

Reading - Decoding			
	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
Pre-Stage 1A	<ul style="list-style-type: none"> • Listens to and joins in favourite stories, rhymes and jingles. • Repeats words or phrases from familiar stories. • Shows awareness of rhyme and alliteration. • Fill in missing words in known rhyme, story or game. • Shows awareness of illustrations and print in books and print in the environment e.g. own name. • Recognises own name in writing. 	<p>ALL: Will listen to a story. Will repeat some keywords. Is aware of illustrations and print.</p> <p>MOST: Will respond to a story. Will copy phrases. Will engage with illustrations and recognise own name.</p> <p>SOME: Will express like/dislikes of a story. Will anticipate phrases. Enjoys illustrations and can recognise their name in the environment.</p>	<p>Large print in various sizes.</p> <p>Audio stories, rhymes and songs.</p> <p>Adapted books in print.</p> <p>Tactile books.</p> <p>Vocabulary rich environment.</p>
Pre-Stage 1B	<ul style="list-style-type: none"> • Knows that print carries meaning and that in English reads from left to right, top to bottom. • Holds a book the right way up and turn pages. • Look at books independently. • Suggests how a story might end. • Recognises familiar words and signs including name. 	<p>ALL: Will hold a book correctly and follow print from left to right and answer simple questions about the story with support.</p> <p>MOST: Will hold a book correctly and follow print from left to right and will talk about how the story ends.</p> <p>SOME: Will independently choose and access a book and recognise a growing number of familiar words and suggest how a story might end.</p>	<p>Large print in various sizes.</p> <p>Audio stories, rhymes and songs.</p> <p>Adapted books in print.</p> <p>Tactile books.</p> <p>Vocabulary rich environment.</p>
	<ul style="list-style-type: none"> • Recognise rhyme in spoken words. • Hears and says initial sounds in words. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses phonic knowledge to decode simple cvc words. 	<p>ALL: Associates sounds with pattern in rhymes. With support will say initial sounds and knows some letter sounds and is beginning to decode cvc words.</p> <p>MOST: Will repeat pattern rhyming pattern. Can hear and say initial sounds, knows some letter sounds and names and will decode simple cvc words.</p> <p>SOME: Will continue rhyming pattern. Can hear and say sounds in a word,</p>	<p>Large print in various sizes.</p> <p>Audio stories, rhymes and songs.</p> <p>Adapted books in print.</p> <p>Tactile books.</p> <p>Vocabulary rich environment.</p> <p>RWI ditty books.</p> <p>RWI ditty letters and rhymes.</p>

		knows letters and sounds of the alphabet and will decode cvc words.	
Pre Stage 1C	<ul style="list-style-type: none"> Continues a rhyming string. Finds rhyming families. Respond quickly to correct sound to graphemes, including alternative sounds for graphemes (20+ phonemes). Use phonic knowledge to decode regular words and read them aloud accurately. Read common irregular words. Begin to read words and simple sentences. 	<p>ALL: Understand how to continue a rhyming string and group words. Is beginning to respond to all graphemes and alternatives. With support will apply phonic knowledge to read words and sentences.</p> <p>MOST: With support will continue a rhyming string and group words. Is responding to all graphemes and alternatives. Will apply phonic knowledge to read words and sentences.</p> <p>SOME: Will continue a rhyming string and group words. Is responding to all graphemes and alternatives quickly. Will apply phonic knowledge to read words and sentences beyond those in the RWI book.</p>	<p>Large print in various sizes.</p> <p>Audio stories, rhymes and songs.</p> <p>Adapted books in print.</p> <p>Tactile books.</p> <p>Vocabulary rich environment.</p> <p>RWI ditty books.</p> <p>RWI ditty letters and rhymes.</p>
	<ul style="list-style-type: none"> Respond to what they hear in stories with relevant comments, questions or action. 	<p>ALL: With support will ask and answer simple questions about a story.</p> <p>MOST: Will ask and answer questions about a story.</p> <p>SOME: Will ask and answer questions about a story and can relate it to their own experiences.</p>	<p>Traditional stories, fiction stories, rhyming stories etc in large print or braille.</p> <p>Audio stories.</p>
Stage 1	<ul style="list-style-type: none"> Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPC (Grapheme Phoneme Correspondence) Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.) 	<p>ALL: Will apply phonic knowledge to decode cvc words. Will read 40 phonemes. Is beginning to read fluently, including common exception words, suffixes and contractions with support. Is beginning to read aloud.</p>	<p>Large print in various sizes.</p> <p>Adapted books in print.</p> <p>Tactile books.</p> <p>Vocabulary rich environment.</p> <p>RWI books.</p> <p>RWI rich environment.</p> <p>Free reading books.</p>

