



## LITERACY AT GOSDEN HOUSE

### WHAT DO WE BELIEVE IS ESSENTIAL IN THE TEACHING AND LEARNING OF LITERACY FOR OUR GOSDEN LEARNERS?

Our Purpose: At Gosden House, we believe that Literacy is an essential life skill and as such, is prioritised as central to accessing learning across the curriculum. Our high quality literacy education works to provide the foundation for a life-long love of Literacy for our Gosden Graduates. In Literacy, our learning intentions are curriculum based across the school, using the EYFS, National Curriculum, Adult Curriculum and Pearson. These are adapted to meet the needs of our learners, whilst ensuring that they still receive a broad and rich Literacy curriculum. Our Gosden Learning Habits/Muscles are embedded within all areas of teaching and learning in Literacy.

#### Our Aims:

- To equip our Gosden Graduate with functional Literacy skills, enabling them to manage and communicate effectively with different people through spoken and written language, for everyday life and the workplace.
- Our Literacy provision to act as a 'golden thread', weaved throughout our whole school curriculum.
- For all members of staff to see themselves as teachers of Literacy, valuing opportunities to highlight and develop Literacy across the curriculum.

#### Our Gosden Learners:

We firmly believe that children facing the toughest challenges every day deserve the best chance to improve their life outcomes. As a school, we are acutely aware of the power of Literacy in improving the life chances of our Gosden Graduates. Statistics show that individuals with an improved reading ability are more likely to gain employment, access preventative health services and have a significantly increased life expectancy, in comparison to the least literate individuals.

We believe that Literacy is central to accessing learning, and in treating it as an essential life skill, we strive to inspire a life-long love of Literacy. This is achieved at Gosden House by providing a consistent, inspirational and accessible Literacy journey from Early Years to Key Stage 4 with a focus on real world implications for their learning.

At Gosden House, our learners create their conceptual understanding over time, building on firm foundations from Early Years, accumulating knowledge as they progress through the school on their journey to become a Gosden Graduate. We value our ambitious Literacy curriculum, taking into account the needs of our learners by adapting it, not reducing it.





## HOW DO WE DEVELOP, STRETCH AND NURTURE THE ESSENTIAL SKILLS AND KNOWLEDGE IN LITERACY?

Throughout the whole school, Literacy is embedded within the curriculum. All of our pupils are provided with four Literacy lessons per week, focusing on introducing and developing specific Literacy skills. As Literacy acts as a golden thread, these skills will continue to be practiced, applied and refined throughout all other areas of our curriculum. We know that our pupils will not necessarily make linear progress, so as a school, we place value and importance on ensuring that all of our learners develop a deeper and broader understanding of Literacy skills.

Our purpose to inspire a life-long love of Literacy is evident in our Literacy teaching. Our Literacy teaching is immersive, exposing our learners to different cultures, viewpoints and genres through taking a book-based approach to our teaching. We strongly believe that our learners, their cultures and their backgrounds should be reflected in the resources and materials used in their learning, as well as being provided the opportunity to explore a variety of other 'worlds'. These quality texts are carefully chosen to enable us to investigate a wealth of purposes for writing, and often provide the vehicle by which we are able to deliver exciting and engaging lessons, including grammar, drama, comprehension, punctuation and transcription.

### Phonics –

We believe that effective systematic, synthetic Phonics teaching is key to creating a secure foundation for early Literacy skills. It is through this teaching that our pupils acquire the skills needed to turn sounds into words, and words into sentences in their writing. We also believe that Phonics teaching is one of our early steps towards reading for pleasure, and a life-long love of Literacy.

This is why Phonics is part of our daily timetable throughout our Primary department. With our pupils in mind, we have chosen Bug Club Phonics as our systematic synthetic Phonics programme. All teaching follows the progression set out within the Bug Club programme with complete fidelity, with key resources available in each classroom and learning space. Phonics sessions take place for 20 minutes per day, and pupils are taught in groups at their assessed level. Our learners are assessed each half-term to monitor their progress and ensure they are receiving the appropriate Phonics teaching for their level.

In all of our Phonics groups, teachers use their knowledge and skills to adapt their approach to cater for the individual needs of their pupils. This includes providing additional time to revisit and revise taught inputs, allowing learners time to absorb, process and demonstrate their developing understanding. All of our pupils benefit from learning in a multi-sensory way, which is why as a school we have chosen to implement Cued Articulation as our actions alongside each new sound. Cued Articulation is promoted by our Speech and Language team as a strategy for supporting our learners to understand speech production.

Our pupils benefit from access to a fully decodable Bug Club book assigned by their Phonics teacher, which is linked to the sounds taught in their Phonics sessions. These books are assigned weekly to enable our learners to build their confidence and fluency in applying the knowledge and skills taught in their lessons.





At Gosden House, we try to continuously adapt and improve our provision to provide more individualised support wherever we can. Through monitoring our ongoing Phonics assessments, we are able to identify individuals that would benefit from some additional support in developing their early literacy skills. We supplement their Phonics teaching with a Whole Word Reading strategy to help them to progress along in their Literacy journey.

We also know that for some of our learners, it can take longer to acquire and retain the key skills taught in Phonics. For our Secondary department, we have made the choice to implement Rapid Phonics. This is part of the Pearson group, alongside Bug Club Phonics, so our pupils experience consistency in approach. However, Rapid Phonics was selected as an intervention for our older learners as the resources are more age-appropriate. Rapid Phonics resources are available in the Secondary classrooms and learning spaces, supplemented by Bug Club Phonics resource to ensure consistency and familiarity. Learners are identified as being eligible for this intervention by assessment and staff knowledge.

## **Reading –**

At Gosden House, we firmly believe that the children facing the toughest challenges every day deserve the best chance to improve their life outcomes. Research has shown that the single greatest indicator of a child's future success is reading for pleasure, with a marked impact on life expectancy, ability to access health services and gain employment. Therefore, reading is at the core of all of our learning throughout the whole school.

As previously explained, our Literacy learning journey begins with daily Phonics teaching, where our learners will begin to segment and blend. They will have the opportunity to practice and refine these skills using their weekly phonetically decodable book, assigned to them by their Phonics teacher based on the learning that week. Pupils who are accessing phonics teaching will also have the ability to access these decodable texts online at home, using the online portal. These Bug Club and Rapid Phonics decodable books are used for our 1:1 reading sessions, where each learner is able to read with a familiar adult three times per week. In addition to this, we also have access to a range of Guided Reading texts, allowing our learners to develop their book and reading skills, as well as build on their comprehension.

