

[illegible]

Communication and Interaction Knowledge	B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn' and Narrative-repetitive stories: 'That That's not my Hedgehog'. I know how to demonstrate that I want more of a story. I can show anticipation when listening to a sensory story or a traditional tale. I know what 'no' means. 12-24m I know simple instructions can be accompanied by gestures/ signing. I know how to make a choice from 2 options during a sensory story. I know familiar people and objects when they occur in sensory story or a narrative. I know signs/ gestures/ words are used to communicate. I know words/ signs go together in response to sensory story or a narrative. 24- 36m I know about the immediate events that are happening in 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I know what I have just seen/ done with support. I have clear preferences that I can communicate about the Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I know how to turn take during the Sensory Stories.	B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: 'Zoom to the Moon', 'That's not my Robot' and nursery rhymes: 'Twinkle Twinkle Little Star', 'Zoom to the Moon'. I know how to demonstrate that I want more of an activity. I can show anticipation when listening to a sensory story or a nursery rhyme. I know what 'no' means. 12-24m I know simple instructions can be accompanied by gestures/ signing. I know how to make a choice from 2 options during a sensory story. I know familiar people and objects that occur in 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes. I know signs/ gestures/ words are used to communicate. I know words/ signs go together in response to sensory story or a nursery rhyme. 24- 36m I know about the immediate events that are happening in 'Zoom to the Moon!', 'That's not my Robot'. I know what I have just seen/ done with support during Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot'. I have clear preferences that I can communicate in relation to Sensory Stories: 'Zoom to the	B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: 'Gruffalo' and Narrative-traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I know how to demonstrate that I want more of a sensory experience from 'Gruffalo'. I can show anticipation when listening to a sensory story or narrative-traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I know what 'no' means. 12-24m I know simple instructions can be accompanied by gestures/ signing. I know how to make a choice from 2 options during Sensory Stories: 'Gruffalo' and narrative-traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I know familiar people and objects when they occur in the stories 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I know signs/ gestures/ words are used to communicate. I know words/ signs go together in response to sensory story or a rhyming string. 24- 36m I know about the immediate events that are happening in Sensory Stories: 'Gruffalo' and narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I know what I have just seen/ done with support in	B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' Poetry: 'That's Not My Lamb!' Non-Fiction: 'That's Not My Chick!'. I know how to demonstrate that I want more of a sensory experience during Sensory Stories: 'We are going on an egg hunt'. 'That's not my lamb!', 'That's not my chick!' I can show anticipation when listening to a sensory story, poem or non-fiction book. I know what 'no' means. 12-24m I know simple instructions can be accompanied by gestures/ signing. I know how to make a choice from 2 options during Sensory Stories: 'We are going on an egg hunt'. 'That's not my lamb!', 'That's not my chick!' I know signs/ gestures/ words are used to communicate. I know words/ signs go together. 24- 36m I know about the immediate events that are happening in Sensory Stories: 'That's Not My Bee!' I know what I have just seen/ done with support. I have clear preferences that I can communicate. I know how to turn take during Sensory Stories: 'That's Not My Bee!' I can look to others for a response during Sensory Stories: 'That's Not My Bee!' I know what a question is. 36-48m I know gestures/ or words can be used to and to object to an activity during	B- 11m I know my name. I know there are different tones of voice, and they have different meanings. I know how to demonstrate that I want more of an activity through Sensory Stories: 'Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson'. I can show anticipation when listening to a Sensory Stories: 'Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson or Non-Fiction: Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children 12-24m I know simple instructions can be accompanied by gestures/ signing. I know how to make a choice from 2 options through Sensory Stories: 'Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson'. I know familiar people and objects from: 'Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson', 'Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab'. Peppa Pig Full Episodes Rock Pools Cartoons for Children	B- 11m I know my name. I know there are different tones of voice, and they have different meanings. I know how to demonstrate that I want more of an activity through Sensory Stories: 'Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson'. I can show anticipation when listening to a Sensory Stories: 'Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson or Non-Fiction: Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab'. Peppa Pig Full Episodes Rock Pools Cartoons for Children 12-24m I know simple instructions can be accompanied by gestures/ signing. I know how to make a choice from 2 options through Sensory Stories: 'Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson'. I know familiar people and objects from: 'Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson', 'Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab'. Peppa Pig Full Episodes Rock Pools Cartoons for Children
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	I can look to others for a response. I know what a question is. 36-48m I know gestures/ or words can be used to object to an part of the Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn' I know simple words to describe things during Narrative- repetitive stories: 'That That's not my Hedgehog'. I know how to respond to 2 key words about Narrative- repetitive stories: 'That That's not my Hedgehog'. I can understand same and different. Step 1 I know the names of common objects found in Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn' and Narrative- repetitive stories: 'That That's not my Hedgehog'. I know 'what' 'where' and 'who' are question words about 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I know when a story teller changes in 'Stick Man', 'That's not my Hedgehog' and 'Autumn'.	Moon!, 'That's not my Robot'. I know how to turn take during a sensory story. I can look to others for a response. I know what a question is. 36-48m I know gestures/ or words can be used to object to an activity during Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot'. I know simple words to describe things in Sensory Stories 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes: 'Twinkle Twinkle Little Star', 'That's Not My Robot' I know how to respond to 2 key words about 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes . I can understand same and different. Step 1 I know the names of common objects found in 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes. I know 'what' 'where' and 'who' are question words about 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes. I know when a story teller changes the stories 'Zoom to the Moon!', 'That's not my Robot'.	response to Sensory Stories: 'Gruffalo' and narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I have clear preferences that I can communicate. I know how to turn take during Sensory Stories: 'Gruffalo'. I can look to others for a response. I know what a question is. 36-48m I know gestures/ or words can be used to object to an activity during Sensory Stories: 'Gruffalo'. I know simple words to describe things that occur in Sensory Stories: 'Gruffalo' and narrative-traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I know how to respond to 2 key words about Sensory Stories: 'Gruffalo' and narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I can understand same and different. Step 1 I know the names of common objects in Sensory Stories: "Gruffalo" and narrative-traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I know 'what' 'where' and 'who' are question words about Sensory Stories: 'Gruffalo' and narrative-traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I know when a story teller changes the story.	'That's not my lamb!', 'That's not my chick!' I know what I have just seen/ done with support in response to Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I have clear preferences that I can communicate about Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I know how to turn take. I can look to others for a response during Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I know what a question is. 36-48m I know gestures/ or words can be used to and to object to an activity during Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I know simple words to describe things in 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'. I know how to respond to 2 key words about Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I can understand same and different. Step 1 I know the names of common objects in Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I can understand same and different. I know 'what' 'where' and 'who' are question words about Sensory Stories: 'We are going on an egg hunt'	Sensory Stories: "That's Not My Bee!" I know simple words to describe things in Narrative: 'The Very Hungry Caterpillar'. I know how to respond to 2 key words in response to Narrative: 'The Very Hungry Caterpillar'. I can understand same and different. Step 1 I know the names of common objects in Sensory Stories: "That's Not My Bee!", and narrative: 'The Very Hungry Caterpillar'. I know 'what' 'where' and 'who' are question words about, "That's Not My Bee!" and 'The Very Hungry Caterpillar'. I know when a storyteller changes the story during "That's Not My Bee!" and 'The Very Hungry Caterpillar'.	I know signs/ gestures/ words are used to communicate. I know words/ signs go together. 24- 36m I know about the immediate events that are happening in Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab . Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I know what I have just seen/ done with support. I have clear preferences that I can communicate. I know how to turn take during Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson . I can look to others for a response during Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson . I know what a question is. 36-48m I know gestures/ or words can be used to and to object to an activity during Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson or Non-Fiction: Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster
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			'That's not my lamb!', 'That's not my chick!' How does a frog grow'. I can understand same and different. I know when a story teller changes the story during 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!'	the crab . Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I know simple words to describe things through Non-Fiction: Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I know how to respond to 2 key words in response to Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I can understand same and different. Step 1 I know the names of common objects in Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children
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						I know 'what' 'where' and 'who' are question words. I know when a storyteller changes the story in Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson .
Communication and Interaction Skills	B- 11m I can respond to my name. I can respond to different tones of voice when listening to Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn' and Narrative- repetitive stories: 'That That's not my Hedgehog'. I can demonstrate that I want more of an experience during Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I can show anticipation during the sensory story. I can respond to 'no'. 12-24m I can follow a simple instruction accompanied by gestures/ signing during the Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I can make a choice from 2 options. during the Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I can name familiar people and objects throughout the Narrative- repetitive stories: 'That That's not my Hedgehog'. I can use signs/ gestures/ words to communicate. I can put 2 words/ signs together in response to Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn' and Narrative- repetitive	B- 11m I can respond to my name. I can respond to different tones of voice when listening to Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes: 'Twinkle Twinkle Little Star', 'That's Not My Robot!'. I can demonstrate that I want more of sensory activity during Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot'. I can show anticipation during a sensory story. I can respond to 'no'. 12-24m I can follow a simple instruction accompanied by gestures/ signing during a sensory story 'Zoom to the Moon!', 'That's not my Robot' or nursery rhymes. I can make a choice from 2 options during a sensory story. I can name familiar people and objects. I can use signs/ gestures/ words to communicate. I can put 2 words/ signs together in response to Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes: 'Twinkle Twinkle Little Star', 'That's Not My Robot!'. 	B- 11m I can respond to my name. I can respond to different tones of voice. I can demonstrate that I want more of sensory experience during Sensory Stories: 'Gruffalo'. I can show anticipation Sensory Stories: 'Gruffalo' and Narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I can respond to 'no'. 12-24m I can follow a simple instruction accompanied by gestures/ signing during Sensory Stories: 'Gruffalo'. I can make a choice from 2 options during Sensory Stories: 'Gruffalo'. I can name familiar people and objects from the stories 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I can use signs/ gestures/ words to communicate. I can put 2 words/ signs together in response to 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. 24- 36m I can understand questions about immediate events in 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'.	B- 11m I can respond to my name. I can respond to different tones of voice when listening to Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I can demonstrate that I want more of an activity during Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I can show anticipation during Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I can respond to 'no'. 12-24m I can follow a simple instruction accompanied by gestures/ signing during Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I can respond to 'no'. 12-24m I can follow a simple instruction accompanied by gestures/ signing during Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I can make a choice from 2 options in response to Sensory Stories: 'We are going on an egg hunt'. I can name familiar people and objects in 'We are going on an egg hunt', I can use signs/ gestures/ words to communicate about Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!'.	B- 11m I can respond to my name. I can respond to different tones of voice when listening "That's Not My Bee!", and 'The Very Hungry Caterpillar'. I can demonstrate that I want more of an activity during Sensory Stories: "That's Not My Bee!", I can show anticipation. I can respond to 'no'. 12-24m I can follow a simple instruction accompanied by gestures/ signing during Sensory Stories: "That's Not My Bee!", and narrative: 'The Very Hungry Caterpillar'. I can make a choice from 2 options during Sensory Stories: "That's Not My Bee!" I can name familiar people and objects from Narrative: 'The Very Hungry Caterpillar'. I can use signs/ gestures/ words to communicate about Sensory Stories: "That's Not My Bee!", and narrative: 'The Very Hungry Caterpillar'. I can put 2 words/ signs together. 24- 36m I can understand questions about immediate events from "That's Not My Bee!", and 'The Very Hungry Caterpillar'. I can tell you about what I have seen/ done with support.	B- 11m I can respond to my name. I can respond to different tones of voice when listening to 'Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson . I can demonstrate that I want more of an activity. I can show anticipation. I can respond to 'no'. 12-24m I can follow a simple instruction accompanied by gestures/ signing during Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson or Non-Fiction: Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children . I can make a choice from 2 options from Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson . I can name familiar people and objects in Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-

stories: 'That That's not my Hedgehog'. 24- 36m I can understand questions about immediate events that have occurred during Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn' and Narrative- repetitive stories: 'That That's not my Hedgehog'. I can tell you about what I have seen/ done with support during Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn' and Narrative- repetitive stories: 'That That's not my Hedgehog'. I have clear preferences that I can communicate through the experiences in the Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I can start to turn take through the experiences in the Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I can look to others for a response during the Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I can ask questions about Narrative- repetitive stories: 'That That's not my Hedgehog'. 36-48m I can use gestures and/ or words to object to an activity during the Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I can use simple words to describe things e.g. big. About objects in Narrative- repetitive	24- 36m I can understand questions about immediate events that have occurred in Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes: 'Twinkle Twinkle Little Star', 'That's Not My Robot!'. I can tell you about what I have seen/ done with support during Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes: 'Twinkle Twinkle Little Star', 'That's Not My Robot!'. I have clear preferences that I can communicate through Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot'. I can start to turn take through Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot'. I can look to others for a response. I can ask questions about Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes: 'Twinkle Twinkle Little Star', 'That's Not My Robot!'. I can use gestures and/ or words to object to an activity through Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot'. I can ask questions about Narrative- repetitive stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I can select a picture on request understanding 2 key words from Sensory Stories: 'Zoom to the 36-48m I can use gestures and/ or words to object to an activity through Sensory Stories: 'Gruffalo' and Narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I can use simple words to describe things e.g. big during 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I can select a picture on request understanding 2 key words from 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I can understand same and different. Step 1 I can answer simple what 'where' and 'who' questions about Sensory Stories: 'Gruffalo' and narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun with reference to Sensory	I can tell you about what I have seen/ done with support when sharing 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I have clear preferences that I can communicate about 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I can start to turn take during Sensory Stories: 'Gruffalo'. I can look to others for a response. I can ask questions about 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. 