	<ul style="list-style-type: none"> • Read multi-syllabic words containing taught GPCs • Read contractions and understanding use of apostrophe e.g. We'll, Isn't • Read aloud phonically-decodable texts 	<p>MOST: Will apply phonic knowledge to decode cvc and cvcc words. Will read 40 phonemes and some digraphs. Is beginning to read fluently, including common exception words, suffixes and contraction. Is beginning to read aloud with confidence.</p> <p>SOME: Will apply phonic knowledge to decode cvc, cvcc and ccvc words. Will read 40+ phonemes. Will read fluently, including common exception words, suffixes and contractions. Is confidently reading aloud.</p>	
Stage 2	<ul style="list-style-type: none"> • Secure phonic decoding until reading is fluent • Read accurately by blending and segmenting, including alternative sounds for graphemes • Read multisyllabic words containing these graphemes • Read common suffixes • Read exception words, noting unusual correspondences • Read most words quickly & accurately without overt sounding and blending 	<p>ALL: Use phonic decoding to develop fluency. To be able to read accurately by blending and segmenting.</p> <p>MOST: Read fluently using phonic decoding. To read recognising alternate sounds for graphemes. Read multisyllabic words containing these graphemes. Read common suffixes</p> <p>SOME: To be able to read quickly and accurately without overt sounding and blending.</p>	<p>Enlarged / brailled flash cards Books printed with personalised font size Braille books Sloped desks Thick pens Magnetic letters Whiteboards Zoom text CCTV</p>
Stage 3	<ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes 'un', 'mis', 're', 'sub', 'super', 'auto', 'tele' and 'dis', both to read aloud and to understand the meaning of new words they meet 	<p>ALL: To know the meaning of a range of taught prefixes</p> <p>MOST: To use a range of taught prefixes to read aloud unknown words that are met.</p>	<p>Enlarged / brailled flash cards Books printed with personalised font size Braille books Sloped desks Thick pens Magnetic letters Whiteboards Zoom text</p>

		<p>SOME: To use a range of taught prefixes to understand the meaning of new words.</p>	<p>CCTV</p>
	<ul style="list-style-type: none"> Read 50% of Y3/4 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>ALL: Read 10% of Y3/4 further exception words and describe why they are tricky words.</p> <p>MOST: Read 25% of Y3/4 further exception words and describe why they are tricky words.</p> <p>SOME: Read 50% of Y3/4 further exception words and describe why they are tricky words.</p>	<p>Enlarged / brailled flash cards Books printed with personalised font size Braille books Sloped desks Thick pens Magnetic letters Whiteboards Zoom text CCTV</p>
<p>Stage 4</p>	<ul style="list-style-type: none"> Apply their growing knowledge of root words, suffixes, 'il', 'im', 'in', 'ir', 'ous' and prefixes 'anti' and 'inter', both to read aloud and to understand the meaning of new words they meet. 	<p>ALL: Identify the root words in all taught vocabulary to help them read and understand the meaning of new words.</p> <p>MOST: Identify the taught suffix (-ous) and prefixes (anti- and inter-) to help them read and understand the meaning of new words.</p> <p>SOME: Identify all taught suffixes and prefixes independently to help them reading and understanding the meaning.</p>	<p>Suffix word mat / word cards in enlarged print and braille Prefix word mats / word cards in enlarged print and braille Assorted words suitable for identifying root words in enlarged print / braille</p>
	<ul style="list-style-type: none"> Read all further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (<i>understand that some words are spelt differently from the way they sound</i>) 	<p>ALL: Read most further exception words independently.</p> <p>MOST: Read all further exception words independently.</p> <p>SOME: Read all further exception words independently, commenting on spelling and sound patterns.</p>	<p>Further exception words on PowerPoint, in enlarged print or braille</p>

<p>Stage 5</p>	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes as listed in English Spelling Appendix 1, both to read aloud and to understand the meaning of new words that they meet. 	<p>ALL: Use their knowledge of root words, prefixes and suffixes to read and understand most words listed in English Spelling Appendix 1, independently.</p> <p>MOST: Use their knowledge of root words, prefixes and suffixes to read and understand almost all words listed in English Spelling Appendix 1, independently.</p> <p>SOME: Use their knowledge of root words, prefixes and suffixes to read and understand all words listed in English Spelling Appendix 1, independently.</p>	<p>Suffix word mat / word cards in enlarged print and braille</p> <p>Prefix word mats / word cards in enlarged print and braille</p> <p>Assorted words suitable for identifying root words in enlarged print / braille</p>
	<ul style="list-style-type: none"> Read 50%, then 100%, of Y5/6 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>ALL: Read 50 % of Y5/6 further exception words.</p> <p>MOST: Read 100% of Y5/6 further exception words.</p> <p>SOME: Read 100% of Y5/6 further exception words and comment on the spelling and sound patterns.</p>	<p>Y5/6 further exception words on PowerPoint, in enlarged print or braille</p>

