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**Our Vision**

With children at the heart of everything, English begins and ends with communication. Equity, access and inclusion will guide every aspect of teaching and learning, built on the foundation of:

- Everyone has the right and the means to communicate
- Diversity is represented and respected

The individuality and diversity of every child and young person will be reflected in the different pathways to learning: English provides children and young people with enjoyment, independence, and skills for life. A chance to revisit and reflect upon learning, through a broad and balanced English curriculum, gives everyone an opportunity to access reading, writing and communication, to reach their own level of success.

**Our Values**

Unity



English is statutory in all schools nationally and is a central part of the UK curriculum. As globally recognised, Warren school uses a leading synthetic phonics programme. Synthetic phonics is recognised as the most effective way to teach children to read and write.

- We will work closely with parents and carers, to work collaboratively in promoting a love of reading. We will share books with home, and provide information about every child's stage of learning. We will arrange parental engagement evenings for English and invite you to learning cafes across the year, for English and other subjects.
- Community visits are an active part of the English curriculum: making links with libraries, local book suppliers and just embracing language in the environment.
- Before developing the English curriculum, and ongoing through its continued development, staff are consulted for input, training and development needs.
- Pupil voice is sought regularly, to ensure that we are meeting need and (where possible) linking to children's and young people's interests.
  - Adults will model, share enthusiasm and develop a love of reading.
  - Each new book in the reading element of our English curriculum will be launched with an engaging event for the children.

Equity



- Our English curriculum is designed with inclusivity and access irrelevant of background, needs, abilities and age
- Literature will, where possible show diverse representation, including other cultures and traditions, young people of different gender, sexuality, race, colour, and with special educational needs and disabilities.
- The English Curriculum uses a multi-sensory approach, with various pathways and an active learning approach
- We will model, teach and ensure the necessary provision and resources for equitable and inclusive practice.
  - We promote social, cultural and economic importance of reading (e.g. not excluded from social media)
    - English promotes empathy and socially consciousness

Trust

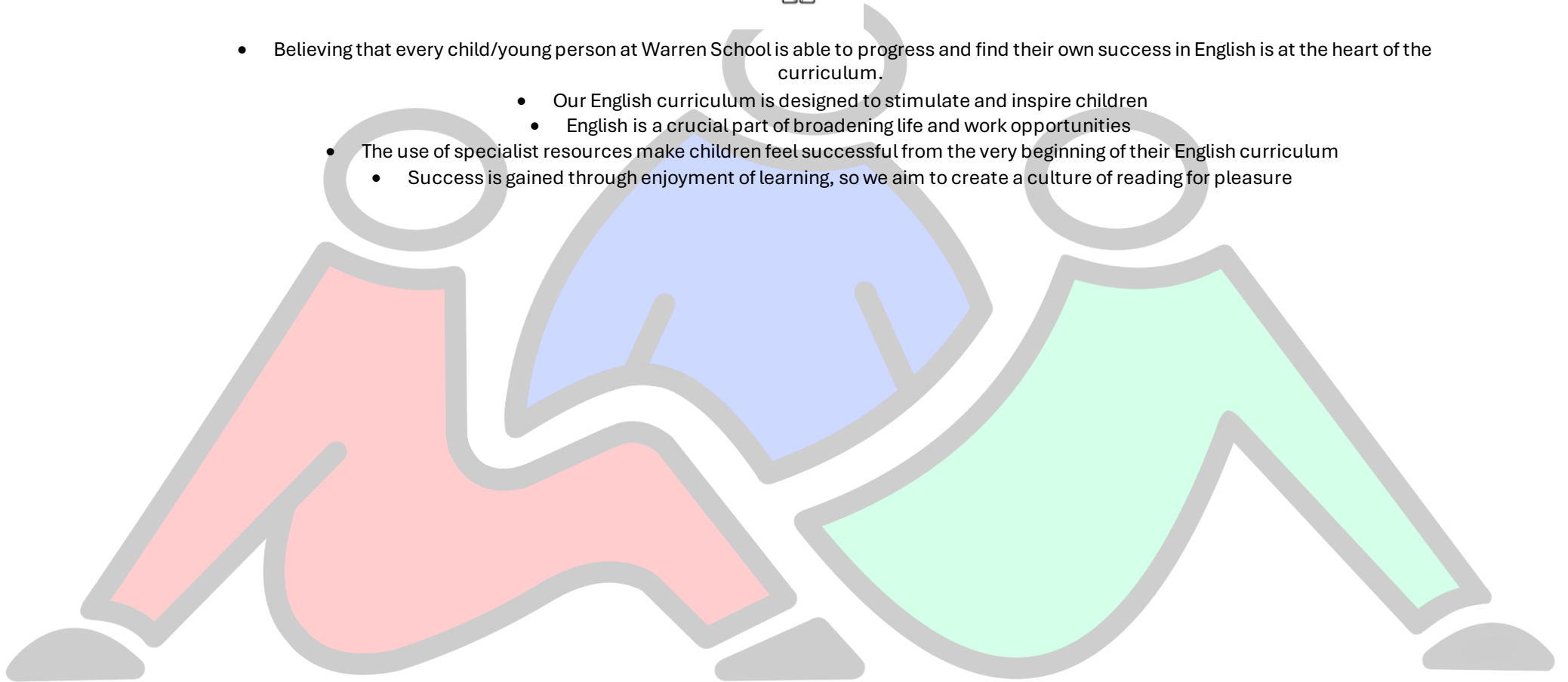


- The English curriculum uses developed and research-proven resources, to impact on children's progress in reading, writing and communication
  - The Education Endowment Framework considers phonics to be one of the most secure and best evidenced areas of pedagogy
    - Daily phonics and reading will play a part in every child and young person's learning.
    - Everyone will be heard and encouraged to ask questions to support their learning.
    - We will provide a safe and secure environment for the learning to take place.

## Success



- Believing that every child/young person at Warren School is able to progress and find their own success in English is at the heart of the curriculum.
  - Our English curriculum is designed to stimulate and inspire children
  - English is a crucial part of broadening life and work opportunities
- The use of specialist resources make children feel successful from the very beginning of their English curriculum
  - Success is gained through enjoyment of learning, so we aim to create a culture of reading for pleasure



Warren School Curriculum Intention	Warren School Curriculum Implementation	Warren School Curriculum Impact
Immerse children in a language rich environment	Provide a wide range and breadth of high-quality literature Books and literature available at all times through a book corner Introduce language appropriate to children’s communication style Introduce language to develop comprehension Library accessible to all with allotted time slots Books available are diverse, Books linked to taught topics Books linked to collective worship, PHSE and the school calendar Adults interact with children during continuous provision extending their language An environment supported with pictures and symbols An adapted environment to enable all children and young people to be able to engage through our total communication approach Signing	Children and young people will experience a wide range of language Children and young people will be provided with a wide range of experiences
To communicate needs and wants	Awareness of the motivation behind wants and that needs are to be taught and learned. Demonstration of this is to be communicated and understood with methods applicable to the communication requirements of each individual. Implementation of different pathways to learning; <b>Explorers</b> (pre-formal) <b>Discoverers</b> (informal) <b>Adventurers</b> (semi-formal to formal) Motivational objects and toys for choice Offer two clear and obvious choices Low tech communication aids High tech communication aids Communication tools available in their environment e.g. core boards including in outside spaces Access to different environments to allow varying choice and provide more opportunities to motivate To provide regular opportunities throughout the school day. Embed this within all aspects of the curriculum	Children and young people will communicate effectively using their preferred communication method Children and young people will have their needs met

	<p>To have means, reasons and opportunities</p> <p>Communication aids are accessible at all times</p> <p>Skilled staff who can use equipment and facilitate opportunities</p> <p>Use of gesture, body signing and sign language</p>	
Develop children's understanding and interpretation of their environment.	<p>Opportunities within the curriculum to explore and develop their own and wider environments</p> <p>Objects of reference, pictures, symbols within the environment</p> <p>Educational visits including; places related to topics being studied, community reading spaces and opportunities to practise life-long skills</p> <p>Opportunities during continuous provision</p>	Children and young people will have a greater understanding of their environment
Respond to a greeting from familiar adults	<p>Total communication approach</p> <p>Taught to recognise and respond to verbal and non-verbal cues</p> <p>Repetition throughout the day for greetings and socialising</p> <p>Opportunities to socialise with familiar adults in the community</p> <p>Personalised communication aids</p> <p>All staff trained in AAC and Makaton</p> <p>Morning routines include greetings and/or circle time</p>	Children and young people will develop social communication skills
Encourage use of meaningful communication	<p>Use of personalised communication aids</p> <p>Total communication approach; use of low and high tech AAC</p> <p>Environment is accessible to all through use of core boards inside and out</p> <p>School routines include morning and afternoon communication of greetings, lunch choices and more</p> <p>Communication interventions</p> <p>All staff trained in communication</p> <p>Communication embedded in all activities throughout the day</p>	<p>Children and young people will communicate effectively with others</p> <p>Children and young people will develop social communication</p> <p>Children and young people will have their needs met</p>
Initiate a greeting and/or conversation with familiar people	<p>School routines include timetabled greetings and circle times</p> <p>Scripted greeting to be modelled and practiced daily</p> <p>Visitors come into class and staff members act as buffers between visitors and children, often initiating conversations</p> <p>Scaffolded conversations</p> <p>Opportunities to socialise with others around the school</p> <p>Continuous access to a wide range of communication aids and signs and symbols</p>	Children and young people will have developed basic social communication

<p>Encourage children to make choices and develop self-advocacy skills</p>	<p>Understanding your needs  Knowing what kind of support might help  Communicating those needs to others  A range of opportunities to develop choice making skills  Total communication approach  Thrive  School council  Community visits</p>	<p>Children and young people will make choices  Children and young people will feel empowered  Children and young people will have their needs met</p>
<p>Develop and increase children's listening skills</p>	<p>Adults read aloud regularly  Use of high quality texts promote  Daily timetabled story time  Shared learning; weekly weekend and holiday news, assemblies, daily collective worship, PHSE  Morning routines include opportunities to develop listening skills through morning greetings, lunch choices etc</p>	<p>Children and young people will have increased listening, attention and concentration</p>
<p>Introduce Reading for Pleasure, through listening and using the senses</p>	<p>Daily story time  Book corners available at all times  Provide a wide range and breadth of high-quality literature  Sensory stories  Bag books  Story sacks  Special events are planned including; world book day, national story telling week, introducing new topics and Power of Reading books  Access to the library including timetabled slots  Opportunities to borrow books from the library  Regular book fairs  Opportunities to see familiar adults reading for pleasure</p>	<p>Children and young people will have a respect for and love of books</p>
<p>Develop fine motor skills to prepare for mark-making and writing</p>	<p>A range of fine motor skills activities including picking up small objects, using tweezers, sorting, etc  Dough disco / Theraputty / Clever Hands  Encourage exploration of making marks for example, sticks in mud  Use of songs and rhymes which include finger movements  Use of signing throughout the day and in signing choir.  Letter-join? Patterns and shapes  Messy play</p>	<p>Children and young people will have motor skills which enable them to hold and use tools for living with independence  Children and young people will develop motor skills needed to communicate including signing and AAC</p>