36-48m I can use gestures and/ or words to object to an activity through Sensory Stories: 'Gruffalo' and Narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I can use simple words to describe things e.g. big during 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I can select a picture on request understanding 2 key words from 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I can understand same and different. Step 1 I can answer simple what 'where' and 'who' questions about Sensory Stories: 'Gruffalo' and narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun with reference to Sensory	I can understand same and different. I can put 2 words/ signs together in response to Sensory Stories: 'We are going on an egg hunt' 'That's not my lamb!', 'That's not my chick!' I can understand same and different. 24- 36m I can understand questions about immediate events from 'We are going on an egg hunt'. I can tell you about what I have seen/ done with support about "We are going on an egg hunt", 'That's not my lamb!', 'That's not my chick!'. I have clear preferences that I can communicate about Sensory Stories: 'We are going on an egg hunt'. I can start to turn take. I can look to others for a response about Sensory Stories: 'We are going on an egg hunt'. I can ask questions about 'That's Not My Lamb!' and 'That's Not My Chick!'. 36-48m I can use gestures and/ or words to object to an activity about 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'. I can use simple words to describe things e.g. big when reading 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'. I can select a picture on request understanding 2 key words in relation to 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'. I can understand same and different.	I have clear preferences that I can communicate during Sensory Stories: "That's Not My Bee!" I can start to turn take. during Sensory Stories: "That's Not My Bee!", I can look to others for a response. I can ask questions about "That's Not My Bee!", and 'The Very Hungry Caterpillar'. 36-48m I can use gestures and/ or words to object to an activity during Sensory Stories: "That's Not My Bee!" and narrative: 'The Very Hungry Caterpillar'. I can use simple words to describe things e.g. big during Sensory Stories: "That's Not My Bee!", and narrative: 'The Very Hungry Caterpillar'. I can select a picture on request understanding 2 key words in relation to Narrative: 'The Very Hungry Caterpillar'. I can understand same and different. Step 1 I can answer simple what 'where' and 'who' questions about "That's Not My Bee!", and 'The Very Hungry Caterpillar'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun with reference to "That's Not My Bee!", and 'The Very Hungry Caterpillar'. I can answer a question about a story using a single word answer with reference to Narrative: 'The Very Hungry Caterpillar'.	Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I can use signs/ gestures/ words to communicate about Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson . I can put 2 words/ signs together. 24- 36m I can understand questions about immediate events about Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson or Non-Fiction: Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I can tell you about what I have seen/ done with support during Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson . I have clear preferences that I can communicate during Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson or Non-Fiction: Get to know the Rockpoolers - CBeebies
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	stories: 'That That's not my Hedgehog'. I can select a picture on request understanding 2 key words. I can understand same and different with reference to objects in the stories 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. Step 1 I can answer simple what 'where' and 'who' questions about 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun when communicating about 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I can answer a question about a story using a single word answer in response to 'Stick Man', 'That's not my Hedgehog' and 'Autumn'.	Moon!, 'That's not my Robot' and nursery rhymes: 'Twinkle Twinkle Little Star', 'That's Not My Robot!'. I can understand same and different. Step 1 I can answer simple what 'where' and 'who' questions about Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes: 'Twinkle Twinkle Little Star', 'That's Not My Robot!'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun in response to 'Zoom to the Moon!', 'That's not my Robot'. I can answer a question about a story using a single word answer Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes: 'Twinkle Twinkle Little Star', 'That's Not My Robot!'.	Stories: 'Gruffalo' and narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I can answer a question about a story using a single word answer in response to Sensory Stories: 'Gruffalo' and narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'.	Step 1 I can answer simple what 'where' and 'who' questions about 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun with reference to 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'. I can answer a question about a story using a single word answer with reference to 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'.	Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I can start to turn take during Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson . I can look to others for a response. I can ask questions about Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children 36-48m I can use gestures and/ or words to object to an activity during Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson or Non-Fiction: Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I can use simple words to describe things e.g. big during Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson or Non-
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						Fiction: Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I can select a picture on request understanding 2 key words in relation to Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson or Non-Fiction: Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I can understand same and different. Step 1 I can answer simple what 'where' and 'who' questions about Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about a story using a single word answer with reference to Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book
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						(What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson or Non-Fiction: Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children
	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes
Reading Knowledge	B-11m I know that a sensory story experience is created by an adult. I know that I need to observe the visual details of objects when sharing the Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. 12-24m I know how to explore sensory items shared during a sensory story 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I know that books including Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn' and Narrative- repetitive stories: 'That That's not my Hedgehog'.can be looked at for enjoyment I know the familiar items in picture books 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I know how to handle a book. 24-36 I enjoy pictures and storybooks by myself including traditional tales. I know how to join in with the repetitive part of the story. I know the pages in a book need to be turned. I know how to track left to right.	B-11m I know that a sensory story experience is created by an adult. I know that I need to observe the visual details of objects when sharing Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot'. 12-24m I know how to explore sensory items shared during a sensory story 'Zoom to the Moon!', 'That's not my Robot'. I know that books including Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot' can be looked at for enjoyment I know the familiar items in picture books 'Zoom to the Moon!', 'That's not my Robot' and nursery rhymes: 'Twinkle Twinkle Little Star', 'That's Not My Robot!'. I know how to handle a book. 24-36 I know rhymes can have actions during 'Twinkle Twinkle Little Star', 'That's Not My Robot!'. I enjoy pictures and storybooks by myself including 'Zoom to the Moon!', 'That's not my Robot'.	B-11m I know that a sensory story experience is created by an adult. I know that I need to observe the visual details of objects when sharing sensory stories 'Gruffalo'. 12-24m I know how to explore sensory items shared during 'Gruffalo'. I know books including Sensory Stories: 'Gruffalo' and narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip' can be looked at for enjoyment I know the familiar items Sensory Stories: 'Gruffalo' and narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I know how to handle a book. 24-36 I enjoy pictures and storybooks by myself. I know how to join in with the repetitive part of the story in 'Gruffalo'. I know the pages in a book need to be turned. I know how to track left to right. 36-48m I know the main story setting, events and characters in 'Gruffalo',	B-11m I know that a sensory story experience is created by an adult. I know that I need to observe the visual details of objects when sharing sensory stories 'We are going on an egg hunt'. 12-24m I know how to explore sensory items shared during a 'We are going on an egg hunt'. I know books including 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!' and other printed material can be looked at for enjoyment I know the familiar items in picture books 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'. I know how to handle a book. 24-36 I know rhymes can have actions during 'That's Not My Lamb!'. I enjoy pictures and storybooks by myself including 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'. I know how to join in with the repetitive part of the story in "We are going on an egg hunt".	B-11m I know that a sensory story experience is created by an adult. I know that I need to observe the visual details of objects when sharing sensory stories "That's Not My Bee!" 12-24m I know how to explore sensory items shared during Sensory Stories: "That's Not My Bee!" I know books including "That's Not My Bee!", and 'The Very Hungry Caterpillar' and other printed material can be looked at for enjoyment I know the familiar items in picture books "That's Not My Bee!" and 'The Very Hungry Caterpillar'. I know how to handle a book. 24-36 I enjoy pictures and storybooks by myself including "That's Not My Bee!", and 'The Very Hungry Caterpillar'. I know how to join in with the repetitive part of the story in "That's Not My Bee" I know the pages in a book need to be turned. I know how to track left to right. 36-48m	B-11m I know that a sensory story experience is created by an adult. I know that I need to observe the visual details of objects when sharing sensory stories Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson . 12-24m I know how to explore sensory items shared during Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson . I know books including Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children and other printed material can be looked at for enjoyment I know the familiar items in picture books Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard

	36-48m I know the main story setting, events and characters of 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I know that pictures and print in books and the environment carry meaning when reading 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. Step 1 I know some of the letters in my name. I know the characters in the books 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I know that pictures in 'Stick Man', 'That's not my Hedgehog' and 'Autumn' tell stories	I know how to join in with the repetitive part of the nursery rhymes 'Twinkle Twinkle Little Star', 'That's Not My Robot!'. I know the pages in a book need to be turned. I know how to track left to right. 36-48m I know the main story setting, events and characters in 'Zoom to the Moon!', 'That's not my Robot'. I know that pictures and print in books and the environment carry meaning when reading 'Zoom to the Moon!', 'That's not my Robot'. Step 1 I know some of the letters in my name. I know the characters in the book or text. I know that pictures tell stories.	'Jack and the Beanstalk', 'The enormous Turnip'. I know that pictures and print in books and the environment carry meaning when reading 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. Step 1 I know some of the letters in my name. I know the characters in 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I know that pictures tell stories in 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'.	I know the pages in a book need to be turned. I know how to track left to right. 36-48m I know the main story setting, events and characters in 'We are going on an egg hunt'. I know that pictures and print in books and the environment carry meaning when reading 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'. Step 1 I know some of the letters in my name. I know the characters in the book or text in 'We are going on an egg hunt'. I know that pictures tell stories in 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'.	I know the main story setting, events and characters in 'The Very Hungry Caterpillar'. I know that pictures and print in books and the environment carry meaning when reading 'That's Not My Bee!' and 'The Very Hungry Caterpillar'. Step 1 I know some of the letters in my name. I know the characters in the book or text in 'That's Not My Bee!' and 'The Very Hungry Caterpillar'. I know that pictures tell stories in 'That's Not My Bee!' and 'The Very Hungry Caterpillar'.	Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I know how to handle a book. 24-36 I enjoy pictures and storybooks by myself Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I know how to join in with the repetitive part of the story in Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson . I know the pages in a book need to be turned. I know how to track left to right. 36-48m I know the main story setting, events and characters in Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children
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						I know that pictures and print in books and the environment carry meaning when reading Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children . Step 1 I know some of the letters in my name. I know the characters in the book or text Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children . I know that pictures tell stories in Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children .