Reading - Comprehension			
	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
Pre-Stage 1A	<ul style="list-style-type: none"> Repeat words and phrases from familiar stories. Recite familiar rhymes and poems by heart. Joins in repeated refrains and phrases in rhymes and stories. Listens to stories with increasing attention and recall. 	<p>ALL: With support will repeat words, phrases and rhymes. Will listen to a story.</p> <p>MOST: Will repeat words, phrases and rhymes. Will listen to and engage with a story.</p> <p>SOME: Will repeat and recite words, phrases and rhymes. Will listen to, engage with and recall parts of a story.</p>	<p>Large print in various sizes.</p> <p>Audio stories, rhymes and songs.</p> <p>Adapted books in print.</p> <p>Tactile books.</p> <p>Vocabulary rich environment.</p>
Pre-Stage 1B	<ul style="list-style-type: none"> Listens to, joins in and talks about a range of poems, stories and non-fiction. Knows that information can be relayed in print. Makes links between familiar rhymes and stories and their own experiences. Recalls main events and characters from a story. Suggests how a story might end. Anticipates key events and phrases in rhymes and stories. 	<p>ALL: With support will listen to poems, stories, non-fiction and will talk about main characters and events.</p> <p>MOST: Is able to listen to poems, stories, non-fiction and will talk about main characters and events.</p> <p>SOME: Will listen to poems, stories, non-fiction and will talk about main characters and events and will be able to link them to their own experiences.</p>	<p>Large print in various sizes.</p> <p>Audio stories, rhymes and songs.</p> <p>Adapted books in print.</p> <p>Tactile books.</p> <p>Vocabulary rich environment.</p>
Pre Stage 1C	<ul style="list-style-type: none"> Reads and understands simple sentences. Demonstrates an understanding when talking to others about what has been read. Describes main story, setting, principal events and characters. Know that information can be retrieved from books and computers. Can retell familiar stories in sequence. Role plays a familiar story in play 	<p>ALL: With support and prompts will read and understand simple sentences, will describe a story and key events. With support will retell a familiar story in sequence and will role-play a character.</p> <p>MOST: With verbal support will read and understand simple sentences, will describe a story and key events. With verbal support will retell a familiar story in sequence and will role-play a character.</p>	<p>Large print in various sizes.</p> <p>Audio stories, rhymes and songs.</p> <p>Adapted books in print.</p> <p>Tactile books.</p> <p>Vocabulary rich environment.</p>

	<ul style="list-style-type: none"> • Extends vocabulary by grouping and naming e.g. colours, animals etc. • Explores the meaning of new words. 	<p>SOME: Will read and understand simple sentences, will describe a story and key events. Will retell a familiar story in sequence and will role-play a character alongside others.</p>	
<p>Stage 1</p>	<ul style="list-style-type: none"> • Answers how and why questions in response to stories and poems. • Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which they can read independently • Links what they have read or heard read to them to their own experiences. • Checks that the text makes sense to them as they read and corrects inaccurate reading • Discusses the significance of the title and events. • Distinguishes between fact and fiction 	<p>ALL: With support and prompts will answer how and why questions and will listen to a range of poems and will begin to link them to their own experiences. Is aware of fact and fiction.</p> <p>MOST: With verbal support will answer how and why questions and will listen to a range of poems and will begin to link them to their own experiences.</p> <p>SOME: Will answer how and why questions and will listen to a range of poems and will begin to link them to their own experiences.</p>	<p>Large print in various sizes. Audio stories, rhymes and songs. Adapted books in print. Tactile books. Vocabulary rich environment.</p>
	<ul style="list-style-type: none"> • Discusses word meanings, linking new meanings to those already known. 	<p>ALL: With support will talk about new words and what they mean.</p> <p>MOST: Will talk about new words and explain their meaning.</p> <p>SOME: Will suggest and share new words and explore what they mean.</p>	<p>Large print in various sizes. Audio stories, rhymes and songs. Adapted books in print. Tactile books. Vocabulary rich environment. Alexa.</p>
<p>Stage 2</p>	<ul style="list-style-type: none"> • Discusses the sequence of events in books and how items of information are related. • Draws on what they already know or on background information and vocabulary provided by the teacher. • Makes inferences from a text on the basis of what is being said and done. 	<p>ALL: To discuss the sequence of events in books and predict what might happen next. To understand the structure of a non-fiction text. Listen to a range of genre at a level beyond which they can read independently.</p>	<p>Audio stories/poems/non-fiction Books printed with personalised font size Braille books Zoom text CCTV</p>

	<ul style="list-style-type: none"> • Listens to, discusses and expresses views about a wide range of contemporary and classic poems, stories and non-fiction at a level beyond which they can read independently • Continue to build up a repertoire of poems learnt by heart and reciting some with appropriate intonation to make the meaning clear. • Predicts what might happen on the basis of what has been read so far. • Be introduced to non-fiction books which are structured in different ways and be able to locate contents page, title etc. 	<p>MOST: Discuss the sequence of events in a book and how information is related. Discuss a range of genre at a level beyond which they can read independently.</p> <p>SOME: Make inferences on the basis of what is said and done. Express views on a range of genre at a level beyond which they can read independently.</p>	
	<ul style="list-style-type: none"> • Discusses and clarifies the meanings of words, linking new meanings to known vocabulary. 	<p>ALL: Be able to make links between known words and new vocabulary.</p> <p>MOST: Discuss links between known words and new vocabulary.</p> <p>SOME: Discuss and clarify links between known words and new vocabulary.</p>	<p>Audio stories/poems/non-fiction Books printed with personalised font size Braille books Zoom text CCTV</p>
<p>Stage 3</p>	<ul style="list-style-type: none"> • Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books. • Checks that the text makes sense to them, discussing their understanding. • Asks questions to improve their understanding of a text • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions with verbal reference to the text. 	<p>ALL: Listen to and discuss a wide range of genre. Prepare poems and plays to read aloud and perform.</p> <p>MOST: Check that a text makes sense by discussing understanding and asking questions. Retrieve information from non-fiction.</p> <p>SOME: Draw inferences of characters from their actions. Read aloud poems</p>	<p>Audio stories/poems/non-fiction Books printed with personalised font size Braille books Zoom text CCTV</p>