	Write dance	
Provide opportunities to explore literature and language including independent exploration	<p>Provide a balance of child led and adult led activities and experiences</p> <p>The curriculum provides a wide range of topics</p> <p>Book corners are accessible at all times</p> <p>Books are available as part of continuous provision</p> <p>Access to school library</p> <p>Access to books that are diverse and inclusive of all cultures and disabilities</p> <p>Sensory story props and materials</p>	<p>Children and young people will have a respect for and love of books</p> <p>Children and young people will be more culturally aware</p> <p>Children young people will feel represented in literature</p>
Gain the attention of another person	<p>Cross-curricular links, e.g. PHSE working together, communication with visitors</p> <p>Personalised AAC</p>	Children and young people will effectively gain the attention of another person using their preferred communication method
Engage in declarative communications	<p>Engage children in communication opportunities based on sharing memories such as something that happened earlier that day</p> <p>Use of photographs of past events and previous experiences</p> <p>Attention Autism</p> <p>Demonstrating enjoyment</p> <p>Intensive interaction</p> <p>Makaton signing</p> <p>Modelling</p> <p>Cross-curricular, e.g. expressing needs and wants</p>	<p>Children and young people will have communication skills to comment on their experiences</p> <p>Children and young people will feel heard</p>
Develop environmental sound discrimination	<p>Exploring different environments, including in their local community</p> <p>Use of AAC</p> <p>Cross-curricular, e.g. using technology, different sounds in nature</p> <p>Sound walks</p> <p>Sound games</p>	<p>Children and young people will have an increased awareness of the world around them</p> <p>Children and young people will have developed vocabulary</p> <p>Children and young people will be able to identify common sounds</p>
Develop instrumental sound and body percussion sound discrimination	<p>Use of instruments and noise makers</p> <p>Music therapy available to some pupils</p> <p>Creative arts and music sessions</p> <p>Exploration of instruments through structured activities and continuous provision</p> <p>Use of outdoor play equipment</p> <p>Sound and memory games</p> <p>Tac pac</p>	<p>Children and young people will have increased listening skills</p> <p>Children and young people will have greater awareness of instruments</p> <p>Children and young people will be able to copy sounds</p> <p>Children and young people will develop sequencing skills</p> <p>Children and young people will make different sounds with their bodies and voices</p>

	<p>Story massage</p> <p>Body awareness activities</p>	
Turn take with another person	<p>Musical interactions</p> <p>Call and response</p> <p>Structured games</p> <p>Use of core boards to model and use now, next, my turn, your turn language</p> <p>Use of community visits, e.g. waiting for their turn to use a piece of equipment, waiting in a line in a shop</p> <p>Structured play activities</p> <ul style="list-style-type: none"> <li>• Intensive interaction</li> </ul>	<p>Children and young people will have a greater understanding of waiting</p> <p>Children and young people be able to turn take with peers</p>
Understand that objects can be symbolised in some form	<p>Personalised AAC including PECs and Talkpads</p> <p>Use of symbols</p> <p>Use of symbolised choice boards</p> <p>Use of symbolised core boards</p> <p>Use of symbols in their classroom environment, e.g. labelled resources</p> <p>Use of supportive key word symbolised grids</p>	<p>Children and young people will recognise symbols to support them to communicate effectively</p>
Develop appreciation of rhythm and rhyme	<p>Close links to EYFS curriculum</p> <p>Creative arts / music</p> <p>Echo and performance reading</p> <p>A wide range of literature is read to them including poetry</p> <p>Song and rhyme time</p> <p>Daily story time</p> <p>Access to library</p> <p>Cross-curricular links through topic work, e.g. the topic of express yourself</p> <p>Personalised songs and rhymes</p> <p>Tac pac</p> <p>Story massage</p> <p>Sensory stories</p> <p>Music therapy</p>	<p>Children and young people will have awareness of patterns</p> <p>Children and young people will develop awareness of how sounds are put together</p>
Develop awareness of alliteration	<p>Sound and word games</p> <p>Wide range of literature</p> <p>Song and rhyme time</p> <p>Alliteration games</p>	<p>Children and young people will have focused attention on sounds</p> <p>Children and young people will develop awareness of how sounds are grouped together</p>

	<p>Curiosity boxes</p> <p>Opportunities to explore objects and words as part of continuous provision</p> <p>Cross-curricular links through topic work, e.g. the topic of express yourself</p>	
Develop manipulation and control through fine motor skills and mark making activities	<p>Provide opportunities and materials for mark making through continuous provision; indoor and outdoor</p> <p>Provide different tools to develop fine motor skills, for example, tweezers, spoons, paintbrushes</p> <p>Fine motor skills activities including but not limited to; threading, small world toys, pouring and construction materials</p> <p>Dough disco</p> <p>Finger movements as part of song and rhyme time</p> <p>Messy play</p> <p>Sensory art</p> <p>Sensory cooking</p>	<p>Children and young people will develop control of mark making tools and manipulation of smaller objects</p> <p>Children and young people will experience appropriate pencil grip</p>
Imitate letter sounds	<p>Exploration of sounds through rhythm, rhyme and copying activities</p> <p>sing songs and nursery rhymes</p> <p>Jolly English activities</p> <p>Children are immersed in sounds through continuous provision and are encouraged to imitate</p> <p>Modelling of letter sounds</p>	<p>Children and young people will make movements with their mouths which constitutes letter sound imitation</p> <p>Children and young people will imitate sounds in preparation for phonics</p>
Develop phonetic awareness through oral blending and segmenting	<p>Oral blending is modelled and practised through everyday activities</p> <p>Use of Jolly English includes sounds and experience of blending and segmenting</p>	<p>Children and young people will develop awareness of how sounds are put together</p> <p>Children and young people will develop oral blending and segmenting in preparation for phonics</p>
Daily use of phonics, with the awareness that they are the main constituents of all reading and writing	<p>Daily phonics teaching through the Jolly Phonics programme. Jolly Phonics covers all areas of phonics; word reading, comprehension, transcription, composition, vocabulary, grammar and punctuation</p> <p>Regular scheduled assessment</p> <p>1:1 reading opportunities</p> <p>Small group sessions</p> <p>Guided reading</p> <p>English interventions</p>	<p>Children and young people will have progress measured and assessed termly which leads to personalised outcomes and identifies needs for interventions</p>

<p>Provide opportunities to use English skills in the community</p>	<p>Regular community visits including life skills e.g. shopping, Café, leisure activities  Visitors from the community  Use words and symbols from the community such as 'Entrance, Exit, Toilet, Pull, Push'  Identify preferred brands and products  Cross-curricular e.g. communicating observations in science  Modelling and using communication aids and signing in the community</p>	<p>Children and young people will generalise their skills in the community  Children and young people will experience communicating with a range of people in the community</p>
<p>To allow all children and young people to reach their full potential in early reading skills</p>	<p>Direct reading instruction that focuses on systematic synthetic phonics  Daily phonics teaching through Jolly Phonics  Assessment is used to progress children through a progression of skills  Continuing to teach phonics for as long as each individual pupil needs it  Opportunities for observation, assessment and celebrate small steps, accreditation OCR</p>	<p>Children and young people will have English skills that enable to live with some level of independence</p>
<p>Develop a love for literature and begin decoding and deciphering, with increased independence.</p>	<p>Daily phonics sessions  Letter sound books with learnt sounds updated as new sounds are learnt  Reading for pleasure time  Timetabled slots for the library  Opportunities to take books home matched to their level of development</p>	<p>Children and young people will have increased engagement with high-quality literature  Children and young people</p>
<p>Develop further reading skills and comprehension.</p>	<p>Jolly Phonics programme  Jolly Grammar programme begins once children have mastered the Jolly Phonics letter sounds  1:1 and small group reading  Power of Reading texts promote comprehension  Cross-curricular, e.g. reading recipes in live and living skills  Guided reading</p>	<p>Children will have reading skills that enable them to have greater readiness for independent living</p>
<p>Communicate effectively with others who are not immediately present</p>	<p>Use of face time and video chat including Zoom and Google meet  Text messaging  Emails</p>	<p>Children and young people will be able to use technology with some level of independence</p>

	<p>Use a QWERTY keyboard</p> <p>Use of symbols and emoji's</p>	
Develop an appreciation for literature	<p>Provide a wide range and breadth of high-quality literature</p> <p>Leaders will plan and put on special English events including World Book Day and National Story telling week</p> <p>Adults read aloud regularly</p> <p>Daily story time embedded into the timetable</p> <p>Access to the library</p> <p>Book corners where books are available at all times including some titles linked to children's interests</p> <p>Use of props and role play</p> <p>Opportunities to borrow books from the library</p> <p>Sharing books with adults and peers</p> <p>Bag books</p> <p>Sensory stories</p> <p>Story massage</p>	Children and young people will have increased engagement with high-quality literature
Encourage knowledge and formation of shapes and patterns, as an early introduction to letter formation	<p>Use of different materials to mark with, for example; cornflour and sand</p> <p>Use of tracing and overwriting shapes and patterns - Letterjoin?</p> <p>Use of mark making in outdoor learning</p> <p>Encourage use of tripod grip</p> <p>Opportunities to mark make as part of continuous provision</p> <p>Adults model mark making as part of everyday activities</p> <p>Encourage meaningful mark making, for example, indicating what their drawing is</p> <p>Progression of skills from horizontal and vertical lines to meaningful shapes</p> <p>Large and small scale continuous provision e.g. drawing large shapes with their finger</p>	Children and young people will have developed motor control to enable them to access writing
Develop letter formation, alongside phonics	<p>Daily Phonics teaching through Jolly Phonics includes</p> <p>Regular practise of writing their name</p> <p>Dictation activities</p> <p>Writing is incorporated and practised in other areas of the curriculum</p> <p>Letter-join?</p> <p>Adults model writing regularly</p>	<p>Children and young people will be able to write their name legibly</p> <p>Children and young people will write legible letters and words</p>