Alongside this, to ensure breadth and reading engagement for our learners, we provide our pupils with access to 'sharing' books from a selection of 10 reading schemes. These books have been reviewed, sequenced and catalogued to ensure that they are suitable for our learners and that they are progressive. We strongly believe that it is important for our pupils to have access to a wealth of texts that are at their level, so we provide a book for families to share at home each week.

We are very aware that learners being able to have autonomy when choosing their own books is key way to promote reading for pleasure. To encourage this, we provide all of our learners with the opportunity to choose their own texts to 'check-out' from our school libraries, which they are able to take home for the week. This also gives staff the opportunity to engage in 'book talk' with their learners, discussing interests, themes and characters, and making recommendations to continue to inspire. As a school, we are aware that not





all of our learners have access to a variety of texts of their own. To help them to build their own personal libraries, we engage in a termly 'Books for Home' scheme, whereby pupils are provided with a text of interest to them, for them to keep, funded by our school PTA.

Quality texts are integral to our daily practice. They are used in all areas of our curriculum, as hooks, resources and vehicles for the delivery of teaching content. Texts are enjoyed in Story Time, at the end of the day or in transition times. They are provided in every classroom's book corners, used in Golden Time and are available on the playground. Reading is a part of our school's culture, and is not only celebrated daily, but we also have an annual dedicated reading-themed focus week.

Every member of our classroom staff is a model for reading. We strongly believe that every member of staff is a teacher of Literacy, and as a result, each adult has a role in promoting fluency and prosody, and in building the comprehension skills of our learners.

### **Writing –**

Here at Gosden, we very much believe in celebrating every stage of the developmental process to becoming a writer. We know that the journey to becoming a writer begins with wanting to communicate through making meaningful marks. It is from this milestone that we are able to inspire and motivate our learners to progress on their journey from mark making to transcription and text generation.

Handwriting and spelling (transcription), and sentence construction (text generation) are the foundational skills that enable pupils to translate their thoughts and ideas into writing. Phonics teaching is our process for beginning to introduce grapheme-phoneme correspondences, and letter formation. Our systematic synthetic phonics programme Bug Club provides our learners with a clear visual model of how each letter is formed, accompanied by a formation pattern, which is available to each member of staff when supporting writing. As learners progress in their Phonics understanding, their phonological knowledge and segmenting skills become more fluent, supporting them to use sounds to build individual words and then simple sentences.

It is through our high-quality Literacy teaching that we then begin to work on text generation. Staff use carefully selected quality texts and a wide range of purposes for writing to build on text generation skills, constructing sentences and using a broad variety of formats. As our learners begin to master these foundational skills, they are able to devote more of their working memory capacity to the executive functioning skills of planning, editing, monitoring and revising.

We know that transcription and text generation place a huge demand on our learner's working memory. To support our pupils in developing these skills, we employ a range of scaffolds for writing, such as sound mats, word banks, writing frames with prompts, graphic organisers, adult modelling and Colourful Semantics.

One of our aims for our Gosden Graduate is for them to be equipped with the skills they need to be able to functionally communicate in the written form. Our Literacy curriculum allows our learners to write for a variety of purposes and for a range of audiences. However, we know that functional communication will look different for different learners. To enable equity for all of our learners, we provide a variety of means to record their thoughts, opinions and understanding. This includes access to laptops and scribes, Talking Tins and





recording devices. As a school, we work closely with our Occupational Therapy team to provide individualised supports for the physical writing process, and our staff are trained to recognise need and adapt where appropriate. As our learners progress on their journey to becoming a writer, staff will support them with finding strategies to overcome barriers so that they are able to let their imagination flow.

### **Speaking and Listening –**

At Gosden House, our aim is for our Gosden Graduate to be equipped with the skills they need to communicate functionally with different people, in the workplace and in their own personal lives. We see communication as a foundation on which all other aspects of Literacy can be built, and as such, we ensure that we are constantly working on broadening and developing our speaking and listening skills. Our speaking and listening offer is truly cross-curricular, with it being modelled and extended in Literacy lessons, Topic, Music, Maths, assemblies, forest school, school trips and even in swimming lessons. Speaking and listening are taught explicitly and implicitly as part of our daily school life, with conversation skills being utilised and progressed at snack and meal times, and daily exchanges with adults modelling social skills. These vital communication skills are celebrated in our school's Learning Powers, with Explaining, Listening and Asking Questions being seen as essential habits for our pupils to develop their learning.

Whilst it is beneficial for all children and young people to focus on developing language, we see it as a priority for our learners to build their vocabulary and their understanding of language. Research in this area highlights that effective language and communication leads to improved reasoning, self-regulation, emotional intelligence and self-esteem. For this reason, tiered vocabulary related to all topics of learning is considered and carefully implemented into teaching. We strongly believe that all of our pupils benefit from being immersed in language rich environments and experiences, expand and challenge their understanding of the world.

Our speaking and listening curriculum is creative and inspiring. Literacy is an exciting and engaging area of learning, and so we see it as important that our learners are given the opportunity to imagine, role-play and perform. Within our Drama lessons with our Creative Arts Co-ordinator, our learners are taught a range of techniques and tools that they can use to express themselves, such as mime, physicality and voice. Opportunities for Drama are also incorporated into our classroom practice, such as role-play corners, Helicopter Stories, hot seating, presentations, debate and play analysis.

We work closely with our Speech and Language Therapy team to ensure that core strategies are engrained in our whole school provision. Staff are experienced in using a range of Speech and Language approaches to develop our pupil's speaking and listening skills. Colourful Semantics is used to support learners at word and sentence level, encouraging them to answer questions and provide detail. Bucket Therapy is used to develop attention and listening skills in a fun, creative and engaging way where appropriate. Aided Language Display Boards provide additional mediums by which our learners can respond and share their wants, needs and understanding.





## **HOW DO WE KNOW OUR LITERACY LEARNERS ARE ACTUALLY LEARNING? HOW DO OUR LEARNERS KNOW HOW THEY ARE DOING?**

At Gosden House, we continuously make use of meaningful assessment, feedback and monitoring to support our learners on their Literacy learning journey. We are aware that many of our learners present with spiky learning profiles, and as a result, we see quality assessment as a tool for identifying gaps in knowledge and providing teaching staff with the information they need to plan to progress learning.

Learning Outcomes – Our Learning Outcomes provide the focus for our learning in all areas of the curriculum. In Literacy, these Outcomes are shared verbally and visually with all learners at the beginning of the lesson to provide them with the direction and purpose of the lesson. These Learning Outcomes are regularly referred to throughout the lesson to maintain focus, enable assessment and encourage learners to self-assess.