	<ul style="list-style-type: none"> • Prepares poems and play scripts to read aloud and to perform, showing understanding through volume and action. • Retrieves information from non-fiction. 	and plays showing understanding of volume and action.	
	<ul style="list-style-type: none"> • Uses dictionaries to check the meaning of unfamiliar words. • Discusses words and phrases that capture the reader's interest and imagination. • Identifies how language and presentation contribute to meaning. 	<p>ALL: To understand how a dictionary is structured.</p> <p>MOST: To use a dictionary to check the meaning of unfamiliar words. Discuss words and phrases that capture the reader's interest.</p> <p>SOME: Identify how language and presentation contribute to meaning.</p>	<p>Adapted dictionaries – enlarged / brailled</p> <p>Audio stories/poems/non-fiction</p> <p>Books printed with personalised font size</p> <p>Braille books</p> <p>Zoom text</p> <p>CCTV</p>
	<ul style="list-style-type: none"> • Identifies themes and conventions from a wide range of books e.g. the triumph of good over evil. • Identifies main ideas drawn from more than one paragraph and summarises these. 	<p>ALL: To identify the main idea from a paragraph.</p> <p>MOST: To identify and summarise the main ideas from more than one paragraph.</p> <p>SOME: To identify themes and conventions from a wide range of books.</p>	<p>Audio stories/poems/non-fiction</p> <p>Books printed with personalised font size</p> <p>Braille books</p> <p>Zoom text</p> <p>CCTV</p>
Stage 4	<ul style="list-style-type: none"> • Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Summarises the main ideas drawn from more than one paragraphs, identifying key details that support the main idea. • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences verbally making reference to the text. 	<p>ALL: Check their understanding independently, summarise a short text, infer a character's feelings and thoughts, make plausible predictions.</p> <p>MOST: Identify key details and use them to support the main idea in their summary, justify their inferences using references from the text.</p> <p>SOME: Make inferences about a character's motives from their actions, use the text to make accurate</p>	<p>Hot seating headbands</p> <p>Question stems (Who? What? Where? Which? How? Why?) on lollipop sticks (enlarged print and sticky braille)</p>

	<ul style="list-style-type: none"> • Empathise with different characters' points of views in order to explain what characters are thinking/feeling and the way they act. • Predict what might happen from details implied. 	<p>predictions, empathise with character's points of view to explain their actions.</p>	
	<ul style="list-style-type: none"> • Uses dictionaries to check the meaning of unfamiliar words and uses these in context. • Retrieve and record information from non-fiction, summarising in their own words. 	<p>ALL: Use a dictionary with verbal support, retrieve information from a non-fiction text with some adult support MOST: Use a dictionary independently; retrieve information from a non-fiction text independently. SOME: Record information from a non-fiction text and write a summary.</p>	<p>Dictionaries in enlarged print and braille Siri (iPad) or Alexa to use as dictionary</p>
<p>Stage 5</p>	<ul style="list-style-type: none"> • Asks questions to improve their understanding across a wide range of texts. • Summarises the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. • Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context and using the same vocabulary in a new context when writing. • Draws inferences such as inferring characters' motives from their actions, feelings and thoughts and justifies inferences with evidence from the text. • Summarises the main ideas drawn from multiple paragraphs, identifying key details to support the main ideas. • Explores texts to support and justify predictions and opinions. • Identifies and discusses themes and conventions in and across a wide range of 	<p>ALL: Ask questions for clarification, write a summary of their reading, check their understanding, draw inferences about a character's thoughts, feelings and motives with verbal support, use the text to support their predictions with some verbal support. MOST: Use new vocabulary in their writing in pieces with the same context, draw inferences about a character's thoughts, feelings and motives, draw inferences about a character's thoughts, feelings and motives independently, use the text to support their predictions, explain and discuss their understanding of what they have read. SOME: Use new vocabulary in their writing in other contexts, draw inferences about a character's thoughts, feelings and motives and justifies these with evidence from the text, use the text to support and justify their predictions and</p>	<p>Hot seating headbands Question stems (Who? What? Where? Which? How? Why?) on lollipop sticks (enlarged print and sticky braille)</p>

	<p>writing e.g. consider different accounts of the same event and discuss viewpoints.</p> <ul style="list-style-type: none"> • Explains and discusses their understanding of what they have read, including though formal presentations and debates, maintaining a focus on the topic and using notes where necessary. 	<p>opinions, identify and discuss themes and conventions in and across a wide range of writing, explain and discuss their understanding of what they have read, including though formal presentations and debates.</p>	
	<ul style="list-style-type: none"> • Discusses how authors use language, including figurative language, considering the impact on the reader. • Begin to distinguish between statements of fact and opinion • Retrieve and record information from non-fiction in a variety of ways. • Uses dictionaries and thesauruses to extend their use of vocabulary when writing about texts 	<p>ALL: discuss how the author uses language with verbal support, begin to distinguish facts and opinions, use a dictionary independently MOST: independently discuss how the author uses language and the impact on the reader, use a thesaurus with verbal support SOME: record information from non-fiction texts in a variety of ways, use dictionaries and thesauruses independently</p>	<p>Dictionaries in enlarged print and braille Thesaurus' in enlarged print and braille Siri (iPad) or Alexa to use as dictionary or thesaurus</p>