Alongside phonics, begin to join sounds to write words	Oral blending activities and games Daily Phonics teaching through Jolly Phonics Dictation activities Jolly Phonics follows a systematic approach	Children and young people will reach their full potential in segmenting to write words
Share past events and prior knowledge with others	Weekly news time Use of photos to share and remember experiences Use of personalised AAC Communications with parents Teaching links to prior knowledge Use photos and observations on Evidence for learning	Children and young people will be able to communicate their past experiences using their preferred method of communication
Develop sentence structure	Daily Phonics teaching through Jolly Phonics Grammar teaching through Jolly Grammar Use of colourful semantics PECs Core boards	Children and young people will form legible sentences
Increase grammatical awareness and use this in their writing – supported by all forms of communication	Grammar teaching through Jolly Grammar including vocabulary and punctuation Use of colourful semantics Use of parsing to develop grammatical awareness and understanding	Children and young people will have increased comprehension of language
To teach writing genres and the various purposes for writing	A range of teaching approaches are used to develop all aspects of literacy Different writing genres are read aloud	Children and young people will have writing skills that enable them to have greater readiness for independent living
Express ideas and opinions	Explore a wide range of literature through Power of Reading texts Use a wide range of teaching approaches including: hot seating, comparisons, freeze frames, story mapping Opportunities through the day to use a total communication approach and individual ways to communicate	Children and young people will express their opinions and ideas Children and young people will feel their ideas are valued Children and young people will have developed oracy

**Overview 3-year cycle – Power of Reading**

		<b>Cycle Year 1 Text</b>	<b>Cycle Year 2 Text</b>	<b>Cycle Year 3 Text</b>	<b>Cycle Year 4 Text</b>	<b>Cycle Year 5 Text</b>	<b>Cycle Year 6 Text</b>
<b>Autumn 1 Me and My Community</b>	EY	What the Ladybird heard at the Seaside by Julia Donaldson	The tiger who came to tea by Judith Kerr				
	Lower School	Birds of a Feather by Kate Read	The jolly postman Arthur: Janet & Allan Ahlberg	Local Author TBC	Hello, friend! By Rebecca Cob	Local Author TBC	Lulu gets a cat by Anna McQuinn
	Upper School	Birds of a Feather by Kate Read	Gorilla by Anthony Browne?	Local Author TBC		Local Author TBC	
<b>Autumn 2 My Great Big Beautiful World</b>	EY	The everywhere bear by Julia Donaldson	What a wonderful world by Bob Thiele				
	Lower School	The Snail and the Whale by Julia Donaldson	We're Going to Find the Monster! By Malorie Blackman	Surprising sharks by Nicola Davies and James Croft	The everywhere bear by Julia Donaldson		We're going on a bear hunt by Michael Rosen
	Upper School	Mini Rabbit Not Lost by John Bond	Anna Hibiscus by Atinuke	The lonely beast by Chris Judge			Leaf by Sandra Diechmann
<b>Spring 1 Before there was Me</b>	EY	Harry and his bucket full of dinosaurs by Ian Whybrow	Cave Baby by Julia Donaldson				
	Lower School	Moth: An Evolution Story by Isabel Thomas					
	Upper School	Zeraffa Giraffa by Dianne Hofmeyr	Great women who changed the world by Kate Pankhurst				
<b>Spring 2 How Things are Made</b>	EY	The hungry Caterpillar by Eric Carle	The most magnificent thing by Ashley Spires				
	Lower School	The Adventures of Egg Box Dragon by Richard Adams	One Day On Our Blue Planet... In the Savannah by Ella Bailey	How it works: Digger Power by Molly Littleboy			Yucky Worms by Vivian French

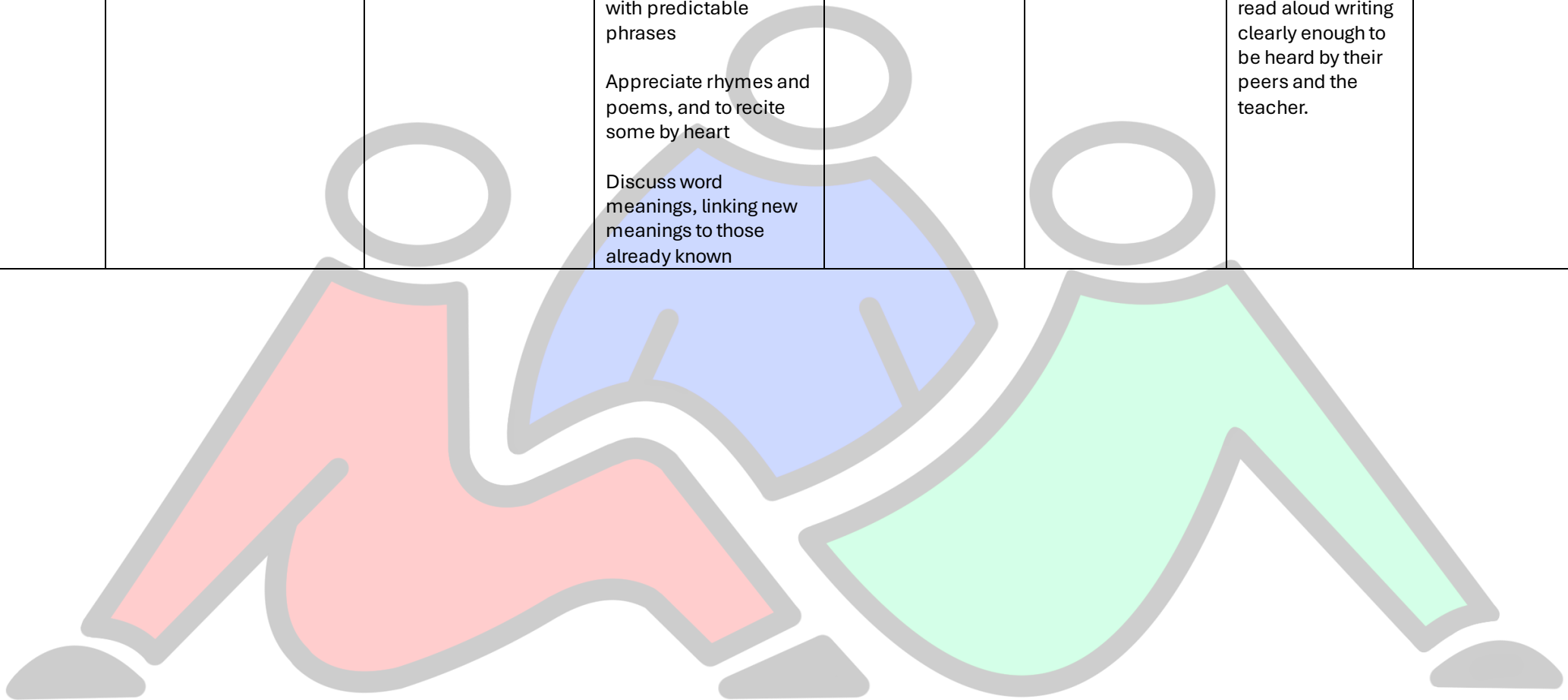
	Upper School	The Secret of Black Rock by Joe Todd-Stanton	Ossiri and the Bala Mengro by Richard O'Neill Katharine Quarmby	Knuffle bunny by Mo Willems			Winter Sleep by Sean Taylor and Alex Morss
<b>Summer 1 Express Yourself</b>	EY	We're going on a bear hunt by Michael Rosen	Colours, colours everywhere by Julia Donaldson	Details of the Early Years Curriculum are documented separately			
	Lower School	The Secret Sky Garden by Linda Sarah	Blue Penguin by Petr Horáček	The leopards drum by Jessica Souhami	Bog baby?		
	Upper School	If all the world were... by Joseph Coelho					Poems to Perform by Julia Donaldson
<b>Summer 2 To Infinity and Beyond</b>	EY	Whatever next by Jill Murphy	How to catch a star by Oliver Jeffers				
	Lower School	The Dark by Lemony Snicket	Bedtime for monsters by Ed Vere	Stanleys stick by John Hegley		Beegu by Alex Deacon	Astro girl by Ken Wilson-Max
	Upper School	The Comet by Joe Todd-Stanton	The iron man by Ted Hughes			Hidden Figures by Margot Lee Shetterly	Man on the Moon (A Day in the Life of Bob) by Simon Bartram

**Progression map Reading and Writing**

Pathway	Spoken language	Reading - Word reading	Reading - Comprehension	Writing - Transcription	Writing - Handwriting	Writing - Composition	Writing - Vocabulary, grammar and punctuation
<b>Explorer</b>	<p>Understand how to listen carefully and why listening is important.</p> <p>Use new vocabulary linked to adult activities and through continuous provision.</p>	<p>Can read individual letters by saying the sounds for them</p> <p>Can blend some sounds into words – be able to read short words made up of known letter– sound correspondences (h-a-t &gt; hat; sh-o-p &gt; shop).</p>	<p>Engage in story times</p> <p>Listen to and talk about stories (to build familiarity and understanding)</p>	<p>To be able to touch each finger as they say each sound.</p>	<p>Encourage an effective pen grip</p>		<p>Be able to use new vocabulary from the story as part of their other learning.</p>
<b>Discoverers</b>	<p>Can connect one idea or action to another using a range of connectives (but, because, and).</p> <p>Be able to describe events in small detail using sequencing words (before, then).</p> <p>Be able to think out loud how to work things out.</p> <p>Know some social phrases e.g. “Good morning, how are you?”</p>	<p>Be able to read some letter groups that each represent one sound and say sounds for them (such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’)</p> <p>Can read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p> <p>Can read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p>	<p>Retell a story - some as exact repetition and some in their own words</p> <p>Be able to use new vocabulary from the story as part of their other learning.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs (e.g., join in with refrains and learn some verses by heart using call and response).</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Be able to identify the sound that is tricky to spell in exception words such as ‘the’ and ‘said’.</p>	<p>Form lower-case and capital letters correctly – focussing on the starting point and direction</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>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop (sentences that contain only the taught sound-letter correspondences).</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop (sentences that contain only the taught sound-letter correspondences)</p>

		<p>Read a few common exception words matched to the school's phonic programme (such as 'do', 'said', 'were')</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</p> <p>Re-read books (used in phonics groups) to build up confidence in word reading, fluency, understanding and enjoyment</p>	<p>Can join in or predict very regular rhyming patterns.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>				
<b>Adventurers</b>	<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 articulate and justify answers, arguments and opinions</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</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Begin to link what they read or hear read to their own experiences</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their</p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell the days of the week English – key stages 1 and 2 13 Statutory requirements</p> <p>Name the letters of the alphabet:</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>Write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>compose a sentence orally before writing it</p> <p>sequence sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p>	<p>Leave spaces between words</p> <p>Join words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of</p>

		<p>unfamiliar words containing GPCs that have been taught</p>	<p>particular characteristics</p> <p>Recognise and join in with predictable phrases</p> <p>Appreciate rhymes and poems, and to recite some by heart</p> <p>Discuss word meanings, linking new meanings to those already known</p>			<p>discuss what they have written with the teacher or other pupils</p> <p>read aloud writing clearly enough to be heard by their peers and the teacher.</p>	<p>the week, and the personal pronoun 'I</p>
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## **Assessment Criteria – Explorers**

### **Explorers 1**

#### **Attention and understanding**

- Notices Stimuli
- Responds to close physical contact with a familiar person
- Responds consistently to one stimulus
- Responds to familiar voice or other personal identifier