Reading Skills	B-11m I can attend to a sensory story 'Stick Man', 'That's not my Hedgehog' and	B-11m I can attend to a sensory stories ' Zoom to the Moon! ', 'That's not my	B-11m I can attend to a sensory stories 'Gruffalo' created by an adult.	B-11m I can attend to a sensory story, 'We are going on an egg hunt'.	B-11m I can attend to a sensory stories Sensory Stories: "That's Not My Bee!"	B-11m I can attend to a sensory stories Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard

	'Autumn' experience created by an adult. I can observe the visual details of objects during the Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I can show anticipation when listening. 12-24m I can explore sensory items shared during a sensory story: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I enjoy looking at books and other printed material e.g. Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn' and Narrative- repetitive stories: 'That That's not my Hedgehog'. I can point to familiar items in narrative- repetitive stories: 'That That's not my Hedgehog'. I can handle books with interest. I can share a book with an adult. 24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the stories 'That That's not my Hedgehog'. I can turn the pages in a book. I can track left to right. 36- 48m I can describe the main story setting, events and characters of 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I am interested in the pictures and print in 'Stick Man', 'That's not my Hedgehog' and 'Autumn' and the environment. Step 1	Robot' created by an adult. I can observe the visual details of objects during Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot'. I can show anticipation when listening. 12-24m I can explore sensory items shared during a sensory stories, 'Zoom to the Moon!', 'That's not my Robot'. I enjoy looking at books and other printed material e.g. Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot'. I can point to familiar items in sensory stories. I can handle books with interest. I can share a book with an adult. 24-36 I enjoy rhymes and join in actions in 'Twinkle Twinkle Little Star', 'That's Not My Robot!'. I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story in 'Zoom to the Moon!', 'That's not my Robot'. I can turn the pages in a book. I can track left to right. 36- 48m I can describe the main story setting, events and characters of 'Zoom to the Moon!', 'That's not my Robot'. I am interested in the pictures and print in 'Zoom to the Moon!', 'That's not my Robot' and the environment. Step 1	I can observe the visual details of objects in Sensory Stories: 'Gruffalo'. I can show anticipation when listening. 12-24m I can explore sensory items shared during a sensory stories 'Gruffalo'. I enjoy looking at books and other printed material e.g. 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I can point to familiar items in picture books and traditional stories. I can handle books with interest. I can share a book with an adult. 24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story in 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I can turn the pages in a book. I can track left to right. 36- 48m I can describe the main story setting, events and characters in 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'. I am interested in the pictures and print in 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip' and the environment. Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story in 'Gruffalo', 'Jack and the Beanstalk', 'The enormous Turnip'.	I can observe the visual details of objects in Sensory Stories: 'We are going on an egg hunt' Poetry: 'That's Not My Lamb!' Non-Fiction: 'That's Not My Chick!'. 12-24m I can explore sensory items shared during a sensory story 'We are going on an egg hunt'. I enjoy looking at books including 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'.and other printed material. I can point to familiar items in picture books such as 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'. I can handle books with interest. I can share a book with an adult. 24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story in 'That's Not My Lamb!'. I can handle books with interest. I can share a book with an adult. 24-36 I enjoy rhymes and join in actions in 'That's Not My Lamb!'. I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the 'We are going on an egg hunt'. I can turn the pages in a book. I can track left to right. 36- 48m I can describe the main story setting, events and characters in 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'. I am interested in the pictures and print in books including 'We are going on an egg hunt', 'That's	I can observe the visual details of objects in Sensory Stories: "That's Not My Bee!" I can show anticipation when listening. 12-24m I can explore sensory items shared during a sensory stories "That's Not My Bee!". I enjoy looking at books including "That's Not My Bee!" and 'The Very Hungry Caterpillar' and other printed material. I can point to familiar items in picture books such as "That's Not My Bee!" and 'The Very Hungry Caterpillar'. I can handle books with interest. I can share a book with an adult. 24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story in "That's Not My Bee!" and 'The Very Hungry Caterpillar'. I can turn the pages in a book. I can track left to right. 36- 48m I can describe the main story setting, events and characters in Narrative: 'The Very Hungry Caterpillar'. I am interested in the pictures and print in books including Sensory Stories: "That's Not My Bee!" and narrative: 'The Very Hungry Caterpillar'. Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the	Book (What the Ladybird Heard Lift-the-Flaps, 3)- Julia Donaldson . I can observe the visual details of objects in Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson . I can show anticipation when listening. 12-24m I can explore sensory items shared during a sensory story Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson . I enjoy looking at books and other printed material. I can point to familiar items in picture books Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson or Non-Fiction: Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children I can handle books with interest. I can share a book with an adult. 24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story in Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers -
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	I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the stories 'Stick Man', 'That's not my Hedgehog' and 'Autumn'.	I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the stories 'Zoom to the Moon!', 'That's not my Robot'.		Not My Lamb!' and 'That's Not My Chick!'. Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the books 'We are going on an egg hunt', 'That's Not My Lamb!' and 'That's Not My Chick!'.	story 'The Very Hungry Caterpillar'.	CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children . I can turn the pages in a book. I can track left to right. 36- 48m I can describe the main story setting, events and characters in Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children . I am interested in the pictures and print in books such as Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers - CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children and the environment. Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson , Get to know the Rockpoolers -
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						CBeebies Sally the starfish/ Buster the crab Peppa at the rockpool Peppa Pig Full Episodes Rock Pools Cartoons for Children .
	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes
Writing Knowledge	Writing Knowledge: B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object. 12-24m I know how to grasp a mark maker. I know the mark maker will leave marks on paper. I know how to draw a vertical line. I know how to grasp a pen. I know I need to steady and object with one hand. 24-36m I know how to make marks with paint. I know there are other ways to hold a pen e.g. tripod grip. I know how to copy lines. 36-48m I know how to make different shapes. I know my marks have meaning. I know what colouring in entails. I know how to hold a pencil. I know that letters are formed in a specific way. Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.	Writing Knowledge: B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object. 12-24m I know how to grasp a mark maker. I know the mark maker will leave marks on paper. I know how to draw a vertical line. I know how to grasp a pen. I know I need to steady and object with one hand. 24-36m I know how to make marks with paint. I know there are other ways to hold a pen e.g. tripod grip. I know how to copy lines. 36-48m I know how to make different shapes. I know my marks have meaning. I know what colouring in entails. I know how to hold a pencil. I know that letters are formed in a specific way. Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.	Writing Knowledge: B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object. 12-24m I know how to grasp a mark maker. I know the mark maker will leave marks on paper. I know how to draw a vertical line. I know how to grasp a pen. I know I need to steady and object with one hand. 24-36m I know how to make marks with paint. I know there are other ways to hold a pen e.g. tripod grip. I know how to copy lines. 36-48m I know how to make different shapes. I know my marks have meaning. I know what colouring in entails. I know how to hold a pencil. I know that letters are formed in a specific way. Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.	Writing Knowledge: B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object. 12-24m I know how to grasp a mark maker. I know the mark maker will leave marks on paper. I know how to draw a vertical line. I know how to grasp a pen. I know I need to steady and object with one hand. 24-36m I know how to make marks with paint. I know there are other ways to hold a pen e.g. tripod grip. I know how to copy lines. 36-48m I know how to make different shapes. I know my marks have meaning. I know what colouring in entails. I know how to hold a pencil. I know that letters are formed in a specific way. Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.	Writing Knowledge: B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object. 12-24m I know how to grasp a mark maker. I know the mark maker will leave marks on paper. I know how to draw a vertical line. I know how to grasp a pen. I know I need to steady and object with one hand. 24-36m I know how to make marks with paint. I know there are other ways to hold a pen e.g. tripod grip. I know how to copy lines. 36-48m I know how to make different shapes. I know my marks have meaning. I know what colouring in entails. I know how to hold a pencil. I know that letters are formed in a specific way. Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.	Writing Knowledge: B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object. 12-24m I know how to grasp a mark maker. I know the mark maker will leave marks on paper. I know how to draw a vertical line. I know how to grasp a pen. I know I need to steady and object with one hand. 24-36m I know how to make marks with paint. I know there are other ways to hold a pen e.g. tripod grip. I know how to copy lines. 36-48m I know how to make different shapes. I know my marks have meaning. I know what colouring in entails. I know how to hold a pencil. I know that letters are formed in a specific way. Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.