Success Criteria – In Literacy, we make use of Success Criteria to help our learners to clearly identify the steps they need to take to be able to address the Learning Outcome. These criteria are continuously and regularly referred to throughout the lesson to maintain focus, enable assessment and encourage learners to reflect on their own progress toward the Learning Outcome. Whilst these key features may be pre-determined by the teaching staff, where possible, the learners will be supported to identify the key features they should include in their writing to help them to create their own Success Criteria, increasing ownership over learning.

Targets – Learners are provided with individualised Literacy targets for them to work towards in their learning. These targets reflect our pupils on their learning journey as they progress through the school, from Early Years to KS4. Learners celebrate their progress towards these targets with their class teams.

Comprehension – At Gosden House, we strongly believe in reading 'with, to and by'. This means staff reading with our learners, reading to our learners and learners reading to staff and fellow pupils. These all present opportunities for staff to assess reading and language comprehension, as staff make use of Blank's Level Questions to extend, probe and check for understanding.

Evisense – Evisense is an online communication system that is child centric. This online system is used in class to evidence each pupil's learning journey, allowing staff to share photographs and videos of the children's Literacy work; paired, group or whole class.

Literacy Assessments – We have Literacy-specific assessments that are used to provide a detailed insight into different aspects of Literacy. Phonics Assessments, from Bug Club Phonics and Rapid Phonics, are used within our Primary and Secondary departments respectively to identify gaps in sound knowledge, difficulties in segmenting and blending, and use this information to create targeted Phonics groups. PM Benchmark is used to accurately track and assess pupils' reading progress across the school, ensuring consistent and accurate levelling in reading. Learners also have a termly 'Independent Write', where they will complete a structured writing task building on previous learning. The use of these Literacy assessments give staff a clear understanding of the areas in which individual learners have particular strengths and areas for development, and enables them to plan to support all learners effectively.





Courses, Exams and Qualifications – As part of our Literacy offer at KS4, our learners benefit from the opportunity to sit Pearson's Edexcel Entry Level 1, 2 or 3 exams in Functional Literacy. As a recognised centre, we are also able to offer Level 1 and Level 2 exams when appropriate. Wherever possible, we strive to ensure that our learners receive accredited qualifications that will aid them as they make their next steps to colleges, apprenticeships, internships and then the workplace.

Connecting Steps (BSquared) – Connecting Steps is our inclusive assessment software used to track and monitor attainment data, which supports meaningful communication with parents and other stakeholders and gives clear information about the progress our learners are making. This information is used by learning teams to inform planning and next steps, and is used alongside teacher judgement to form a holistic and cumulative view of where pupils are on their Literacy learning journey.

Moderation - At Gosden House, we strongly believe in the value of moderating our Literacy progress across the school. We believe that moderation should be a positive and collaborative process, supporting our teachers in ensuring that their knowledge of the pupils in their classes and their progress in their learning is reflected appropriately in their assessment data. This process of collaborative discussion helps us to secure the consistency and accuracy of our judgements, provides reassurance of the validity of our data, and helps the whole team to gain a greater understanding of each individual learner, their successes and their learning needs.

EHCPS and ILPs – Literacy progress is celebrated during the Annual Review process as Literacy forms part of the 'Communication and Interaction' and 'Cognition and Learning' areas of need in Education, Health and Care Plans. For some learners, the development of specific Literacy skills may be a target in their Individual Learning Plans, where they will have a focus to work towards for a whole term.

As a school, we are proud of our learners and each individual step they make on their Literacy learning journey. We know that our pupils face a range of barriers when building their Literacy skills, and so we see it as essential that each of our learners is aware of and able to celebrate their personal progress.

## **IN LITERACY, HOW WILL OUR GOSDEN GRADUATE BENEFIT FROM THEIR SKILLS AND KNOWLEDGE IN THE FUTURE?**

Our Literacy curriculum is designed with a holistic view of our Gosden Graduate at the very centre, with a specific focus on the skills and knowledge that we believe is essential for our learners to have to start their futures on the right foot.



I will learn and know how to use early Literacy skills to support my growing confidence and independence.





I have functional Literacy skills, so can manage and communicate effectively with different people through spoken and written language in everyday life and the workplace.



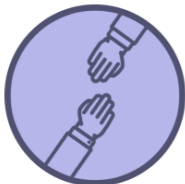
I have some work based skills and qualifications to help me take my next exciting steps into College or Year 12 once I leave Gosden.



I have functional ICT skills. I can use these skills in ways to help me engage with the online world positively.



I am developing life skills to help me now and in the future so that I can lead a fulfilling and independent life.



I have the skills to be confident in my community and feel valued in making positive contributions. I am interested in the world outside my door and I want to play a part!

Throughout their learning journey at Gosden House, our Gosden Graduate has developed a secure and functional understanding of Literacy. They have accessed an ambitious, engaging and inspirational curriculum and consistently nurtured what will be a life-long love of Literacy. The inclusion of seminal world literature and other key texts increases shared experiences with peers in the outside world. A consistent focus on real world implications means that each Graduate is equipped with the skills they need to lead fulfilling and independent lives, and is a confident and competent communicator.



## PUPIL LEARNING JOURNEY IN LITERACY – PROGRESSION OF SKILLS

### Reading

EYFS	National Curriculum			Adult Curriculum	Pearson
0-3 - ELG	Year 1	Year 2	Year 3 & Year 4	M7-E3	E1-L2
<p><b>Birth to Three</b></p> <p>Enjoy songs and rhymes, tuning in and paying attention</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>Say some of the words in songs and rhymes. Copy finger movements and other gestures</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing</p> <p>Enjoy sharing books with an adult</p> <p>Pay attention and respond to the pictures or the words</p>	<p><b>Word Reading</b></p> <p>apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling</p>	<p><b>Word Reading</b></p> <p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting</p>	<p><b>Word Reading</b></p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Comprehension</b></p> <p>develop positive attitudes to reading and understanding of what they read by:</p>	<p><b>Milestone 7</b></p> <p>Demonstrate an interest in the activity of reading</p> <p>Express a preference in which reading material is to be used</p> <p>Understand that different reading materials have different purposes, forms of presentation</p> <p>Distinguish between print, text, symbols, images</p> <p>Listen to and follow narratives and other short texts such as e-mails, greeting cards</p> <p>Predict in narratives and short texts words, signs, symbols, images</p>	<p><b>Entry 1</b></p> <p>E1.8 Read correctly words designated for Entry Level 1</p> <p>E1.9 Read simple sentences containing one clause</p> <p>E1.10 Understand a short piece of text on a simple subject</p> <p><b>Entry 2</b></p> <p>E2.7 Read correctly words designated for Entry Level 2</p> <p>E2.8 Understand the main points in texts</p> <p>E2.9 Understand organisational markers in short, straightforward texts</p>