Writing – Handwriting, Sentence construction and punctuation

	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
Pre-Stage 1A	<ul style="list-style-type: none"> • Can run, climb, balance, throw, push, pull, swing their arms etc. • Uses a range of objects to grasp, squeeze, pat and poke. • Shows good finger strength. • Handles equipment and tools effectively, including pencils for writing. • Makes marks on a variety of surfaces using fingers or tools e.g. in sand, on paper, in yoghurt, in shaving foam etc. • Can make circle and line shapes. 	<p>ALL: With support will perform movements, manipulate objects, use tools and fingers to mark make.</p> <p>MOST: Will perform movements, manipulate objects, use tools and fingers to mark make.</p> <p>SOME: Will perform a sequence of movements independently, will begin to assign meaning to the marks they make.</p>	<p>PE mats and equipment e.g. balls, bean bags.</p> <p>Play doh, pegs, pom-poms, soft balls, sand, shaving foam, yoghurt.</p> <p>Fantastic fingers resources.</p> <p>Paper, jumbo crayons, thick pens, scented pens, fine pens, crayons.</p>
Pre-Stage 1B	<ul style="list-style-type: none"> • Distinguishes between the different marks they make. • Gives meaning to marks they draw or paint. 	<p>ALL: With adult support will hold a pen to produce meaningful marks and tell an adult what they have written. Will attempt to write</p>	<p>Paper, jumbo crayons, thick pens, scented pens, fine pens, crayons.</p> <p>RWI rhymes and letter formation sheets.</p> <p>Name sheets</p>

	<ul style="list-style-type: none"> • Groups marks / letters together in word like clusters. • Begins to use some legible letter shapes within mark making. • Holds pencil or pen in tripod grip. • Tells an adult what their 'writing' says. • Attempts to produce letters from their own name. • Remembers rhymes for letter formation from Read, Write Inc. • Writes a range of upper and lower case letters. 	<p>some letters from their name and will begin to use RWI letter rhymes.</p> <p>MOST: With verbal support will hold a pen to produce meaningful marks and tell an adult what they have written. Will attempt to write some letters from their name and will begin to use RWI letter rhymes.</p> <p>SOME: Will hold a pen to produce meaningful marks and tell an adult what they have written. Will attempt to write some letters from their name and will begin to use RWI letter rhymes.</p>	
<p>Pre Stage 1C</p>	<ul style="list-style-type: none"> • Writes lines of word-like clusters and will sometimes put a full-stop at the end of the line. • Sometimes starts writing with a capital letter. • Uses some clearly identifiable letters to communicate meaning. • Starts to form lower case letters in the correct direction, • Can write their own name. • Can write labels and captions. • Attempts to write short phrases or sentences in meaningful contexts. • Puts finger space between groups of letters. 	<p>ALL: With adult support will begin to group sounds into words, use a full stop, sometimes use a capital letter, form lower case letters correctly, will use finger spaces and attempt to write their own name.</p> <p>MOST: With verbal support will begin to group sounds into words, use a full stop, sometimes use a capital letter, form lower case letters correctly, will use finger spaces and attempt to write their own name.</p> <p>SOME: Will begin to group sounds into words, use a full stop, sometimes use a capital letter, form lower case letters correctly,</p>	<p>Paper, jumbo crayons, thick pens, scented pens, fine pens, crayons. RWI rhymes and letter formation sheets. Name sheets Finger space buddy</p>

		will use finger spaces and attempt to write their own name.	
Stage 1	<ul style="list-style-type: none"> Writes words that are phonetically plausible. Writes some irregular common words. Writes simple sentences that can be read by themselves and others. Says, and holds in memory whilst writing, simple sentences which make sense. Punctuates simple sentences with capital letters and full stops Uses simple connectives to link ideas e.g. and, then. Forms 50% lower case letters in the correct direction, starting and finishing in the right place and with clear ascenders and descenders. Writes 0-9 correctly. Forms some capital letters correctly. 	<p>ALL: With support will write words and simple sentences, sometimes using punctuation and connectives. With support will form 50% of lower case letters, some capital letters and numerals to 9 correctly.</p> <p>MOST: With verbal support will write words and simple sentences, sometimes using punctuation and connectives. With support will form 50% of lower case letters, some capital letters and numerals to 9 correctly.</p> <p>SOME: With verbal support will write words and simple sentences, sometimes using punctuation and connectives. With support will form 50% of lower case letters, some capital letters and numerals to 9 correctly.</p>	<p>RWI rhymes and letter formation sheets. Finger space buddy Extra wide lined paper</p>
Stage 2	<ul style="list-style-type: none"> Forms all lower case letters in the correct direction, starting and finishing in the right place and with clear ascenders and descenders. Says, writes and punctuates simple and compound sentences Forms all capital letters correctly. Uses full stops, capital letters, question marks, exclamation marks correctly. Uses commas to separate items in a list. 	<p>ALL: Forms all lower case letters correctly. Say, write and punctuate simple sentences. Uses full stops, capital letters and question marks correctly.</p> <p>MOST: Forms all capital letters correctly. Say, write and punctuate compound sentences using exclamation marks and commas in</p>	<p>Sloped desk Bold pen Wide/bold lined paper Tactile letter formation cards Enlarged letter formation cards Tactile / sensory letter formation</p> <p>Talk tins to record sentences</p>