Writing Skills	B-11m I can move my arms with more control through movements to 'Stick Man'.	B-11m I can move my arms with more control in gross motor activities.	B-11m I can move my arms with more control in gross motor activities and	B-11m I can move my arms with more control in gross	B-11m I can move my arms with more control in gross motor activities and	B-11m I can move my arms with more control in gross motor activities and

'That's not my Hedgehog' and 'Autumn'. I can close my hand firmly around an object during the Sensory Stories: 'Stick Man', 'That's not my Hedgehog' and 'Autumn'. I can hold an object in one hand. 12-24m I can pass an item from one hand to the other. I can grasp mark maker and put dots in a page. I discover mark making by chance in a range of media e.g. cocoa powder, brown sugar, cornflour. I can begin to draw vertical lines. I can hold the pen or crayon using whole hand grasp and make random marks. I can hold an object steady with one hand while using the other. 24-36m I can paint/ make marks in sensory materials with whole arm movement, shifting hands to make strokes. I can begin to use three fingers, tripod grip to hold writing tools. I can copy a single vertical line and a single horizontal line. 36-48m I can distinguish between the different marks I make. I can draw lines and circles. I can ascribe meaning to marks that I make. I can colour in and stay within the lines. I can hold a pencil between a thumb and two fingers no longer using the whole hand. I can trace over shapes. I can copy some letters e.g., those in my name.	I can close my hand firmly around an object during Sensory Stories: 'Zoom to the Moon!', 'That's not my Robot'. I can hold an object in one hand. 12-24m I can pass an item from one hand to the other. I can grasp mark maker and put dots in a page. I discover mark making by chance through sensory activities. I can begin to draw vertical lines using a range of media. I can hold the pen or crayon using whole hand grasp and make random marks. I can hold an object steady with one hand while using the other. 24-36m I can paint/ make marks in sensory materials with whole arm movement, shifting hands to make strokes. I can begin to use three fingers, tripod grip to hold writing tools. I can copy a single vertical line and a single horizontal line. 36-48m I can distinguish between the different marks I make. I can draw lines and circles. I can ascribe meaning to marks that I make. I can colour in and stay within the lines. I can hold a pencil between a thumb and two fingers no longer using the whole hand. I can trace over shapes. I can copy some letters e.g. those in my name.	actions to Sensory Stories: 'Gruffalo' and narrative- traditional stories: 'Jack and the Beanstalk', 'The enormous Turnip'. I can close my hand firmly around an object during Sensory Stories: 'Gruffalo'. I can hold an object in one hand. 12-24m I can pass an item from one hand to the other. I can grasp mark maker and put dots in a page. I discover mark making by chance through sensory experiences. I can begin to draw vertical lines. I can hold the pen or crayon using whole hand grasp and make random marks. I can hold an object steady with one hand while using the other. 24-36m I can paint/ make marks in sensory materials with whole arm movement, shifting hands to make strokes. I can begin to use three fingers, tripod grip to hold writing tools. I can copy a single vertical line and a single horizontal line. 36-48m I can distinguish between the different marks I make. I can draw lines and circles. I can ascribe meaning to marks that I make. I can colour in and stay within the lines. I can hold a pencil between a thumb and two fingers no longer using the whole hand. I can trace over shapes.	motor activities and actions. I can close my hand firmly around an object from Sensory Stories: 'We are going on an egg hunt'. I can hold an object in one hand. 12-24m I can pass an item from one hand to the other. I can grasp mark maker and put dots in a page. I discover mark making by chance through sensory experiences. I can begin to draw vertical lines. I can hold the pen or crayon using whole hand grasp and make random marks. I can hold an object steady with one hand while using the other. 24-36m I can paint with whole arm movement, shifting hands to make strokes. I can begin to use three fingers, tripod grip to hold writing tools. I can copy a single vertical line and a single horizontal line. 36-48m I can distinguish between the different marks I make. I can draw lines and circles. I can ascribe meaning to marks that I make. I can colour in and stay within the lines. I can hold a pencil between a thumb and two fingers no longer using the whole hand. I can trace over shapes. I can copy some letters e.g. those in my name. Step 1	actions to Sensory Stories: "That's Not My Bee!" I can close my hand firmly around an object. I can hold an object in one hand. 12-24m I can pass an item from one hand to the other. I can grasp mark maker and put dots in a page. I discover mark making by chance. I can begin to draw vertical lines. I can hold the pen or crayon using whole hand grasp and make random marks. I can hold an object steady with one hand while using the other. 24-36m I can paint with whole arm movement, shifting hands to make strokes. I can begin to use three fingers, tripod grip to hold writing tools. I can copy a single vertical line and a single horizontal line. 36-48m I can distinguish between the different marks I make. I can draw lines and circles. I can ascribe meaning to marks that I make. I can colour in and stay within the lines. I can hold a pencil between a thumb and two fingers no longer using the whole hand. I can trace over shapes. I can copy some letters e.g. those in my name. Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions.	actions to Sensory Stories: Who's at the Seaside?: A What the Ladybird Heard Book (What the Ladybird Heard Lift-the-Flaps, 3)-Julia Donaldson . I can close my hand firmly around an object. I can hold an object in one hand. 12-24m I can pass an item from one hand to the other. I can grasp mark maker and put dots in a page. I discover mark making by chance. I can begin to draw vertical lines. I can hold the pen or crayon using whole hand grasp and make random marks. I can hold an object steady with one hand while using the other. 24-36m I can paint with whole arm movement, shifting hands to make strokes. I can begin to use three fingers, tripod grip to hold writing tools. I can copy a single vertical line and a single horizontal line. 36-48m I can distinguish between the different marks I make. I can draw lines and circles. I can ascribe meaning to marks that I make. I can colour in and stay within the lines. I can hold a pencil between a thumb and two fingers no longer using the whole hand. I can trace over shapes. I can copy some letters e.g. those in my name. Step 1
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	Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making.	Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making.	I can copy some letters e.g. those in my name. Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making.	I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making.	I can use some letters within mark making.	I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making.
