensory Mathematics and English curriculum	Mathematics and English	AQA Entry Level Maths AQA Entry Level English NCFE Entry Level Digital Skills Qualification All NC subjects
<b>Vocational Learning</b>  <b>Qualifications</b>  <b>Accreditations</b>	-ASDAN Sensory Transition Challenge including Computing and R.E. (continue) or  -Towards Independence: Engaging with the World around me Engaging with People around me Knowing about myself  -Work Experience	- ASDAN Transition Challenge including all NC subjects (continue) or  - Towards Independence: The Environment My Future Choices Work Awareness  -NCFE Entry Level 3 Occupational Studies  -Work Experience	-NCFE Entry Level 3 Occupational Studies  -Work Experience  -ASDAN EL PSD/Employability