<p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone</p> <p>Repeat words and phrases from familiar stories</p> <p>Ask questions about the book. Make comments and shares their own ideas</p> <p>Develop play around favourite stories using props</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p><b>3 and 4-Year-Olds</b></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- <i>print has meaning</i></li> <li>- <i>print can have different purposes</i></li> <li>- <i>we read English text from left to right and from top to bottom</i></li> </ul>	<p>and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p><b>Comprehension</b></p>	<p>unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p><b>Comprehension</b></p> <p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- <i>listening to, discussing and expressing views</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></li> <li>- <i>reading books that are structured in different ways and reading for a range of purposes</i></li> <li>- <i>using dictionaries to check the meaning of words that they have read</i></li> <li>- <i>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i></li> <li>- <i>identifying themes and conventions in a wide range of books</i></li> <li>- <i>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i></li> </ul>	<p>Recognise most letters of the alphabet on any given occasion</p> <p>Understand that words are composed of groups of letter and that his group has meaning as a word</p> <p>Recognise/read and select a combination of up to 10 words, signs, symbols linked to their personal vocabulary</p> <p><b>Milestone 8</b></p> <p>Understand that print conveys meaning</p> <p>Understand and use the conventions of reading, following text from left to right and top to bottom, or as culturally appropriate</p> <p>When working with text which contain words, signs, symbols, images, communicate about persons, characters, events, objects with which they have become familiar</p> <p>Understand that individual words are</p>	<p>E2.10 Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)</p> <p>E2.11 Read and understand sentences with more than one clause</p> <p>E2.12 Use illustrations, images and captions to locate information</p> <p><b>Entry 3</b></p> <p>E3.8 Read correctly words designated for Entry Level 3 (see Annexe D)</p> <p>E3.9 Identify, understand and extract the main points and ideas in and from texts</p> <p>E3.10 Identify different purposes of straightforward texts</p> <p>E3.11 Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from</p>
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<p>- <i>the names of the different parts of a book</i></p> <p>- <i>page sequencing</i></p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p><b>Children in Reception</b></p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the school's phonic programme</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- <i>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i></li> <li>- <i>being encouraged to link what they read or hear read to their own experiences</i></li> <li>- <i>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i></li> <li>- <i>recognising and joining in with predictable phrases</i></li> <li>- <i>learning to appreciate rhymes and poems, and to recite some by heart</i></li> </ul>	<p><i>about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</i></p> <ul style="list-style-type: none"> <li>- <i>discussing the sequence of events in books and how items of information are related</i></li> <li>- <i>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</i></li> <li>- <i>being introduced to non-fiction books that are structured in different ways</i></li> <li>- <i>recognising simple recurring literary language in stories and poetry</i></li> <li>- <i>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>discussing words and phrases that capture the reader's interest and imagination</i></li> <li>- <i>recognising some different forms of poetry [for example, free verse, narrative poetry]</i></li> </ul> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>- <i>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i></li> <li>- <i>asking questions to improve their understanding of a text</i></li> <li>- <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></li> </ul>	<p>grouped together to convey meaning and information, using rules and structures</p> <p>Recognise the letters of the alphabet by shape, name, sound</p> <p>Associate sounds with patterns in some letters, syllables, words, rhymes, songs</p> <p>Recognise/read a growing repertoire of familiar words, signs, symbols which they encounter in daily life, including own name, name of close family member, carer or other person of personal significance, own street name, house number</p> <p><b>Entry 1</b></p> <p><u>Reading: Text Focus</u></p> <p>Rt/E1.1 Follow a short narrative on a familiar topic or experience</p> <p>Rt/E1.2 Recognise the different purposes of text at this level</p>	<p>context; using knowledge of different word types)</p> <p>E3.12 Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p> <p><b>Level 1</b></p> <p>L1.9 Identify and understand the main points, ideas and details in texts</p> <p>L1.10 Compare information, ideas and opinions in different texts</p> <p>L1.11 Identify meanings in texts and distinguish between fact and opinion</p> <p>L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes</p> <p>L1.13 Use reference materials and appropriate strategies</p>
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<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>ELG – Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><b>ELG – Word Reading</b></p>	<ul style="list-style-type: none"> <li>- <i>discussing word meanings, linking new meanings to those already known</i></li> </ul> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>- <i>drawing on what they already know or on background information and vocabulary provided by the teacher</i></li> <li>- <i>checking that the text makes sense to them as they read and correcting inaccurate reading</i></li> <li>- <i>discussing the significance of the title and events</i></li> <li>- <i>making inferences on the basis of what is being said and done</i></li> <li>- <i>predicting what might happen on the basis of what has been read so far</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>discussing their favourite words and phrases</i></li> <li>- <i>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</i></li> </ul> <p>understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>- <i>drawing on what they already know or on background information and vocabulary provided by the teacher</i></li> <li>- <i>checking that the text makes sense to them as they read and correcting inaccurate reading</i></li> <li>- <i>making inferences on the basis of what is being said and done</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>predicting what might happen from details stated and implied</i></li> <li>- <i>identifying main ideas drawn from more than one paragraph and summarising these</i></li> <li>- <i>identifying how language, structure, and presentation contribute to meaning</i></li> </ul> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>	<p><u>Reading: Sentence Focus</u></p> <p>Rs/E1.1 Read and recognise simple sentence structures</p> <p><u>Reading: Word Focus</u></p> <p>Rw/E1.1 Possess a limited meaningful sight vocabulary of words, signs and symbols</p> <p>Rw/E1.2 Decode simple regular words</p> <p>Rw/E1.3 Recognise the letters of the alphabet in both upper and lower case</p> <p><b>Entry 2</b></p> <p><u>Reading: Text Focus</u></p> <p>Rt/E2.1 Trace and understand the main events of chronological and instructional texts</p> <p>Rt/E2.2 Recognise the different purposes of texts at this level</p> <p>Rt/E2.3 Identify common sources of information</p>	<p>(e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words</p> <p>L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts</p> <p>L1.15 Infer from images meanings not explicit in the accompanying text</p> <p>L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)</p> <p>L1.17 Read and understand a range of specialist words in context</p> <p>L1.18 Use knowledge of punctuation to aid understanding of straightforward texts</p>
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<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>	<ul style="list-style-type: none"> <li>- <i>answering and asking questions</i></li> <li>- <i>predicting what might happen on the basis of what has been read so far</i></li> </ul> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>		<p>Rt/E2.4 Use illustrations and captions to locate information</p> <p><u>Reading: Sentence Focus</u></p> <p>Rs/E2.1 Read and understand linking words and adverbials instructions and directions</p> <p>Rs/E2.2 Use knowledge of simple sentence structure and word order to help decipher unfamiliar words and predict meaning</p> <p>Rs/E2.3 Apply own life experience &amp; knowledge to check out plausible meanings of a sentence as a whole when decoding unfamiliar words</p> <p>Rs/E2.4 Use punctuation and capitalisation to aid understanding</p> <p><u>Reading: Word Focus</u></p> <p>Rw/E2.1 Read and understand words on</p>	<p><b>Level 2</b></p> <p>L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed</p> <p>L2.13 Identify implicit and inferred meaning in texts</p> <p>L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes</p> <p>L2.15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources</p> <p>L2.16 Understand organisational features and use them to locate relevant information in a range of</p>
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				<p>forms related to personal information</p> <p>Rw/E2.2 Recognise high frequency words and words with common spelling patterns</p> <p>Rw/E2.3 Use phonetic and graphical knowledge to decode words</p> <p>Rw/E2.4 Use a simplified dictionary to find the meaning of unfamiliar words</p> <p>Rw/E2.5 Use initial letters to find and sequence words in alphabetical order</p> <p><b>Entry 3</b></p> <p><u>Read: Text Focus</u></p> <p>Rt/E3.1 Trace &amp; understand the main events of a chronological text, continuous descriptive &amp; explanatory texts of more than one paragraph</p>	<p>straightforward and complex sources</p> <p>L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</p> <p>L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion</p> <p>L2.19 Identify different styles of writing and writer's voice</p>
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				<p>Rt/E3.2 Recognise the different purposes of texts</p> <p>Rt/E3.3 Recognise and understand the organisational features and typical language of instructional texts (e.g. use of imperatives and second person)</p> <p>Rt/E3.4 Identify the main points and ideas, and predict words from context</p> <p>Rt/E3.5 Understand and use organisational features to locate information</p> <p>Rt/E3.6 Skim read title, headings and illustrations to decide if material is of interest</p> <p>Rt/E3.7 Scan texts to locate information</p> <p>Rt/E3.8 Obtain specific information through detailed reading</p> <p>Rt/E3.9 Relate an image to print and use it to obtain meaning</p>	
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				<p><u>Reading: Sentence Focus</u></p> <p>Rs/E3.1 Recognise &amp; understand the organisational features &amp; typical language of instructional texts (e.g. use of imperatives, second person)</p> <p>Rs/E3.2 Use implicit and explicit knowledge of different types of word (connectives, nouns, verbs, adjectives) or word order and of possible plausible meanings to help decode unfamiliar words and predict meaning</p> <p>Rs/E3.3 Use punctuation and capitalisation to aid understanding</p> <p><u>Reading: Word Focus</u></p> <p>Rw/E3.1 Recognise and understand relevant specialist key words</p> <p>Rw/E3.2 Read and understand words and phrases commonly used on forms</p>	
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				<p>Rw/E3.3 Use a dictionary to find the meaning of unfamiliar words</p> <p>Rw/E3.4 Use first and second place letters to find and sequence words in alphabetical order</p> <p>Rw/E3.5 Use a variety of reading strategies to help decode an increasing range of unfamiliar word</p>	
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Writing