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Stage 2 Engagement and Progression Pathway

	Builds on Stage 1 Learning					
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Blast Off! Texts: Comprehension text: 'Beegu' – Alexis Deacon Narrative: 'The Way Back Home'-Oliver Jeffers 'How to Catch a Star'- Oliver Jeffers.	I Need a Hero! Texts: Comprehension text: 'Superworm' – Julia Donaldson Narrative texts: 'Traction Man is Here' – Mini Grey and comic strip examples	Messy Mixtures Texts: Comprehension text: 'The Magic Porridge Pot' – Rosie Dickins Recipes link: 'Cook it! (Helping Hands)' – Georgie Birkett Recipes example: veg soup Information text examples: Sun Safety leaflet example for layout features, Healthy Top Tips leaflet	In the Garden Texts: Comprehension text: 'My First Gardening Book' – Cico Kidz Text examples for fact files and posters	A Pirate Life Texts: Comprehension text: 'Pirate Love Underpants' – Claire Freedman Diary text: 'Hal the Pirate' – June Crebbin and Polly Dunbar	On the Coast Texts: Comprehension text: 'Molly and the Lighthouse' – Malachy Doyle Poetry text: 'Seaside Poems' – collected by Jill Bennett
Coverage	Comprehension linked to 'Beegu' and 'The Way	Comprehension linked to 'Superworm' and 'Traction Man is Here'	Comprehension linked to 'The Magic Porridge Pot'	Comprehension linked to 'My First Gardening Book'	Comprehension linked to 'Pirate Love Underpants' and 'Hal the Pirate'	Comprehension linked to 'Molly and the Lighthouse' and 'Seaside Poems'

	Back Home' 'How to Catch a Star' Descriptive writing – monster descriptions Communicating about, reading and drama from 'How to Catch a Star'	Communicating about, reading and writing instructions – write short instruction texts for the games the snow bears play Communicating about, reading and writing recounts using comic strips.	Communicating about, reading and writing narratives – write the sequence of events from 'The Magic Porridge Pot' Communicating about, reading and writing instruction texts –link to Healthy lifestyle leaflets and 'Cook it!' Reading and writing interesting vocabulary using 'Cook it! (Helping Hands)'	Descriptive writing – describing flowers or gardens from 'My First Gardening Book' (exploring comparison/opposites language) Communicating about, reading and writing non-fiction texts-explanation texts about the life cycle of a plant. Communicating about, reading and writing fact files – create a fact file for plant	Communicating about, reading and writing a diary– write short diary texts for a day in the life of Hal the Pirate. Descriptive writing – describe different pirate in 'Pirates Love Underpants' 'Hal the Pirate'	Role play scenes from 'Molly and the Lighthouse' Communicating about, reading and writing post cards– write a post card to a friend or family member using events from 'Molly and the Lighthouse' for support. Communicating about, reading and writing poetry linked to the seaside using 'Seaside Poems'
	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes
Communication and Interaction Knowledge	Step 1 I know the names of common objects. I know 'what' 'where' and 'who' are question words about 'Beegu'and 'The Way Back Home' 'How to Catch a Star' I know when a story teller changes 'Beegu'and 'The Way Back Home' 'How to Catch a Star' Step 2 I know simple words to describe 'Beegu'and 'The Way Back Home' 'How to Catch a Star'. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events related to 'Beegu'and 'The Way Back Home' 'How to Catch a Star' I know how to give an opinion. Step 4 I know how to ask questions to gain information about 'Beegu'and 'The Way Back Home' 'How to Catch a Star'	Step 1 I know the names of common objects. I know 'what' 'where' and 'who' are question words about 'Superworm' and'Traction Man is Here'. I know when a story teller changes 'Superworm' and'Traction Man is Here'. Step 2 I know simple words to describe 'Superworm' and'Traction Man is Here'. I know simple words to describe key items for instructions e.g. big bowl. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events related to 'Superworm' and'Traction Man is Here'. I know how to give an opinion about the books. Step 4 I know how to ask questions to again more information from 'Superworm' and'Traction Man is Here'. I know how to ask questions to ensure	Step 1 I know the names of common objects. I know 'what' 'where' and 'who' are question words about 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I know when a story teller changes 'The Magic Porridge Pot'. Step 2 I know simple words to describe key elements of 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events from 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I know how to give an opinion. Step 4 I know how to ask questions to gain information about 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'.	Step 1 I know the names of common objects. I know 'what' 'where' and 'who' are question words about 'My First Gardening Book' I know when a reader changes the information in 'My First Gardening Book' Step 2 I know simple words to describe the items in 'My First Gardening Book' I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events related to 'My First Gardening Book' I know how to give an opinion related to my report or fact file. Step 4 I know how to ask questions to gain more information about 'My First Gardening Book', and 'My First Gardening Book'	Step 1 I know the names of common objects. I know 'what' 'where' and 'who' are question words about 'Pirate Love Underpants' and 'Hal the Pirate'. I know when a storyteller changes 'Pirate Love Underpants' and 'Hal the Pirate'. Step 2 I know simple words to describe fruit and veg. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events in 'Pirate Love Underpants' and 'Hal the Pirate'. I know how to give an opinion about 'Pirate Love Underpants' and 'Hal the Pirate'. Step 4 I know how to ask questions about 'Pirate Love Underpants' and 'Hal the Pirate'. I know how to make and express a choice about which text I prefer.	Step 1 I know the names of common objects. I know 'what' 'where' and 'who' are question words about 'Molly and the Lighthouse' I know when a storyteller changes. Step 2 I know simple words to describe the seaside. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events related to 'Molly and the Lighthouse' I know how to give an opinion about the seaside. Step 4 I know how to ask questions about 'Molly and the Lighthouse' I know how to make and express a choice related to 'Molly and the Lighthouse.' Step 5 I know how to make simple inferences when listening to 'Molly and the

	I know how to make and express a choice about 'Beegu'and 'The Way Back Home' 'How to Catch a Star' Step 5 I know how to make simple inferences when discussing 'Beegu'and 'The Way Back Home' 'How to Catch a Star' I know how to respond to others appropriately when discussing 'Beegu'and 'The Way Back Home' 'How to Catch a Star' Step 6 I know how to ask questions to gain information and clarity about 'Beegu'and 'The Way Back Home' 'How to Catch a Star' I know how to adjust my communication to a situation.	instructions/ recipe are clear. I know how to make and express a choice. Step 5 I know how to make simple inferences related to 'Superworm' and'Traction Man is Here'. I know how to make use language to influence others when writing a persuasive text. I know how to respond to others appropriately when discussing the story. Step 6 I know how to ask questions to gain information and clarity related to 'Superworm' and'Traction Man is Here'. I know how to adjust my communication to a situation.	I know how to ask questions to ensure narratives and poems are clear. I know how to make and express a choice. Step 5 I know how to make simple inferences related to 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I know how to respond to others appropriately when discussing 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. Step 6 I know how to ask questions to gain information and clarity about 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I know how to adjust my communication to a situation.	I know how to make and express a choice related to my report or fact file. Step 5 I know how to make simple inferences related to 'My First Gardening Book' and 'Rapunzel'. I know how to make use language to influence others when writing a report. I know how to respond to others appropriately and listen to their opinion. Step 6 I know how to ask questions to gain information and clarity and 'My First Gardening Book' I know how to adjust my communication to a situation.	Step 5 I know how to make simple inferences about 'Pirate Love Underpants' and 'Hal the Pirate'. I know how to respond to others appropriately when talking about the text. Step 6 I know how to ask questions to gain information and clarity about the characters and events from 'Pirate Love Underpants' and 'Hal the Pirate'. I know how to adjust my communication to a situation e.g. when talking about past events.	Lighthouse' and 'Seaside Poems' I know how to respond to others appropriately when talking about 'Molly and the Lighthouse' and 'Seaside Poems.' Step 6 I know how to ask questions to gain information and clarity about the seaside. I know how to adjust my communication to a situation.