	<ul style="list-style-type: none"> • Uses time connectives to start sentences in different ways e.g. Later, next, after, before, In the morning etc. • Uses pronouns. • Begins to use subordinate clauses e.g. When we had finished our work, we went out to play, I put my coat on because it was raining. • Is consistent in the use of past tense and present tense. • Uses apostrophe to replace the letter omitted in a two-word contraction e.g. can't. 	<p>a list correctly. Uses past and present tense consistently.</p> <p>SOME: Write sentences using subordinate clauses. Uses apostrophes for contractions.</p>	
<p>Stage 3</p>	<ul style="list-style-type: none"> • Uses a wider range of connectives when creating compound sentences. • Begins to create complex sentences using connectives to show time and reason, and detail to add interest and variety. • Uses speech marks correctly to demarcate direct speech. • Continues to use full stops, capital letters, question marks and exclamation marks consistently. • Uses first person and third person consistently. • Uses possessive apostrophe for singular noun e.g. Megan's. • Uses commas after fronted adverbials e.g. After the rain stopped, Sophie went outside to play. 	<p>ALL: Continue to use full stops, capital letters, question marks and exclamation marks correctly. Uses some connectives to create compound sentences.</p> <p>MOST: Uses speech marks to demarcate direct speech. Uses possessive apostrophe for singular nouns. Uses a wide range of connectives to create compound sentences. Uses first person and third person consistently.</p> <p>SOME: Uses commas after fronted adverbials. Begins to create complex sentences using connectives to show time and</p>	<p>Sloped desk Bold pen Wide/bold lined paper</p> <p>Talk tins to record sentences</p>

		reason, and detail to add interest and variety.	
Stage 4	<ul style="list-style-type: none"> • Continues to extend the range of connectives to show time, reason, opinion or place. • Creates complex sentences with adverb starters • Creates complex sentences by using relative clauses • Uses commas to mark clauses in complex sentences. • Uses consistent verb/noun/pronoun agreement. • Uses apostrophes for plural possession • Continues to use full stops, capital letters, commas in a list and, question marks, exclamation marks and speech marks accurately. • Uses apostrophe appropriately when a word ends in s e.g. <i>James' cat</i>. 	<p>ALL: With verbal support: use a variety of connectives, create complex sentences beginning with adverbs, create complex sentences with relative clauses, use apostrophes for plural possession. Use commas to mark clauses in complex sentences, use consistent verb/noun/pronoun agreement, continue to use full stops, capital letters, commas in a list and, question marks.</p> <p>MOST: Independently: use a variety of connectives, create complex sentences beginning with adverbs, create complex sentences with relative clauses, use exclamation marks accurately. Use speech marks with verbal support</p> <p>SOME: Use speech marks accurately, use apostrophe appropriately when a word ends in s.</p>	<p>Equipment for handwriting: pen, slope, CCTV etc</p> <p>Word mat / word cards for vocabulary in print or braille</p>
Stage 5	<ul style="list-style-type: none"> • Creates and punctuates complex sentences using 'ed' openers e.g. <i>Surprised by the bang, Nadim fell to the floor.</i> • Creates and punctuates complex sentences using 'ing' openers e.g. <i>Listening carefully, we write down our answers.</i> 	<p>ALL: Create complex sentences using 'ed' and 'ing' openers, create complex sentences using simile openers with verbal support, use a colon to introduce a list</p> <p>MOST: Create and punctuate complex sentences using 'ed', 'ing' and simile openers with verbal support. Use subordination at the</p>	<p>Equipment for handwriting: pen, slope, CCTV etc</p> <p>Word mat / word cards for vocabulary in print or braille</p>

	<ul style="list-style-type: none"> • Creates and punctuates complex sentences using simile starters e.g. <i>Like a mouse, he crept into the room.</i> • Uses subordination at the beginning and within sentences. • Uses accurate speech punctuation and layout. • Uses ellipsis to good effect e.g. <i>Suddenly...</i> • Uses brackets within sentences to group and order associated information. • Uses a comma before and after direct speech. • Uses a colon to introduce a list. • Combines direct and reported speech. 	<p>beginning and within sentences, with verbal support. Use a comma before and after direct speech with verbal support</p> <p>SOME: Create and punctuate complex sentences using 'ed', 'ing' and simile openers independently, use a comma before and after direct speech, use subordination at the beginning and within sentences independently. Use ellipsis to good effect, use brackets within sentences to group and order associated information. Combines direct and reported speech.</p>	
<p>Stage 6</p>	<ul style="list-style-type: none"> • Creates and punctuates complex sentences beginning with conjunctions • Creates and punctuates complex sentences using conditionals e.g. <i>The parade will start as soon as the mayor arrive, We will go inside because it is raining.</i> • Uses varied sentence structure for purpose and effect. • Uses the full range of punctuation appropriately including hyphen, colon, semicolon, brackets, ellipsis, bullet points. 	<p>ALL: With verbal support, create and punctuate complex sentences beginning with conjunctions and complex sentences using conditionals. Uses varied sentence structure for purpose and effect. Beginning to use the full range of punctuation appropriately.</p> <p>MOST: Independently creates complex sentences with conjunctions and complex sentences using conditionals. Punctuates the aforementioned with some verbal support. Mostly uses the full range of punctuation appropriately.</p> <p>SOME: Create and punctuate complex sentences beginning with</p>	<p>Word mats / word cards for conjunctions</p> <p>Word mats / word cards for conditionals (modal verbs)</p> <p>Word mats for punctuation with examples in enlarged print and braille</p>

conjunctions and complex sentences using conditionals. Use the full range of punctuation appropriately almost always.