#### **Language and communication**

- Responds to some stimuli in a way that can be interpreted as rejection
- Supported 1:1 turn taking with an adult

### **Explorers 2**

#### **Attention and understanding**

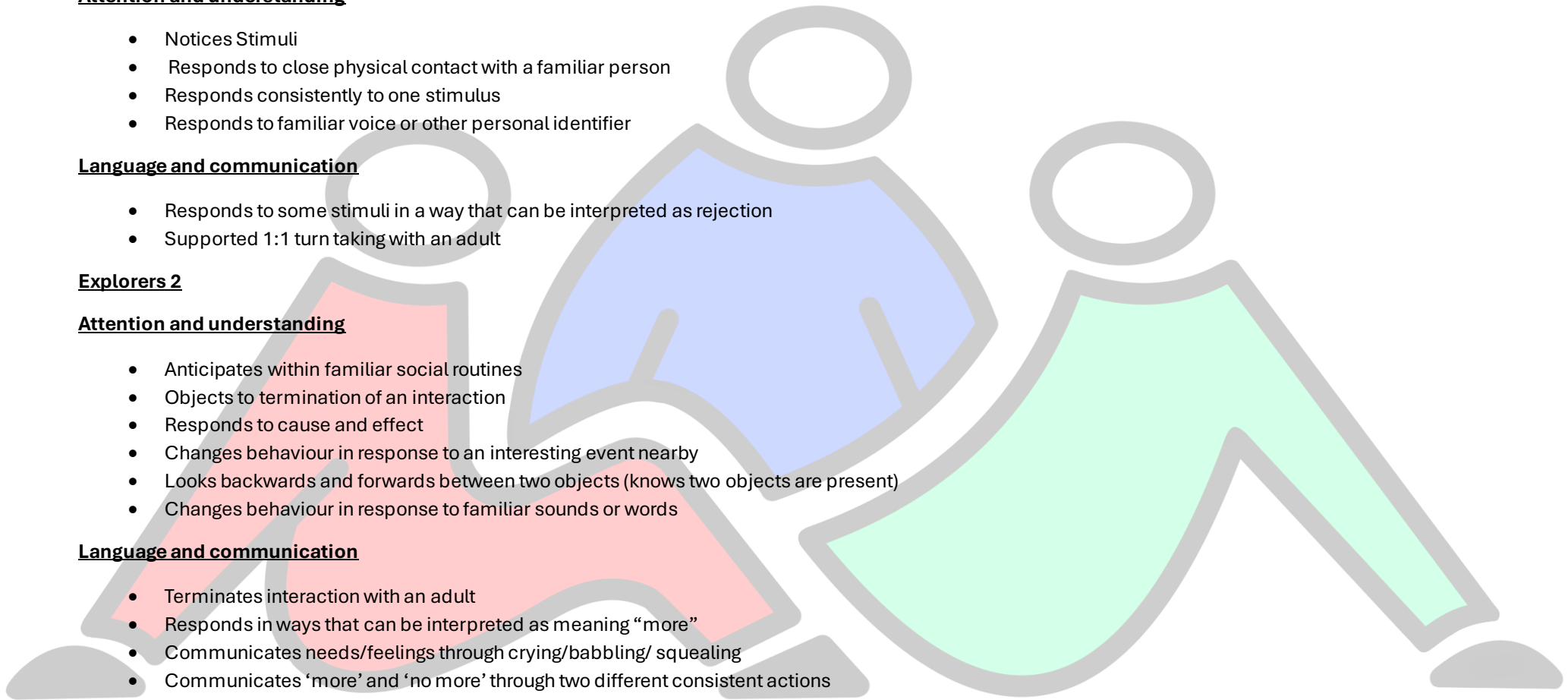
- Anticipates within familiar social routines
- Objects to termination of an interaction
- Responds to cause and effect
- Changes behaviour in response to an interesting event nearby
- Looks backwards and forwards between two objects (knows two objects are present)
- Changes behaviour in response to familiar sounds or words

#### **Language and communication**

- Terminates interaction with an adult
- Responds in ways that can be interpreted as meaning “more”
- Communicates needs/feelings through crying/babbling/ squealing
- Communicates ‘more’ and ‘no more’ through two different consistent actions

#### **Reading**

- Enjoys looking at books and other printed material with familiar people



### **Explorers 3**

#### **Attention and understanding**

- Start to understand contextual clues
- Shows understanding that their action causes a specific effect

#### **Language and communication**

- In the context of a familiar social game, perseveres by repeating action in order to get reward
- Attracts Attention
- Selects from two or more items
- Communicates choice to attentive adult
- Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy)
- Begins to experiment with a range of vocal sounds
- Takes turns with an adult during vocal interactions

#### **Reading**

- Starts to show an interest in photographs or pictures

### **Explorers 4**

#### **Attention and understanding**

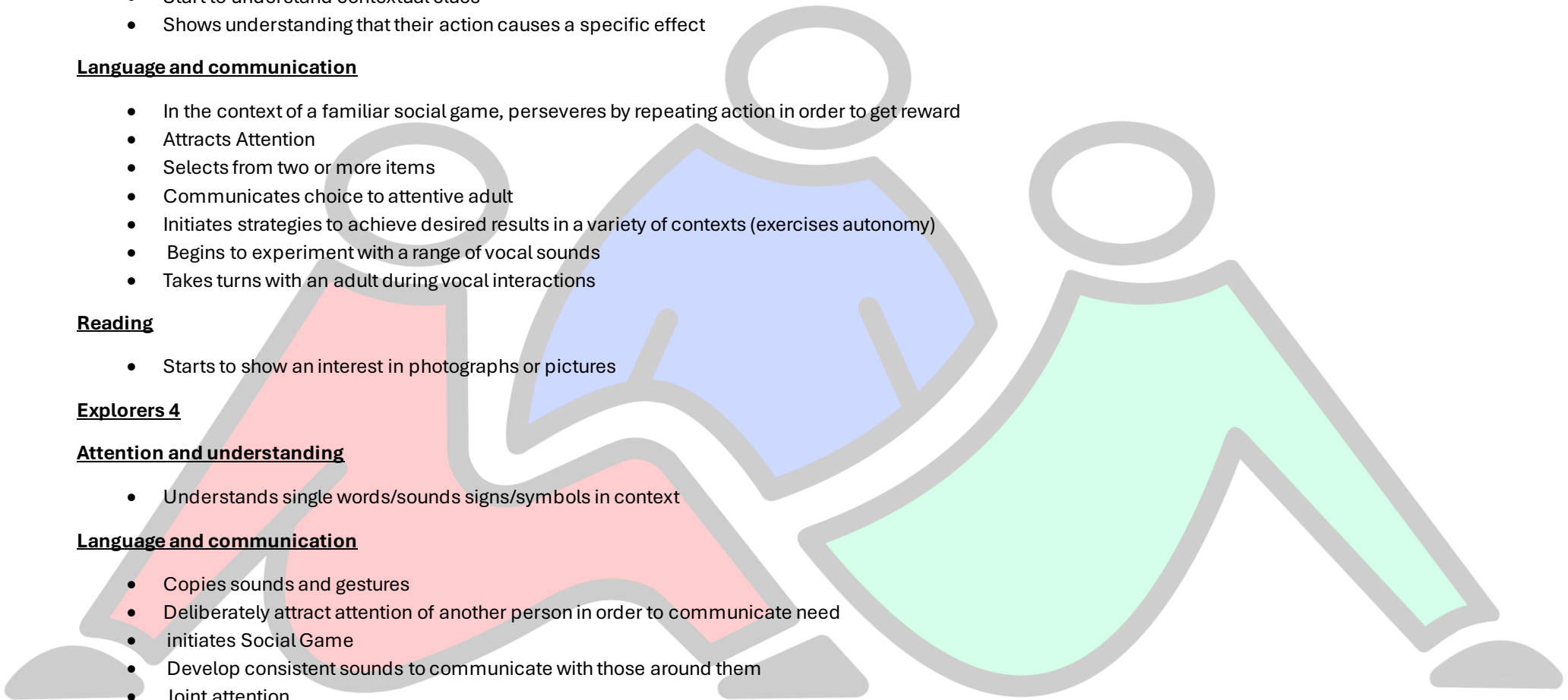
- Understands single words/sounds signs/symbols in context

#### **Language and communication**

- Copies sounds and gestures
- Deliberately attract attention of another person in order to communicate need
- initiates Social Game
- Develop consistent sounds to communicate with those around them
- Joint attention

#### **Reading**

- Listens with interest to the noises adults makes when they read stories



- Handles books and printed material with interest

### **Writing**

- Engages in the sensory experience of making marks

### **Explorers 5**

#### **Attention and understanding**

- Understand 1 key word sentences

#### **Language and communication**

- Uses single words/signs/ symbols for a range of purposes
- Copies words or signs
- Copies rhythms or beats vocally or with an instrument (early phonics)

#### **Reading**

- Interested in books and rhymes and may have favourites
- Follow what is being read by focusing on text, pictures or sounds

#### **Writing**

- Holds writing tool using a whole hand grasp and makes random marks with different strokes