EYFS	National Curriculum			Adult Curriculum	Pearson
0-3 - ELG	Year 1	Year 2	Year 3 & Year 4	M7-E3	E1-L2
<p><b>Birth to Three</b></p> <p>Enjoy drawing freely</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name</p> <p><b>3 and 4-Year-Olds</b></p>	<p><b>Transcription</b></p> <p>spell:</p> <ul style="list-style-type: none"> <li>- words containing each of the 40+ phonemes already taught</li> <li>- common exception words</li> <li>- the days of the week</li> </ul>	<p><b>Transcription</b></p> <p>spell by:</p> <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- learning new ways of spelling phonemes for which one or more spellings are</li> </ul>	<p><b>Transcription</b></p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p>	<p><b>Milestone 7</b></p> <p>Understand that words, signs, symbols can represent unfamiliar meanings including objects, people, places</p> <p>With support, use words, signs, symbols, images, matching their meaning to objects, people, places</p>	<p><b>Entry 1</b></p> <p>E1.1 Say the names of the letters of the alphabet</p> <p>E1.11 Punctuate simple sentences with a capital letter and a full stop</p> <p>E1.12 Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns</p>



<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p> <p><b>Children in Reception</b></p> <p>Form lower-case and capital letters correctly</p>	<p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> <li>- naming the letters of the alphabet in order</li> <li>- using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>- using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- using the prefix un-</li> <li>- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <p>apply simple spelling rules and guidance, as listed in English Appendix 1</p>	<p><i>already known, and learn some words with each spelling, including a few common homophones</i></p> <ul style="list-style-type: none"> <li>- learning to spell common exception words</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>- distinguishing between homophones and near-homophones</li> </ul> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>apply spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the</p>	<p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p><b>Handwriting</b></p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and</p>	<p>Form some letters correctly</p> <p>Group letters and leave space in between them, demonstrating that they are working towards writing separate words</p> <p>Demonstrate an awareness of the sequence of words, signs, symbols, letters from memory such as when writing their own names and a few other simple and familiar words</p> <p>Where adults have difficult writing with pens or pencils, use alternative methods</p> <p><b>Milestone 8</b></p> <p>Understand that words, signs, symbols, images convey information</p> <p>Understand that written texts can have different purposes</p> <p>Understand that the need to plan before writing, including the</p>	<p>E1.13 Use lower-case letters when there is no reason to use capital letters</p> <p>E1.14 Write the letters of the alphabet in sequence and in both upper and lower case</p> <p>E1.15 Spell correctly words designated for Entry Level 1</p> <p>E1.16 Communicate information in words, phrases and simple sentences</p> <p><b>Entry 2</b></p> <p>E2.13 Use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks)</p> <p>E2.14 Form regular plurals</p> <p>E2.15 Use the first and second letters to sequence words in alphabetical order</p>
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<p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p><b>ELG – Writing</b></p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p><b>Handwriting</b></p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Composition</b></p> <p>write sentences by:</p>	<p>teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p><b>Handwriting</b></p> <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters</p> <p><b>Composition</b></p> <p>develop positive attitudes towards and stamina for writing by:</p>	<p>equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <p><b>Composition</b></p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>- <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i></li> <li>- <i>discussing and recording ideas</i></li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>- <i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i></li> </ul>	<p>use of words, signs, symbols, images</p> <p>Use in their supported writing words and letters, signs, symbols, images to communicate meaning for different simple purposes when writing short texts</p> <p>Understand that individual words are grouped together to convey meaning and information, using rules and structures</p> <p>Write using an appropriate grip, making many controlled letter shapes, using a conventional sequence of letters correctly from memory such as when writing their own names and other simple words which are well known to them</p> <p>Associate sounds with patterns in some letters, syllables, words, rhymes, songs</p>	<p>E2.16 Spell correctly words designated for Entry Level 2</p> <p>E2.17 Communicate information in words, phrases and simple sentences</p> <p>E2.18 Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)</p> <p>E2.19 Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses</p> <p>E2.20 Use adjectives and simple linking words in the appropriate way</p> <p><b>Entry 3</b></p> <p>E3.13 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)</p> <p>E3.14 Form irregular plurals</p>
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	<ul style="list-style-type: none"> <li>- <i>saying out loud what they are going to write about</i></li> <li>- <i>composing a sentence orally before writing it</i></li> <li>- <i>sequencing sentences to form short narratives</i></li> <li>- <i>re-reading what they have written to check that it makes sense</i></li> </ul> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- <i>leaving spaces between words</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>writing narratives about personal experiences and those of others (real and fictional)</i></li> <li>- <i>writing about real events</i></li> <li>- <i>writing poetry</i></li> <li>- <i>writing for different purposes</i></li> </ul> <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- <i>planning or saying out loud what they are going to write about</i></li> <li>- <i>writing down ideas and/or key words, including new vocabulary</i></li> <li>- <i>encapsulating what they want to say, sentence by sentence</i></li> </ul> <p>make simple additions, revisions and corrections to their own writing by:</p>	<ul style="list-style-type: none"> <li>- <i>organising paragraphs around a theme</i></li> <li>- <i>in narratives, creating settings, characters and plot</i></li> <li>- <i>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i></li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- <i>assessing the effectiveness of their own and others' writing and suggesting improvements</i></li> <li>- <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i></li> </ul> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or</p>	<p>Where adults have difficulty writing with pens or pencils use alternative methods to handwriting such as a computer keyboard</p> <p><b>Entry 1</b></p> <p><u>Writing: Text Focus</u></p> <p>Wt/E1.1 Use written words and phrases to record or present information</p> <p><u>Writing: Sentence Focus</u></p> <p>Ws/E1.1 Construct a simple sentence</p> <p>Ws/E1.2 Punctuate a simple sentence with a capital letter and a full stop</p> <p>Ws/E1.3 Use a capital letter for the personal pronoun 'I'</p> <p><u>Writing: Word Focus</u></p> <p>Ww/E1.1 Spell correctly some personal key words and familiar words</p>	<p>E3.15 Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)</p> <p>E3.16 Use the first, second and third place letters to sequence words in alphabetical order</p> <p>E3.17 Spell correctly words designated for Entry Level 3 (see Annexe D)</p> <p>E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)</p> <p>E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified)</p> <p>E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of</p>