Writing – Composition, effect and organisation

	What knowledge, understanding and skills will we gain?	What impact will our learning have?	What do the adaptations/resources look like for VI/additional needs?
Pre-Stage 1A	<ul style="list-style-type: none"> Listens to and joins in favourite stories, rhymes and jingles. Repeats words or phrases from familiar stories. Makes marks on a variety of surfaces using fingers or tools e.g. in sand, on paper, in yoghurt, in shaving foam etc. 	<p>ALL: With support will listen to and join in with favourite stories, rhymes and jingles. With support will mark make on a variety of surfaces.</p> <p>MOST: Will listen to and join in with favourite stories, rhymes and jingles. With support will mark make on a variety of surfaces.</p> <p>SOME: Will request favourite stories, rhymes and jingles. Will begin to assign meaning to marks that they make.</p>	<p>Play doh, pegs, pom-poms, soft balls, sand, shaving foam, yoghurt.</p> <p>Paper, jumbo crayons, thick pens, scented pens, fine pens, crayons.</p> <p>Large print in various sizes.</p> <p>Audio stories, rhymes and songs.</p> <p>Adapted books in print.</p> <p>Tactile books.</p> <p>Vocabulary rich environment.</p>
Pre-Stage 1B	<ul style="list-style-type: none"> Talk about stories known. Talk about what the characters are doing. Talks about and gives meaning to different marks made. 	<p>ALL: Will attempt to talk about known stories, characters and what happened. Will begin to give meaning to marks that they have made.</p> <p>MOST: With support will talk about known stories, characters and what happened. With support will give meaning to marks that they have made.</p> <p>SOME: Will talk about known stories, characters and what happened. Will give meaning to marks that they have made.</p>	<p>Paper, jumbo crayons, thick pens, scented pens, fine pens, crayons.</p> <p>Large print in various sizes.</p> <p>Audio stories, rhymes and songs.</p> <p>Adapted books in print.</p> <p>Tactile books.</p> <p>Vocabulary rich environment.</p>
Pre Stage 1C	<ul style="list-style-type: none"> Uses pictures and words to describe events in a story. Writes top to bottom and left to right 	<p>ALL: With support will use pictures and words to describe a story, write across and down a page,</p>	<p>Enlarged and raised pictures.</p> <p>Finger space buddy</p> <p>Extra wide lined paper</p>

	<ul style="list-style-type: none"> • Puts key events in a story in order. • Makes and shares a simple sentence e.g. I went to the park. 	<p>using simple sentences and will attempt to put key events in order.</p> <p>MOST: With verbal support will use pictures and words to describe a story, write across and down a page, using simple sentences and will put key events in order.</p> <p>SOME: Will use pictures and words to retell a story and will talk about and write sentences,</p>	<p>Paper, jumbo crayons, thick pens, scented pens, fine pens, crayons.</p>
<p>Stage 1</p>	<ul style="list-style-type: none"> • Independently chooses what to 'write about', plan and follows it through • Begins to sequence ideas/events in order. • Uses simple connectives to link ideas. • Use formulaic phrases to open and close texts • Use familiar plots for structuring the opening, middle and end of their stories • Conveys information and ideas in simple non narrative forms e.g. a list, captions etc. • Uses appropriate, interesting and descriptive vocabulary. • Orally plan and rehearse ideas. 	<p>ALL: Will begin to talk about and plan what to write using events in order, ideas, phrases and extended vocabulary.</p> <p>MOST: With support will talk about and plan what to write using events in order, ideas, phrases and extended vocabulary.</p> <p>SOME: Will talk about and plan what to write using events in order, ideas, phrases and extended vocabulary.</p>	<p>Enlarged and raised pictures. Finger space buddy Extra wide lined paper Paper, jumbo crayons, thick pens, scented pens, fine pens, crayons.</p>