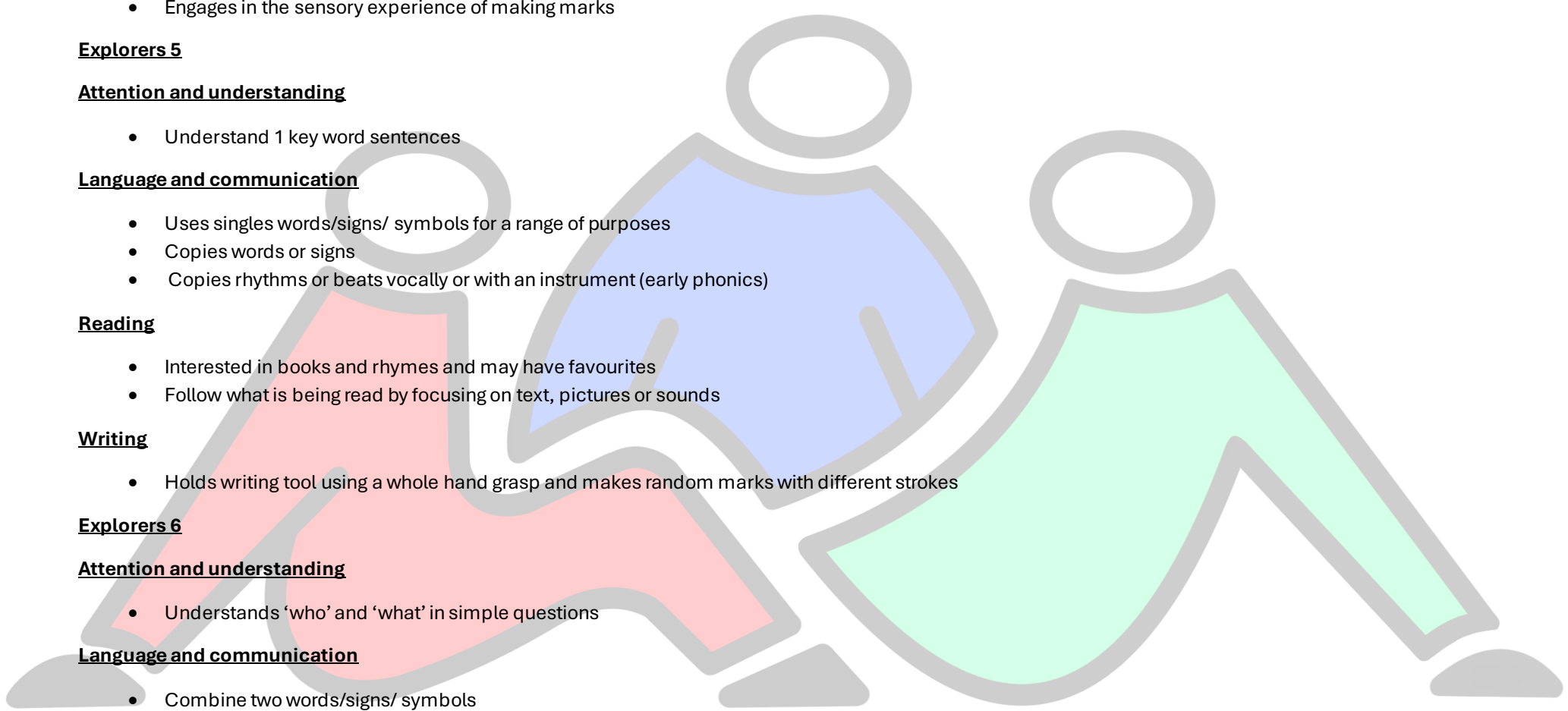
### **Explorers 6**

#### **Attention and understanding**

- Understands 'who' and 'what' in simple questions

#### **Language and communication**

- Combine two words/signs/ symbols
- Begins to talk about people and things that are not present
- Engages in simple conversation with adults/other children
- Learns new words/symbols quickly and is able to use them when communicating



## **Reading**

- Handles book appropriately
- Identifies action words or characters by pointing to the right picture
- Repeats words or phrases from familiar stories or rhymes
- Can copy simple phonic sounds
- Can match identical photos, pictures and symbols

## **Writing**

- Traces horizontal, vertical and circular lines
- Beginning to use three fingers (tripod grip) to hold writing tools

## **Explorers 7**

### **Attention and understanding**

- Understands 'where' in simple questions

### **Language and communication**

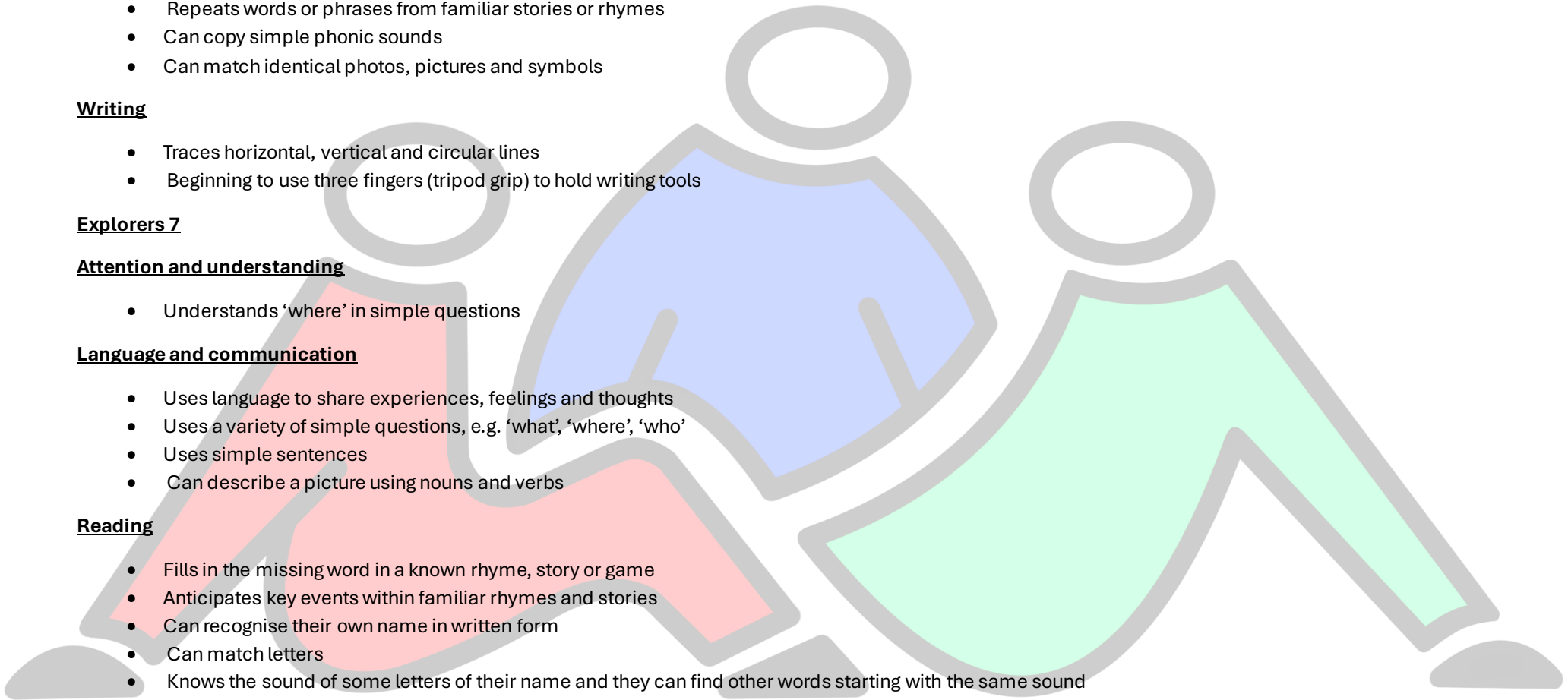
- Uses language to share experiences, feelings and thoughts
- Uses a variety of simple questions, e.g. 'what', 'where', 'who'
- Uses simple sentences
- Can describe a picture using nouns and verbs

## **Reading**

- Fills in the missing word in a known rhyme, story or game
- Anticipates key events within familiar rhymes and stories
- Can recognise their own name in written form
- Can match letters
- Knows the sound of some letters of their name and they can find other words starting with the same sound
- Can turn pages in a paper book one page at a time

## **Writing**

- Copies horizontal, vertical and circular lines



- Can use a keyboard to match letters and input into the computer or tablet

## **Explorers 8**

### **Attention and understanding**

- Shows understanding of prepositions such as 'under' 'on top', 'behind'
- Responds to instructions involving a two part sequence in a range of familiar contexts
- Focusing attention – still listen or do but can shift own attention
- Understand 2 key word sentences

### **Language and communication**

- Can retell a simple past event in the correct order using visual support
- Talks to explain what is happening and predict what might happen next
- Uses past and present tense.
- Talks in more complex sentences, using linking words 'and' 'because'
- Can describe a picture using adjectives

### **Reading**

- Knows that we read from left to right and top to bottom
- Recognises familiar words, signs and symbols
- Can retell a story showing awareness of settings, events and principal characters
- Knows the sound of ten different letters and can find words starting with those sounds

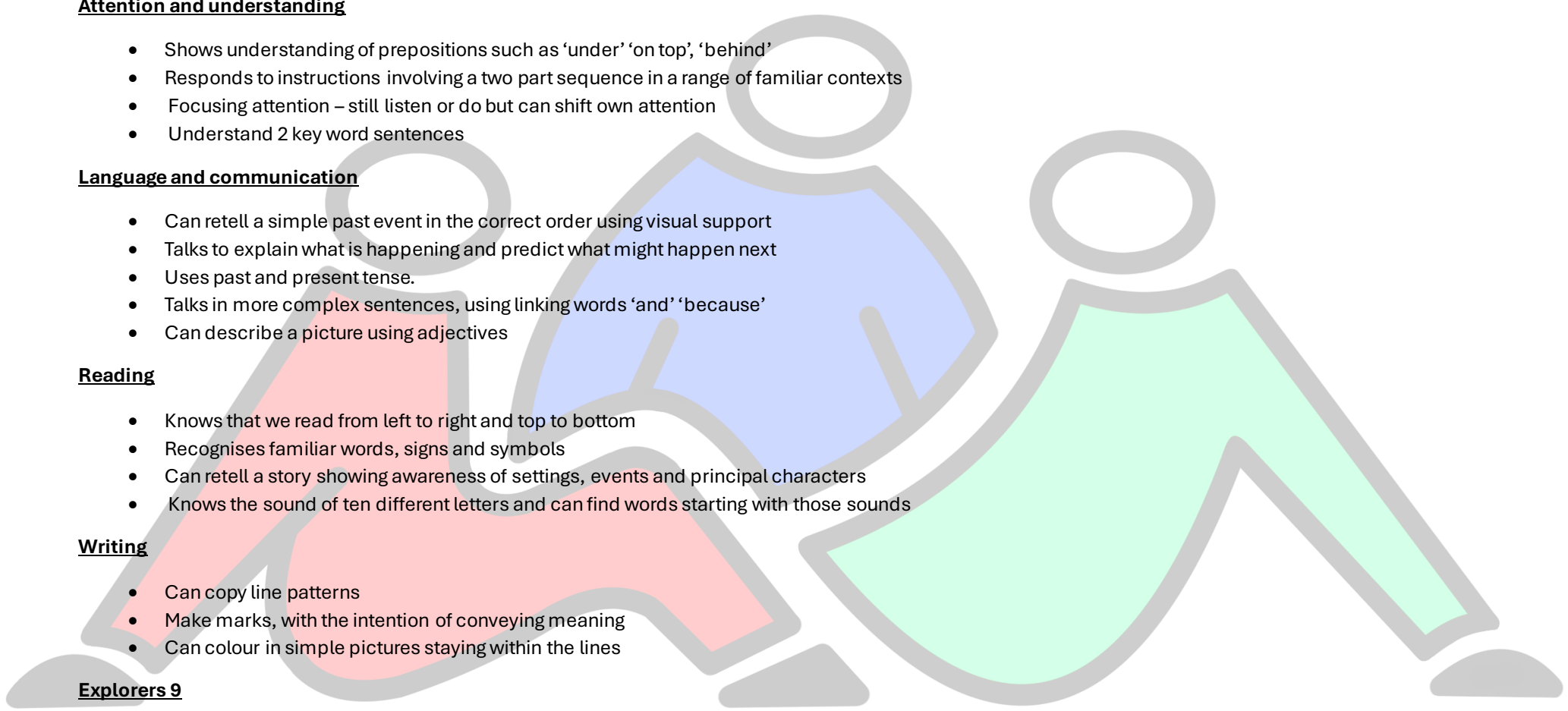
### **Writing**

- Can copy line patterns
- Make marks, with the intention of conveying meaning
- Can colour in simple pictures staying within the lines