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	<ul style="list-style-type: none"> <li>- <i>joining words and joining clauses using and</i></li> <li>- <i>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</i></li> <li>- <i>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</i></li> <li>- <i>learning the grammar for year 1 in English Appendix 2</i></li> </ul> <p>use the grammatical terminology in English Appendix 2 in discussing their writing</p>	<ul style="list-style-type: none"> <li>- <i>evaluating their writing with the teacher and other pupils</i></li> <li>- <i>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i></li> <li>- <i>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</i></li> </ul> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p> <p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p>	<p>the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p><b>Vocabulary, Grammar &amp; Punctuation</b></p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>- <i>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</i></li> <li>- <i>using the present perfect form of verbs in contrast to the past tense</i></li> <li>- <i>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i></li> <li>- <i>using conjunctions, adverbs and</i></li> </ul>	<p>Ww/E1.2 Writes the letters of the alphabet using upper and lower case letters</p> <p>Ww/E1.3 Use basic sound-symbol association to help spelling</p> <p>Ww/E1.4 Develop a variety of strategies to aid spelling</p> <p><b>Entry 2</b></p> <p><u>Writing: Text Focus</u></p> <p>Wt/E1.1 Use written words and phrases to record or present information</p> <p><u>Writing: Sentence Focus</u></p> <p>Ws/E2.1 Construct simple and compound sentences, using common conjunctions to connect two clauses</p> <p>Ws/E2.2 Use adjectives</p> <p>Ws/E2.3 Use punctuation correctly</p>	<p>headings and bullet points</p> <p>E3.21 Write in compound sentences and paragraphs where appropriate</p> <p>E3.22 Use language appropriate for purpose and audience</p> <p><b>Level 1</b></p> <p>L1.19 Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)</p> <p>L1.20 Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)</p> <p>L1.21 Spell words used most often in work, study and daily life, including specialist words</p> <p>L1.22 Communicate information, ideas and opinions clearly,</p>
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		<ul style="list-style-type: none"> <li>- <i>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</i></li> <p style="text-align: center;">learn how to use:</p> <li>- <i>sentences with different forms: statement, question, exclamation, command</i></li> <li>- <i>expanded noun phrases to describe and specify [for example, the blue butterfly]</i></li> <li>- <i>the present and past tenses correctly and consistently including the progressive form</i></li> <li>- <i>subordination (using when, if, that, or because) and co-</i></li> </ul>	<p><i>prepositions to express time and cause</i></p> <ul style="list-style-type: none"> <li>- <i>using fronted adverbials</i></li> <li>- <i>learning the grammar for years 3 and 4 in English Appendix 2</i></li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>- <i>using commas after fronted adverbials</i></li> <li>- <i>indicating possession by using the possessive apostrophe with plural nouns</i></li> <li>- <i>using and punctuating direct speech</i></li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>Ws/E2.4 Use a capital letter for proper nouns</p> <p><u>Writing: Word Focus</u></p> <p>Ww/E2.1 Spell correctly the majority of personal details and familiar common words</p> <p>Ww/E2.2 Use their knowledge of sound-symbol relationships and phonological patterns to help work out correct spellings</p> <p>Ww/E2.3 Produce a legible text</p> <p style="text-align: center;"><b>Entry 3</b></p> <p><u>Writing: Text Focus</u></p> <p>Wt/E3.1 Plan and draft writing</p> <p>Wt/E3.2 Organise writing in short paragraphs</p> <p>Wt/E3.3 sequence chronological writing</p> <p>Wt/E3.4 Proof-read and correct writing for grammar and spelling</p> <p><u>Writing: Sentence Focus</u></p>	<p>coherently and accurately</p> <p>L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L1.24 Use format, structure and language appropriate for audience and purpose</p> <p>L1.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate</p> <p style="text-align: center;"><b>Level 2</b></p> <p>L2.20 Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)</p> <p>L2.21 Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite</p>
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		<p><i>ordination (using or, and, or but)</i></p> <ul style="list-style-type: none"> <li>- <i>the grammar for year 2 in English Appendix 2</i></li> <li>- <i>some features of written Standard English</i></li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>		<p>Ws/E3.1 Write in complete sentences</p> <p>Ws/E3.2 Use correct basic grammar</p> <p>Ws/E3.3 Use pronouns so that meaning is clear</p> <p>Ws/E3.4 Use punctuation correctly</p> <p><u>Writing: Word Focus</u></p> <p>Ww/E3.1 Spell correctly common words and relevant key words for work and special interest</p> <p>Ww/E3.2 Use their developing knowledge of sound-symbol relationships and phonological patterns to help spell a greater range of words and longer words</p> <p>Ww/E3.3 Produce legible text</p>	<p>and indefinite articles) and modality devices (e.g. to express probability or desirability)</p> <p>L2.22 Spell words used in work, study and daily life, including a range of specialist words</p> <p>L2.23 Communicate information, ideas and opinions clearly, coherently and effectively</p> <p>L2.24 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience</p> <p>L2.25 Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)</p> <p>L2.26 Convey clear meaning and establish cohesion using</p>
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					<p>organisational markers effectively</p> <p>L2.27 Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose</p> <p>L2.28 Construct complex sentences consistently and accurately, using paragraphs where appropriate</p>
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## Spoken Language