<p>Stage 2</p>	<ul style="list-style-type: none"> • Begins to use key features of narrative e.g. beginning, middle, end, plot, setting. • Plans what to write about Sequence ideas/events in an appropriate order • Writes in a range of texts forms using appropriate text features e.g. poems • Varies word choices for adjectives and nouns e.g. gigantic egg, ferocious tyrannosaurus • Uses a variety of technical vocabulary in non-fiction. • Adds details to sentences to describe settings and characters • Shows interaction between characters through dialogue • Uses connectives appropriate to the text type to show time and sequence. • Uses layout features to organise information e.g. contents, bullet points etc. 	<p>ALL: Can write narrative with a beginning, middle and end. Writes in a range of text forms using appropriate features.</p> <p>MOST: Can vary word choice for adjectives. Uses a range of technical vocabulary in non-fiction. Adds detail to sentences to develop plot, setting and characters in narrative. Is able to plan what to write about. Able to use layout features to organise information.</p> <p>SOME: Shows interaction between characters using dialogue. Uses connectives appropriate to the text type to show time and sequence.</p>	<p>Sloped desk Bold pen Wide/bold lined paper</p> <p>Planning proformas</p> <p>Adjectives and nouns word mats Simplified/ enlarged/ brailled thesaurus</p> <p>Talk tins to record sentences</p>
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<p>Stage 3</p>	<ul style="list-style-type: none"> • Groups ideas together in sections and paragraphs • Decides on purpose and audience for writing. • Plans/maps out ideas for writing and orally rehearse • Uses precise word and language choices appropriate to the style and purpose of the text e.g. adjectives, verbs, nouns for effect or clarity. • Plans and writes using a range of structures in narrative and non-narrative • Varies story openings and endings • Writes in paragraphs in narrative and non-narrative • Identifies and discusses the purpose, audience, language and structures for writing • Uses features for a range of text types. 	<p>ALL: Recognises the purpose of paragraphs. Plans out ideas for writing and orally rehearses.</p> <p>MOST: Groups together ideas in paragraphs. Plans and writes using a range of structures. Can vary story openings and endings.</p> <p>SOME: Uses appropriate and precise word and language choices. Writes in paragraphs. Identifies purpose and audience of writing.</p>	<p>Sloped desk Bold pen Wide/bold lined paper</p> <p>Planning proformas</p> <p>Adjectives and nouns word mats Simplified/ enlarged/ brailled thesaurus</p> <p>Talk tins to record sentences</p>
<p>Stage 4</p>	<ul style="list-style-type: none"> • Decides on the purpose, audience, language and structures for writing. • Plans/ maps out ideas for writing, orally rehearse and edit at the point of writing. • Develops settings and characterization, using vocabulary to create emphasis, humour, atmosphere, suspense. • Uses a range of technical vocabulary as appropriate to text type. 	<p>ALL: Decide on the purpose, audience, language and structures for writing, plan/ map out ideas for writing, orally rehearse and edit at the point of writing. Use a range of technical vocabulary as appropriate to text type.</p> <p>MOST: With support, links are made between paragraphs. Use language, structural and layout features of a broadening range of text types encountered in reading. Demonstrate clear awareness of the reader. With support, develop settings and characterization, using vocabulary to create emphasis, humour, atmosphere, suspense.</p>	<p>Story map templates (enlarged print, Zychem paper with braille labels) Recording aids, for example Talking Tins Feely box with tactile items to describe Vocabulary word cards / word mats in enlarged print or braille Recording method: computer, BrailleNote, Perkins brailler, recording aid etc</p>

	<ul style="list-style-type: none"> • Demonstrates clear awareness of the reader. • Experiments with style and content. • Write formally when appropriate. 	<p>SOME: Experiment with style and content, write formally when appropriate. Independently, develop settings and characterization, using vocabulary to create emphasis, humour, atmosphere, suspense.</p>	
	<ul style="list-style-type: none"> • Writes pieces of increasing length and sustained structures. • Links are made between paragraphs. • Use language, structural and layout features of a broadening range of text types encountered in reading. 	<p>ALL: Write pieces of increasing length and sustained structures. MOST: Use language, structural and layout features of a broadening range of text types encountered in reading. SOME: Links are made between paragraphs.</p>	
<p>Stage 5</p>	<ul style="list-style-type: none"> • Edits and improves writing. • Uses features of text types with increasing confidence • Develops character through action, dialogue and description • Uses adventurous vocabulary to describe setting, mood and character; engages reader's interest; introduces opinion or persuasion. • Uses emotive language to manipulate the reader. • Uses rational language to suggest authority and credibility. • Character and viewpoint are maintained consistently. • Uses a selection of planning tools to organise ideas for writing. • Organises narrative with opening, buildup, problem, resolution and ending. • Uses paragraphs to organise 	<p>ALL: Edit and improve writing, use features of text types with increasing confidence, develop character through action and description, uses adventurous vocabulary to describe setting, mood and character; engages reader's interest. Use a selection of planning tools to organise ideas for writing. With support, organise narrative with opening, build up, problem, resolution and ending. Use paragraphs to organise information and key ideas. MOST: Develop character through action, dialogue and description, uses adventurous vocabulary to describe setting, mood and character; engages reader's interest; introduces opinion or persuasion. Character and viewpoint are maintained consistently. Organise narrative with opening, build up, problem, resolution and ending. With support, achieve coherence through paragraphs, nouns and pronouns – who or what is being referred to. SOME: Use emotive language to manipulate the reader, use rational language to suggest authority</p>	<p>Variety of texts from different genres suitable in print / audio / braille Recording aids, for example Talking Tins Feely box with tactile items to describe Vocabulary word cards / word mats in enlarged print or braille Recording method: computer, BrailleNote, Perkins brailier, recording aid etc</p>

	<p>information and key ideas.</p> <ul style="list-style-type: none"> • Maintains cohesion through connections and links • Achieve coherence through paragraphs, nouns and pronouns – who or what is being referred to. 	<p>and credibility. Maintain cohesion through connections and links. Achieve coherence through paragraphs, nouns and pronouns – who or what is being referred to.</p>	
<p>Stage 6</p>	<ul style="list-style-type: none"> • Makes conscious choices about techniques to engage the reader, including appropriate tone and style. • Main features of text types are apparent. • Maintains balance and viewpoint; sustains and develops ideas; varies pace. • Selects vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. • Uses description, action and dialogue to show characterization. • Uses active and passive voice to achieve intended effects. • Breaks conventions to achieve effects – e.g. repeated use of ‘and’ to convey tedium. Non-standard English dialogue to convey character. • Chooses appropriate text-form and type for all writing across the curriculum. • Blend action, dialogue and description in narrative. • Organises information logically to achieve coherence. 	<p>Please see Secondary Curriculum</p>	

	<ul style="list-style-type: none">• Balance coverage of a topic in non-fiction texts.• Deviates narrative from linear or chronological sequence – flashbacks/simultaneous actions.• Controls writing process from stimulus to outcome.• Choose or create publishing format to enhance text-type and engage readers – written and ICT.		
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