## **Explorers 9**

### **Attention and understanding**

- Listen and respond to ideas expressed by others in conversations or discussion
- Understands instructions containing sequencing words such as 'first', 'after' and 'last'



- Can answer simple questions about a story without props or pictures, to show understanding
- Demonstrate an understanding of 'how' and questions
- Has a good understanding of phase 2 initial phonic sounds

### **Language and communication**

- To give explanations in response to why questions
- Uses language to imagine and recreate roles and experiences with a narrative in play situations
- Can use language to organise and sequence ideas
- Initiates conversation, pays attention and takes account of what others say

### **Reading**

- Can read familiar words and cvc words with no symbol or picture support
- Links sounds to letters, naming and sounding the letters of the alphabet
- Can match cvc words

### **Writing**

- Can copy some letters from their own name accurately
- Holds pencil near the point between first two fingers and thumb and uses with good control
- Write or type the correct letter for most of the letters in the alphabet in response to hearing the sound or a single letter sign

### **Explorers 10**

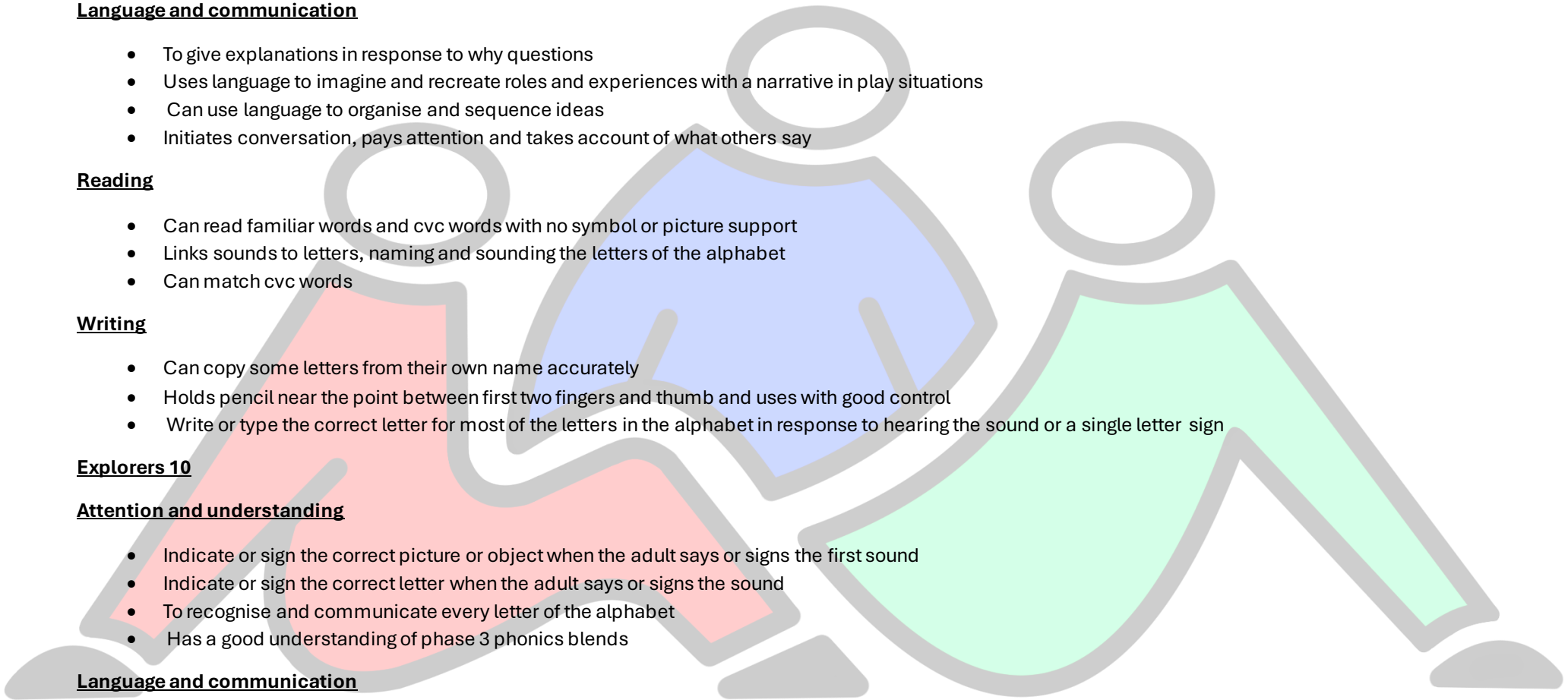
#### **Attention and understanding**

- Indicate or sign the correct picture or object when the adult says or signs the first sound
- Indicate or sign the correct letter when the adult says or signs the sound
- To recognise and communicate every letter of the alphabet
- Has a good understanding of phase 3 phonics blends

#### **Language and communication**

- Uses future tense

#### **Reading**



- In a familiar story, jump in with the next phrase when the adult pauses
- Can read simple sentences with no symbol or picture support

### **Writing**

- To begin to write or type common and cvc words

### **Assessment Criteria – Discoverers**

#### **My Communication**

#### **Literacy**

##### **Discoverers 1**

- Attends to books and other printing materials with support from familiar adult.

##### **Discoverers 2**

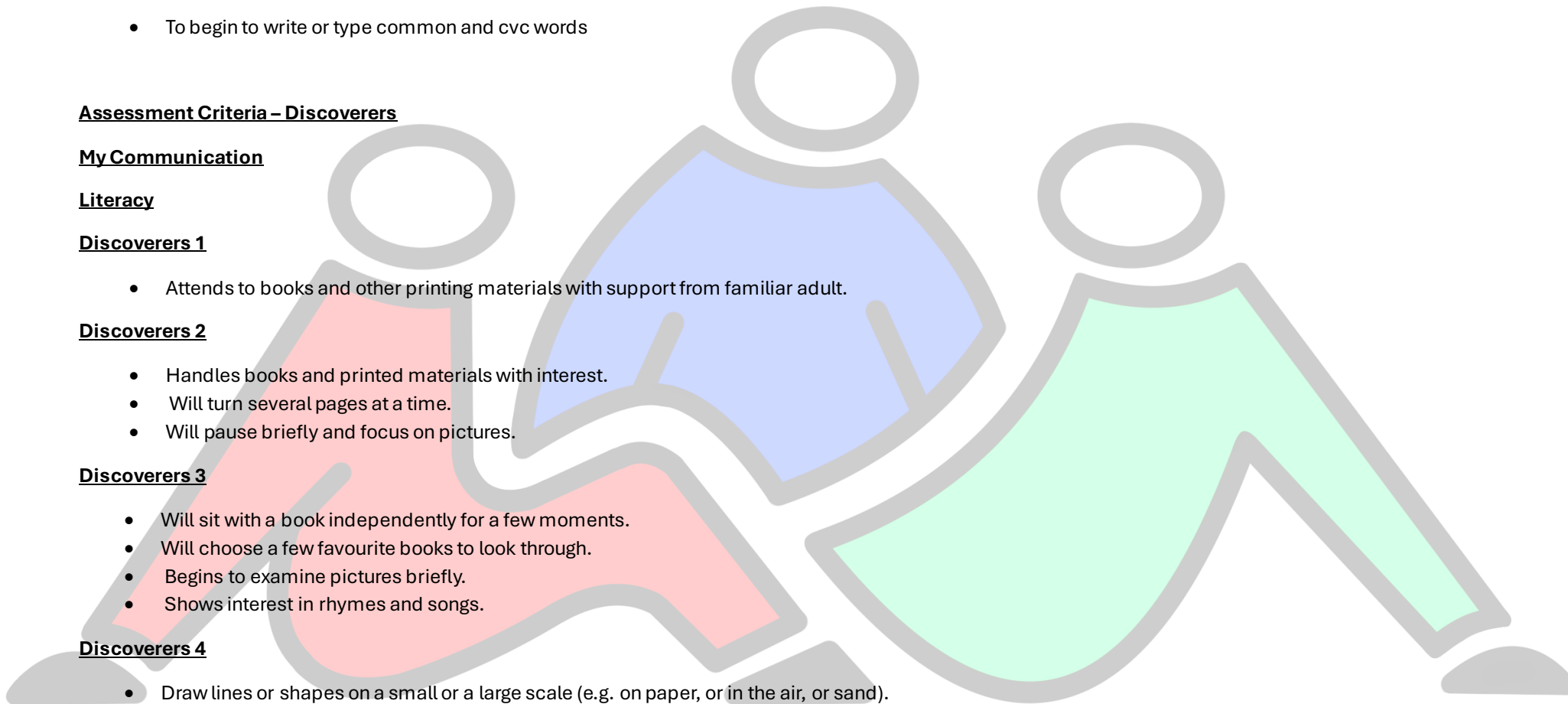
- Handles books and printed materials with interest.
- Will turn several pages at a time.
- Will pause briefly and focus on pictures.

##### **Discoverers 3**

- Will sit with a book independently for a few moments.
- Will choose a few favourite books to look through.
- Begins to examine pictures briefly.
- Shows interest in rhymes and songs.

##### **Discoverers 4**

- Draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).
- Makes connections between their movement and the marks they make
- Has some favourite books.
- Has favourite rhymes and songs.
- Can repeat single words from familiar story/poem



- Can repeat a simple phrase from familiar story/poem
- Can distinguish between the different marks they make and understand that they convey meaning
- Imitates drawing simple shapes such as circles
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.

### **Discoverers 5**

- Can indicate correctly pictures of characters and objects in response to questions such as ‘Where is the...?’
- Can say an appropriate word to complete a sentence when the adult pauses (e.g. ‘We’re going to the...zoo/park/shop/beach’).
- With support Starts to show enjoyment of rhyming and rhythmic activities
- Begins to show some awareness of how a story is structured with support e.g. understanding concept of ‘start’ / ‘middle’ / ‘end’ in relation to story time.
- Starts to be able to remember the endings to well- known stories.
- Starts to be able to recognise a story’s setting, with support. Starts to be able to show some recognition of main character(s) when offered a choice, with support. Can choose own name from a small selection of two or three options.
- Starts to be able to recognise familiar words or symbols. Produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events.
- They trace, overwrite or copy shapes and straight line patterns. Sits alone to look at books and hold them correctly, e.g. the right way round. Starts to understand that print carries meaning e.g. can gain information from it.
- Join in with some actions or repeat some words, rhymes and phrases when prompted.
- Can show anticipation about what is going to happen e.g. by turning the page.