EYFS	National Curriculum	Adult Curriculum	Pearson
0-3 - ELG	Year 1 – Year 6	M7-E3	E1-L2
<p><b>Birth to Three</b></p> <p>turn towards familiar sounds - they are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent</p> <p>gaze at faces, copying facial expressions and movements like sticking out their tongue</p> <p>make eye contact for longer periods</p> <p>watch someone's face as they talk</p> <p>copy what adults do, taking 'turns' in conversations (through babbling) and activities</p> <p>try to copy adult speech and lip movements</p> <p>enjoy singing, music and toys that make sounds</p> <p>recognise and are calmed by a familiar and friendly voice</p> <p>listen and respond to a simple instruction</p> <p>make sounds to get attention in different ways (for example, crying)</p>	<p><b>Spoken Language</b></p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p>	<p><b>Milestone 7</b></p> <p><u>Listen &amp; Respond</u></p> <p>Listen to familiar people and demonstrate that they are paying attention such as through eye contact, nodding etc</p> <p>Listen to simple questions on familiar topics and give simple responses in answer</p> <p>Listen to and follow simple instructions and requests containing three to five key words, signs, symbols</p> <p><u>Speak (or use other means) to Communicate</u></p> <p>Communicate ideas, choices, events and experiences, making reference to the past, present, future</p> <p>Use conjunctions including and, but, to link ideas, add new detail which is beyond that directly prompted or requested</p> <p>Make simple statements about simple and personal matters</p> <p><u>Engage in Discussion</u></p>	<p><b>Entry 1</b></p> <p>E1.1 Say the names of the letters of the alphabet</p> <p>E1.2 Identify and extract the main information from short statements and explanations</p> <p>E1.3 Follow single-step instructions, asking for them to be repeated if necessary</p> <p>E1.4 Make requests and ask straightforward questions using appropriate terms and registers</p> <p>E1.5 Respond to questions about specific information</p> <p>E1.6 Make clear statements about basic information and communicate feelings and opinions on straightforward topics</p> <p>E1.7 Understand and participate in simple discussions or exchanges with another person about a straightforward topic</p> <p><b>Entry 2</b></p>