### **My Communication:**

#### **Understanding**

##### **Discoverers 1**

- Stops and looks when hears own name. Starts to show understanding of gestures e.g. waving.
- Starts to show understanding of a few basic words e.g. ‘hi’, ‘bye’, ‘no.’ Anticipation Pupil shows expectation of a common event.

##### **Discoverers 2**

- Understands some single words in context e.g. ‘cup’ ‘milk’ ‘juice.’ Responds to some familiar simple statements when said in context.
- Starting to pick up on gestures or signs.
- Starting to understand some familiar simple instructions when said in context in the related environment, e.g. ‘Get your coat,’ when near the coats.
- Anticipation Pupil begins to interpret auditory cues to anticipate the start of a common event.

- Begins to interpret visual cues to anticipate the start of a common event.

### **Discoverers 3**

- Can understand some simple sentences e.g. 'throw the ball,' when holding the ball.
- Can understand some simple signs or gestures in context, e.g. timetable signs.
- Understands a greater range of concrete nouns and can respond to requests for these, e.g. doll, car, hat.

### **Discoverers 4**

- Can identify action words by pointing to the correct place, e.g. 'Who's jumping?'
- Understands some simple questions, e.g. 'Where is your cup?'
- Beginning to develop an understanding of simple concepts, e.g. big/small, tall/short.
- Starts to understand a familiar two part instruction, where the parts are related, e.g. 'get your coat and come and sit down.'

### **Discoverers 5**

- Starts to understand the use of certain everyday objects in context e.g. 'what do we use to cut this?'
- Starts to show understanding of some prepositions in context, by carrying out the action, with support e.g. under, on top, behind.
- Consistently responds to known simple instructions e.g. 'Put it in the box.' Starting to understand some simple 'how' questions.

### **My Communication:**

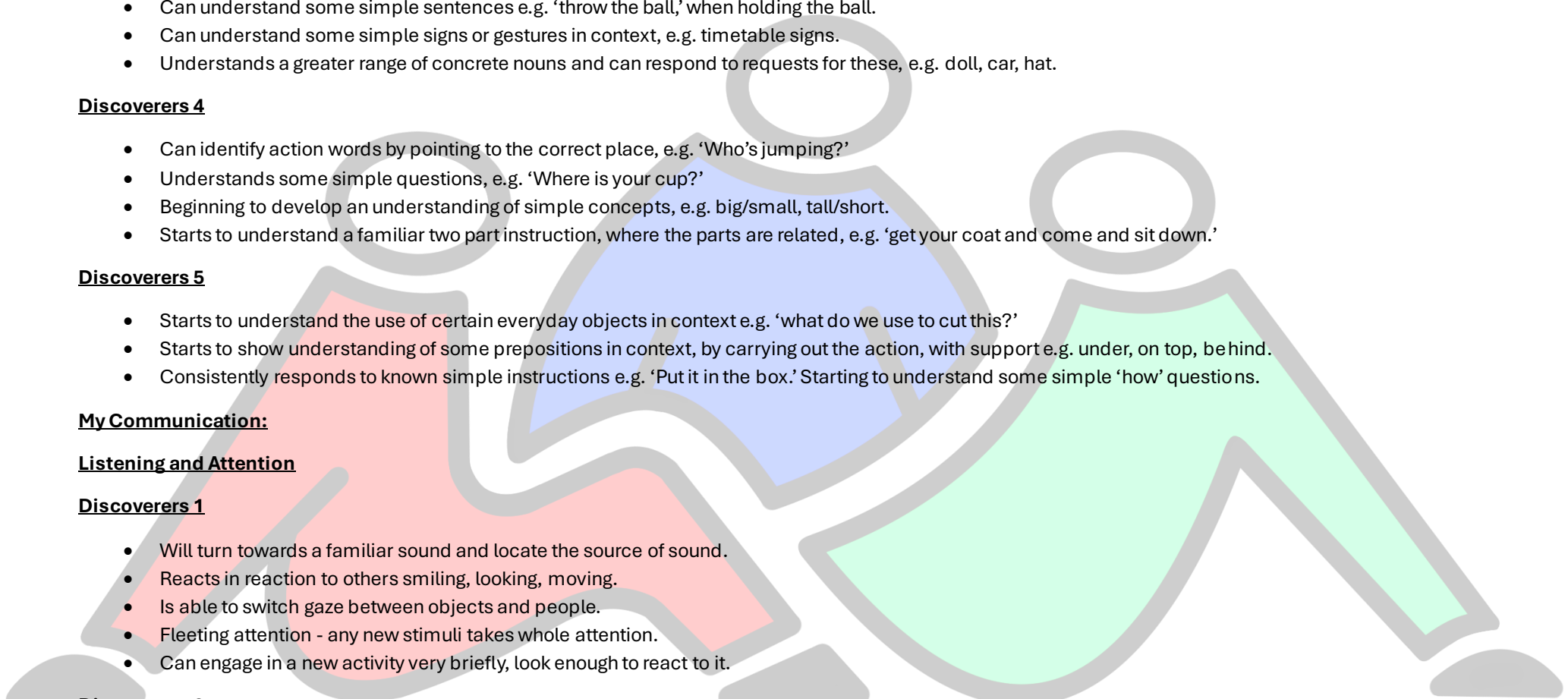
#### **Listening and Attention**

##### **Discoverers 1**

- Will turn towards a familiar sound and locate the source of sound.
- Reacts in reaction to others smiling, looking, moving.
- Is able to switch gaze between objects and people.
- Fleeting attention - any new stimuli takes whole attention.
- Can engage in a new activity very briefly, long enough to react to it.

##### **Discoverers 2**

- Shows enjoyment of music/regular beat by moving whole body.
- Concentrates on an object/activity of own choosing, briefly.
- Pays attention to dominant stimuli but is easily distracted by other sounds.



- Can sustain interest for 2-3 minutes in an adult led activity, e.g. sharing a story.
- Pupils can offer a determined effort to interact with an activity.

### **Discoverers 3**

- Listens and responds to simple spoken communication addressed directly to them, using their name.
- Can focus on an activity of their choosing for several minutes.
- Can sustain interest in an adult led activity for 3-4 minutes.
- Can focus on communication addressed to them using known language, may need a prompt to stop and shift attention.

### **Discoverers 4**

- Listens to whole songs and rhymes, shows interest.
- Listens to whole stories and shows interest.
- Is willing to explore new or unusual activities/toys within their environment, with an adult.

### **Discoverers 5**

- Listens with interest and may react to the sounds adults make, while they read stories.
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- Has single channelled attention.
- Starting to shift attention if attention is fully obtained before speech.
- Can sustain attention in an adult led activity for up to 5 minutes.
- Can maintain attention on a chosen activity for over 5 minutes.
- Starts to show interest in new or unusual activities/toys within their familiar environment.
- Can listen to others in 1:1 conversation, when the subject matter is highly motivating.
- Listens to favourite stories with increasing attention and recall.
- Joins in with repeated refrains in stories/rhymes.
- Anticipates key events and phrases in rhymes and stories.
- Starting to follow simple directions, if not intently focused on their own choice of activity.
- Can maintain focus on an activity of their choosing for 6-8 minutes.
- Willingly and keenly explores new activities and toys.

### **My Communication:**

### **Expressive Communication**

### **Discoverers 1**

- Starts to communicate intentionally their wants and needs informally, e.g. crying when in the red/blue zone.
- Can gesture towards an area where an item they want is, with their hand.
- Developing some sounds.
- Can babble to self.

### **Discoverers 2**

- Can use single words in context to request needs and wants. Can use sounds in play, e.g. brrrrrm for car. Starts to be able to imitate sounds.
- Can point to and look towards an item to request it.

### **Discoverers 3**

- Copies familiar expressions, e.g. 'Oh dear', 'All gone'.
- Beginning to put two words together, e.g. 'want ball', 'more juice'.
- Uses a range of everyday concrete nouns, e.g. cup, banana, chair.
- Starts to use some verbs when making requests, e.g. walk, play.
- Beginning to ask simple questions, with support.
- Beginning to comment on people or things that are not present.
- Can make a positive, clear choice when given an option of two items.
- Starts to be able to gain the attention of another person positively, with support.
- Can initiate communication with an adult, with support.

### **Discoverers 4**

- Uses language to request needs and wants in a simple sentence.
- Uses simple sentences to comment on the environment.
- Is able to ask a 'where' question.
- Is able to ask a 'who' question.
- Is able to ask a 'what' question.
- If speaking, is beginning to use the end of words, e.g. cats, going.
- To be able to gain the attention of another person positively, to make a request.
- Can initiate communication with an adult.
- Can use a range of sentence starters to engage another person, e.g. 'I see...' 'I hear...' 'I am....' with support.

## **Discoverers 5**

- Beginning to use conjunctions, with support e.g. 'and' 'but'.
- Can retell a simple past event, not always in the correct order.
- Can use talk to connect ideas, e.g. to explain what is happening 'now' and what might happen 'next', with support.
- Starting to ask 'why' questions, with support.
- Starting to use the past tense, e.g. played, danced.
- Uses words focused on objects/people that are of particular importance to them.
- Communicates that objects stand for something else while playing, e.g. a box is a castle.
- Can use a range of sentence starters to engage with another person, e.g. 'I see...' 'I hear...' 'I am...'
- Can gain an adult's attention positively to comment on something, with support.

## **Assessment Criteria – Adventurers**

### **Writing Framework**

#### **Adventurers 1**

- Can orally compose a phrase or simple sentence and represent it in writing.
- Use phonic knowledge to accurately spell some words.
- Can add simple prefixes and suffixes to root words eg for plurals, 'un-' and '-ing, -ed, -er, -est'
- Correctly spells some common exception words.
- Use capital letters and full stops accurately for most sentences.
- Is beginning to use capital letters for 'I' and for proper nouns.
- Use simple adjectives in their written work.
- Can sequence simple events in a narrative.
- Begin to form lower case and capital letters correctly, either on paper or using technology.

#### **Adventurers 2**

- Can orally compose and write simple and compound sentences.
- Can orally compose and write complex sentences using 'because'.
- Apply spelling rules and phonic knowledge to spell familiar words correctly.
- Correctly spells an increasing number of common exception words.

- Spell longer words with suffixes ‘-ment, -ness, -ful, -less and -ly’
- Use capital letters, full stops, question marks and exclamation marks accurately most of the time.
- Consistently uses capital letters for ‘I’ and proper nouns.
- Write using a range of statements, questions, exclamations and commands.
- Select and use a range of verbs for effect.
- Write fiction, non-fiction and poetry using appropriate language and features.
- Can edit and improve their writing with support.
- Writing is clear and is correctly formed and spaced either on paper or using technology.