<p>when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling)</p> <p>babble, using sounds like 'baba', 'mamama'</p> <p>use gestures like waving and pointing to communicate</p> <p>reach or point to something they want while making sounds</p> <p>copy your gestures and words constantly babble and use single words during play</p> <p>use intonation, pitch and changing volume when 'talking'</p> <p>understand single words in context – 'cup', 'milk', 'daddy'</p> <p>understand frequently used words such as 'all gone', 'no' and 'bye-bye'</p> <p>understand simple instructions like "give to nanny" or "stop"</p> <p>recognise and point to objects if asked about them</p> <p>generally focus on an activity of their own choice and find it difficult to be directed by an adult</p>	<p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>	<p>Contribute appropriately to simple oral interactions including conversations, discussions</p> <p><b>Milestone 8</b></p> <p><u>Listen &amp; Respond</u></p> <p>Listen and respond to familiar people in the context of simple and personal subjects</p> <p>Listen to and answer simple questions about personal details, personal experiences, personal events, narratives</p> <p>Listen to and follow simple instructions and requests containing single steps from familiar people</p> <p>Listen to and follow simple and brief narratives</p> <p><u>Speak (or use other means) to Communicate</u></p> <p>Use key words, signs, symbols in communicating about their own experiences, to recount a narrative, in the working contexts of groups, one to one</p> <p>Ask questions using key words, signs, symbols to obtain information for explanation, for instruction, about events, about experiences</p>	<p>E2.1 Identify and extract the main information and detail from short explanations</p> <p>E2.2 Make requests and ask clear questions appropriately in different contexts</p> <p>E2.3 Respond appropriately to straightforward questions</p> <p>E2.4 Follow the gist of discussions</p> <p>E2.5 Clearly express straightforward information and communicate feelings and opinions on a range of straightforward topics</p> <p>E2.6 Make appropriate contributions to simple group discussions with others about a straightforward topic</p> <p><b>Entry 3</b></p> <p>E3.1 Identify and extract relevant information and detail in straightforward explanations</p> <p>E3.2 Make requests and ask concise questions using appropriate language in different contexts</p> <p>E3.3 Communicate information and opinions clearly on a range of topics</p>
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<p>listen to other people's talk with interest but can easily be distracted by other things</p> <p>make themselves understood and can become frustrated when they cannot</p> <p>start to say how they are feeling, using words as well as actions</p> <p>start to develop conversation, often jumping from topic to topic</p> <p>develop pretend play - 'putting the baby to sleep' or 'driving the car to the shops'</p> <p>use the speech sounds p, b, m, w pronounce:</p> <ul style="list-style-type: none"> <li>- l/r/w/y</li> <li>- f/th</li> <li>- s/sh/ch/dz/j</li> <li>- multi-syllabic words such as 'banana' and 'computer'</li> </ul> <p>listen to simple stories and understand what is happening, with the help of the pictures</p> <p>identify familiar objects and properties for practitioners when they are described, for example, 'Katie's coat', 'blue car', 'shiny apple'</p> <p>understand and act on longer sentences like 'make teddy jump' or 'find your coat'</p>		<p>Use a growing vocabulary to convey meaning to the listener which reaches beyond words of a purely personal significance</p> <p><u>Engage in Discussion</u></p> <p>Contribute proactively in simple oral interactions on a simple idea or subject, including conversations, discussions</p> <p><b>Entry 1</b></p> <p><u>Listen &amp; Respond</u></p> <p>SLlr/E1.1 Listen for and follow the gist of short explanations</p> <p>SLlr/E1.2 Listen for detail using key words to extract some specific information</p> <p>SLlr/E1.3 Follow single step instructions in a familiar context, asking for instructions to be repeated if necessary</p> <p>SLlr/E1.4 Listen and respond to requests for personal information</p> <p>SLlr/E1.5 Listen to and identify simply expressed feelings and opinions</p> <p>SLlr/E1.6 Respond to straightforward questions</p> <p><u>Speak to Communicate</u></p>	<p>E3.4 Respond appropriately to questions on a range of straightforward topics</p> <p>E3.5 Follow and understand the main points of discussions</p> <p>E3.6 Make relevant contributions to group discussions about straightforward topics</p> <p>E3.7 Listen to and respond appropriately to other points of view, respecting conventions of turn-taking</p> <p><b>Level 1</b></p> <p>L1.1 Identify relevant information and lines of argument in explanations or presentations</p> <p>L1.2 Make requests and ask relevant questions to obtain specific information in different contexts</p> <p>L1.3 Respond effectively to detailed questions</p> <p>L1.4 Communicate information, ideas and opinions clearly and accurately on a range of topics</p> <p>L1.5 Express opinions and arguments and support them with evidence</p> <p>L1.6 Follow and understand discussions and make contributions relevant to the situation and the subject</p>
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<p>understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</p> <p><b>3 and 4-Year-Olds</b></p> <p>enjoy listening to longer stories and can remember much of what happens</p> <p>pay attention to more than one thing at a time, which can be difficult</p> <p>use a wider range of vocabulary</p> <p>understand a question or instruction that has 2 parts, such as: "Get your coat and wait at the door"</p> <p>understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>sing a large repertoire of songs</p> <p>know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <p>develop their pronunciation but may have problems saying:</p>		<p>SLc/E1.1 Speak clearly to be heard, understood in simple exchanges</p> <p>SLc/E1.2 Make requests using appropriate terms</p> <p>SLc/E1.3 Ask questions to obtain specific information</p> <p>SLc/E1.4 Make statements of fact clearly</p> <p><u>Engage in Discussion</u></p> <p>SLd/E1.1 Speak and listen in simple exchanges and everyday contexts</p> <p><b>Entry 2</b></p> <p><u>Listen &amp; Respond</u></p> <p>SLlr/E2.1 Listen for the gist of narratives, descriptions and conversations</p> <p>SLlr/E2.2 Listen for detail in short explanations, instructions and narratives</p> <p>SLlr/E2.3 Listen for and identify the main points of short explanations or presentations</p> <p>SLlr/E2.4 Listen to and follow short, straightforward oral instructions</p> <p><u>Speak to Communicate</u></p>	<p>L1.7 Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium</p> <p>L1.8 Respect the turn-taking rights of others during discussions, using appropriate language for interjection</p> <p><b>Level 2</b></p> <p>L2.1 Identify relevant information from extended explanations or presentations</p> <p>L2.2 Follow narratives and lines of argument</p> <p>L2.3 Respond effectively to detailed or extended questions and feedback</p> <p>L2.4 Make requests and ask detailed and pertinent questions to obtain specific information in a range of contexts</p> <p>L2.5 Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required</p> <p>L2.6 Express opinions and arguments and support them with relevant and persuasive evidence</p> <p>L2.7 Use language that is effective, accurate and appropriate to context and situation</p>
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<p>- some sounds: <i>r, j, th, ch, and sh</i></p> <p>- multi-syllabic words such as '<i>pterodactyl</i>', '<i>planetarium</i>' or '<i>hippopotamus</i>'</p> <p>use longer sentences of 4 to 6 words</p> <p>be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p>start a conversation with an adult or a friend and continue it for many turns</p> <p>use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"</p> <p><b>Children in Reception</b></p> <p>understand how to listen carefully and why listening is important</p> <p>learn new vocabulary</p> <p>use new vocabulary throughout the day</p> <p>ask questions to find out more and to check they understand what has been said to them</p> <p>articulate their ideas and thoughts in well-formed sentences</p>		<p>SLc/E2.1 Speak clearly to be heard and understood in straightforward exchanges</p> <p>SLc/E2.2 Make requests and ask questions to obtain information in everyday contexts</p> <p>SLc/E2.3 Express clearly statements of fact and short accounts and descriptions</p> <p>SLc/E2.4 Ask questions to clarify understanding</p> <p><u>Engage in Discussion</u></p> <p>SLd/E2.1 Follow the gist of discussion</p> <p>SLd/E2.2 Follow the main points and make appropriate contributions to discussions</p> <p><b>Entry 3</b></p> <p><u>Listen &amp; Respond</u></p> <p>SLlr/E3.1 Listen for and follow the gist of explanations, instructions, narratives and conversations in different contexts</p> <p>SLlr/E3.2 Listen for detail in short explanations, instructions, narratives and conversations in different contexts</p>	<p>L2.8 Make relevant and constructive contributions to move discussion forward</p> <p>L2.9 Adapt contributions to discussions to suit audience, purpose and medium</p> <p>L2.10 Interject and redirect discussion using appropriate language and register</p> <p>L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details</p>
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<p>connect one idea or action to another using a range of connectives</p> <p>describe events in some detail</p> <p>use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>develop social phrases</p> <p>engage in storytimes</p> <p>listen to and talk about stories to build familiarity and understanding</p> <p>retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>use new vocabulary in different contexts</p> <p>engage in non-fiction books</p> <p>listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>listen carefully to rhymes and songs, paying attention to how they sound</p> <p>learn rhymes, poems and songs</p>		<p>SLlr/E3.3 Listen for and identify relevant information and new information from discussions, explanations and presentations</p> <p>SLlr/E3.4 Use strategies to clarify and confirm understanding e.g. facial expressions or gesture</p> <p>SLlr/E3.5 Listen to and respond to other points of view appropriately</p> <p>SLlr/E3.6 Respond to a range of questions about familiar topics</p> <p><u>Speak to Communicate</u></p> <p>SLc/E3.1 Speak clearly to be heard and understood using appropriate clarity, speed and phrasing</p> <p>SLc/E3.2 Use formal language and register when appropriate</p> <p>SLc/E3.3 Express clearly statements of fact and give short explanations, accounts and descriptions</p> <p>SLc/E3.4 Make requests and ask questions to obtain information in familiar and unfamiliar contexts</p> <p><u>Engage in Discussion</u></p> <p>SLd/E3.1 Follow and understand the main points of discussions on different topics</p>	
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<p><b>ELG - Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG - Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>		<p>SLd/E3.2 Make contributions to discussions that are relevant to the subject</p> <p>SLd/E3.3 Respect the turn taking rights of others during discussions</p>	
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