### **Adventurers 3**

- Can orally compose and write complex sentences using a wider range of conjunctions.
- Spell irregular plurals and past tense verbs mostly correctly.
- Correctly spells common homophones correctly (eg there/their/they’re)
- Use commas and apostrophes correctly most of the time.
- Begin to use speech marks for direct speech.
- Plan their writing by discussing and recording ideas.
- Write consistently accurately in the past or present tense.
- Use a range of descriptive or technical vocabulary appropriate to the text-type.
- Begin to group related ideas into paragraphs.
- Create settings, characters and plot in narrative writing.
- Use headings and subheadings in non-fiction writing.
- Can edit and improve their own writing with increasing independence.
- Work is presented clearly and effectively either on paper or using technology.

### **Adventurers 4**

- Orally composes and writes sentences containing fronted adverbials.
- Use phonic knowledge and other knowledge of spelling to attempt unknown spellings with increasing accuracy.
- Spell words containing ‘silent’ letters.
- Correctly punctuates direct speech.
- Write with consistent and correct use of tense.
- In narrative writing, settings and characters are developed with careful consideration of vocabulary for effect.
- Planning and writing takes into account the purpose and audience through the structure, vocabulary choices and grammar.

- Paragraphs are used to organise writing in both fiction and non-fiction texts.
- Uses a wider range of organisational and presentational devices to structure text eg underlining, bullet points etc.
- Can proofread and improve writing independently.

### **Adventurers 5**

- Write for a wide range of purposes and audiences.
- Use Standard English confidently and accurately in their writing.
- Pay attention to accurate grammar, punctuation and spelling.
- Understand the difference between formal and informal writing and uses both in context.
- Develop and structures narratives and ideas over several paragraphs.
- Use punctuation, grammar and vocabulary for effect.
- Proofread and improve writing as part of their writing process.

### **Speaking Framework**

#### **Adventurers 1**

- Speak in front of others to recite a rhyme or retell a narrative or event.
- Contribute relevant ideas to a group discussion.
- Speech shows simple, but mostly accurate, grammatical form.
- Take it in turns to talk.
- Acknowledge the person/people they are talking to.
- Tone and volume are adapted to the appropriate environment and audience.

#### **Adventurers 2**

- Can express themselves in group situations, speaking clearly and audibly, with some detail.
- Read aloud or recites poetry with clarity, rhythm, intonation and expression.
- Begin to show confidence in talking to less familiar individuals, through direct responses.
- Listen carefully to others, without interrupting, and responds to what others say.
- Deliberately look at the people/person they are talking to – although this may not be sustained.
- Can explain or discuss ideas using increasingly specific language, such as verb-choice or subordination.

#### **Adventurers 3**

- Present information ensuring that items are clearly sequenced and important details are included and that there is an effective ending.
- Speak clearly and audibly to larger groups or less familiar people.
- Use eye contact and non-verbal gestures to support communication.
- Can work in a group and contribute to the organisation of roles and courses of action.
- Can contribute to a discussion by making suitable comments and asking relevant questions.
- Begin to experiment with a wider range of presentation/performance techniques and can discuss the effect on the listener/audience.
- Can adapt what is said to the needs of the listener, varying their use of vocabulary or the level of detail.
- Is aware of the difference between formal and informal speaking situations.

#### **Adventurers 4**

- Can plan a more formal presentation, ensuring that items are clearly sequenced, important details are included and that it closes effectively.
- Speak clearly and audibly in a wider range of situations or contexts, with an awareness of pace, expression and use of non-verbal gestures.
- Take on and maintains appropriate roles and responsibilities when working in pairs of groups.
- Contribute appropriately to discussions or debates, offering reasons and evidence for their views and considering alternative opinions.
- Uses grammar (including fronted adverbials) and vocabulary effectively to suit the audience and context.

#### **Adventurers 5**

- Speak confidently and effectively using Standard English in a range of formal and informal contexts.
- Give short speeches and presentations expressing their own ideas and keeping to the point.
- Participates in formal debates and discussions, summarising and/or building on what has been said.
- Use intonation, tone, volume, mood, silence, stillness and action to add impact to performance of poetry or plays.

#### **Reading Framework**

##### **Adventurers 1**

- Use phonetic knowledge to read longer words, including multi-syllabic words.
- Can discuss the meaning of familiar words.
- Read ability-matched books, and spots and self-corrects some errors.
- Read with at least 60wpm fluency.
- Make simple inferences.
- Relate characters, settings and events to their own experiences.
- Can retell familiar stories.

- Make predictions based on what has been read so far.
- Start to recognise some features of texts, such as title, heading, text, illustrations etc.
- Locate specific information in a non-fiction text to find answers to simple questions.
- Learn and recite a short rhyme.

### **Adventurers 2**

- Read frequently encountered words quickly and accurately without overt sounding out and blending
- Use awareness of punctuation to support fluent reading.
- Can discuss and clarify meanings of words, linking new meanings to known vocabulary
- Read longer sentences and self-corrects most errors.
- Make simple inferences about events and characters and information, using evidence from the text.
- Can make simple connections between texts.
- Can sequence and discuss the main events in stories.
- Can make predictions using evidence from the text.
- Begin to identify the differences between fiction and non-fiction.
- Understand how to use a range of different non-fiction books.
- Learn at least 2 poems or rhymes by heart and recites them with some appropriate intonation.

### **Adventurers 3**

- Read fluently with intonation, expression and regard for punctuation and grammar.
- Identify and discusses favourite words and phrases which capture the reader's interest and imagination.
- Check the text makes sense to them as they read and explains the meaning of words in context.
- Make inferences around characters' thoughts, feelings and actions and is beginning to justify with evidence from the text more independently.
- Show some awareness that writers have viewpoints and purposes.
- Summarise the main points from stories, poems and non-fiction texts.
- Can sequence and discuss the main events in more complex stories.
- Continue to make plausible predictions based on details stated and knowledge of the text type.
- Can identify specific text features of a range of texts.
- Analyse and evaluate texts looking at language, structure and presentation.
- Recognise an increasing range of poetry forms.

### **Adventurers 4**

- Use knowledge of root words, prefixes and suffixes to fluently read and understand new words in a range of texts.
- Can comment on the writer's choice of language and its effect on the reader.
- Read for a range of purposes
- Make inferences in more complex texts, based on evidence from the text and their wider experiences.
- Can identify main ideas drawn from more than one paragraph and can summarise these.
- Make predictions based on what is both stated and implied.
- Can distinguish between statements of fact and opinion.
- Retrieve, record and present information from a range of non-fiction sources.
- Can begin to scan to find information in a non-fiction text.
- Can prepare and perform poems and play scripts showing understanding through intonation, tone, volume and action.

### **Adventurers 5**

- Choose and read books independently for challenge, interest and enjoyment.
- Read confidently, checking that the text makes sense as they read, including deducing or researching the meaning of new vocabulary.
- Read a wide range of text types including a range of genres, authors, historical periods and cultures.
- Consider the purpose, audience and context of the writing and draws on this knowledge to support comprehension.
- Can discuss the effect of the characterisation, plot and setting.
- Consider how language choice, presentation, organisation, grammar and structure contribute to meaning.
- Compare texts, referencing specific evidence from each one to support their points.

### **Listening Framework**

#### **Adventurers 1**

- Respond to generic discussions given to a class or group.
- Can listen as part of a group or class, with support, for at least 10mins.
- Can listen to a story and answer a question about the main event or characters.
- Understand straightforward comments or instructions in familiar situations by responding appropriately.
- Can listen to and answer a question from a less familiar person.

#### **Adventurers 2**

- Comment on what has been said by others in a 1:1, group or class situation.
- Recall main points and asks questions when listening to others.

- Understand and respond to 2-step instructions in familiar situations.
- Sustain listening to less familiar speakers in a whole-class or larger group situation and can later answer questions about what they heard.
- Answer questions about an increasing range of texts that have been read to them.

### **Adventurers 3**

- Listen confidently in a range of contexts and shows this by exploring and communicating ideas.
- Say whether they agree or disagree with others' points of view and explain why.
- Listen to and remembers a series of instructions.
- Can listen to and understand the main points of a text and process this information so that it can be summarised and used in subsequent work or conversation.
- Listen carefully to the content of a class discussion with multiple speakers and demonstrate this by answering questions and making relevant comments.

### **Adventurers 4**

- Is able to listen and take notes about the key points.
- Listen to a series of instructions in a less familiar context and is able to follow them.
- Listen and respond appropriately in group discussions, explaining their understanding of the viewpoint of the speakers.
- Listen to longer texts and recounts main ideas in their own words, adding their own comments and thoughts to these.
- Contribute to class discussions through comments that are responsive to the ideas and views of others.

### **Adventurers 5**

- Is able to listen and take more detailed notes about key points and ideas.
- Listen in a wide range of contexts including formal and informal talk and speeches, live performance and poetry.
- Adapt their responses in discussions and debates based on what has been said by others.
- Listen and sustain attention to a wide range of content – including that with challenging style or vocabulary.

**Action plan**

Focus area:	Quality of Education
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Key improvement priority (taken from the SDP)	Action and RAG rating	Led by	Success criteria	Review Date
<p><b>SDP2 - Curriculum/Teaching and Learning</b>  <b>2.4</b> Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.</p>	<p>Raise the profile of learning reading and writing across the school.</p> <p>Improve the standard of work – ensure all staff fully understand and share the expectations.</p> <p>Provide CPD for all staff</p> <p>Work with new teachers to provide support and exemplar work.</p>	Emma Peach	<p>Teachers fully aware of and share the high expectations of reading and writing.</p> <p>Schemes of work followed and each part of the process evidenced on EfL.</p> <p>CPD session in place</p>	<p>Implement September 2024</p> <p>Review November 2024</p>
<p><b>SDP3 - Planning and Assessment</b>  <b>3.3</b> Consistent and effective in the use of the Evidence for Learning (EfL) tool by all members of the class teams.</p>	<p>Lesson explorations Regular monitoring of pupils work on EfL</p> <p>Staff voice</p> <p>Pupil Voice</p>	Emma Peach	<p>We have a clear monitoring system in place through EfL (TAGS) that supports the teaching of reading and writing and ensures consistency across the school.</p> <p>Pupils voice to be used throughout the year.</p> <p>Leaders are able to identify areas for development and provide support for staff</p>	<p>Implemented September 2024</p> <p>Review November 2024</p>

			Feedback to all teachers after learning exploration.	
<b>SDP4 - Learning Environment</b> 4.1 Connections to be formed with other schools to enable sharing of good practice.	Connections to be formed with other schools and external agencies	Emma Peach	Links formed with Riverwalk School	Implemented September 2024 Review November 2024
<b>SDP2 - Curriculum/Teaching and Learning</b> 2.4 Curriculum subject leads plan and develop their curriculum area and celebrate this across the school.	To provide staff with bespoke CPD so that they can confidently deliver their schemes of work.  Staff to understand the skills being taught  Progression maps	Emma Peach	Teachers possess the skills, enjoy and be confident when delivering the schemes of work.	Implemented September 2024 Review November 2024