Communication and Interaction Skills	Step 1 I can answer simple what 'where' and 'who' questions about 'Beegu'and 'The Way Back Home' 'How to Catch a Star'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'Beegu'and 'How to Catch a Star' using a single word answer. Step 2 I can communicate using 3 key words. I can communicate using simple descriptive words about 'Beegu'and 'The Way Back Home' 'How to Catch a Star' I can use pronouns correctly. I can give simple explanations about what happened in 'Beegu'and	Step 1 I can answer simple what 'where' and 'who' questions about 'Superworm' and'Traction Man is Here'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'Superworm' and'Traction Man is Here' using a single word answer. Step 2 I can communicate using 3 key words. I can communicate using simple descriptive words about 'Superworm' and'Traction Man is Here'. I can use pronouns correctly. I can give simple explanations about what happened in 'Superworm' and'Traction Man is Here'.	Step 1 I can answer simple what 'where' and 'who' questions about 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I can combine 2 words, signs or symbols when responding or commenting on the text. I can use two word combinations verb+noun. I can answer a question about 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)' using a single word answer and pointing to the appropriate picture. Step 2 I can communicate using 3 key words. I can communicate using simple descriptive words about the key elements of 'The Magic Porridge Pot' and 'Cook it! (Helping	Step 1 I can answer simple what 'where' and 'who' questions in relation to 'My First Gardening Book' I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'My First Gardening Book' using a single word answer. Step 2 I can communicate using 3 key words. I can communicate using simple descriptive words related to 'My First Gardening Book' I can use pronouns correctly. I can give simple explanations about castles. Step 3	Step 1 I can answer simple what 'where' and 'who' questions about 'Pirate Love Underpants' and 'Hal the Pirate'. I can combine 2 words, signs or symbols in response. I can use two word combinations verb+noun. I can answer a question about 'Pirate Love Underpants' and 'Hal the Pirate' using a single word answer. Step 2 I can communicate using 3 key words. I can communicate using simple descriptive words related to pirates. I can use pronouns correctly. I can give simple explanations about the events in 'Pirate Love	Step 1 I can answer simple what 'where' and 'who' questions about 'Molly and the Lighthouse' and 'Seaside Poems' I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'Molly and the Lighthouse' and 'Seaside Poems' Step 2 I can communicate using 3 key words. I can communicate using simple descriptive words about the seaside. I can use pronouns correctly. I can give simple explanations about the seaside. Step 3

	I know some of the letters in my name. I know the characters in the 'Beegu'and 'The Way Back Home' 'How to Catch a Star' I know that pictures tell the stories of 'Beegu'and 'The Way Back Home'. 'How to Catch a Star' Step 2 I know how characters in 'Beegu'and 'The Way Back Home' 'How to Catch a Star' might be feeling. I know how to open a book and follow the text. Step 3 I know how to correctly track text from left to right. I know how to use 'Beegu'and 'The Way Back Home' 'How to Catch a Star' to gain information. I know the terms 'beginning' and 'end' when describing a 'Beegu'and 'The Way Back Home' 'How to Catch a Star' Step 4 I know why events in a 'Beegu'and 'The Way Back Home' 'How to Catch a Star' have happened. I know how to talk about events in 'Beegu'and 'The Way Back Home' 'How to Catch a Star' and link them to my own experiences. Step 5 I know how to relate the feelings of characters in 'Beegu'and 'How to Catch a Star' to my own. I know the difference between fact and fiction. I know how to locate the different sections of a book e.g. contents, chapter names, index.	I know some of the letters in my name. I know the characters in 'Superworm' and'Traction Man is Here'. I know that pictures support the stories in 'Superworm' and'Traction Man is Here'. Step 2 I know how a character might be feeling in 'Superworm' and'Traction Man is Here'. I know how to open a book and follow the text. Step 3 I know how to correctly track text from left to right. I know how to use books to gain information from 'Superworm' and'Traction Man is Here'. I know the terms 'beginning' and 'end' when describing an adventure story. Step 4 I know why events in 'Superworm' and'Traction Man is Here' have happened. I know how to talk about events in 'Superworm' and'Traction Man is Here' and link them to my own experiences. Step 5 I know how to relate the feelings of a character in 'Superworm' and'Traction Man is Here' to my own. I know the difference between fact and fiction. I know how to locate the different sections of a book e.g. contents, chapter names, index. Step 6 I know some key features of instructions and persuasive texts. I know how to find out the meaning of new words in	I know some of the letters in my name. I know the characters in 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I know that pictures in the book tell the story and I can look at them in sequence. Step 2 I know how the characters in 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)' might be feeling. I know how to open a book and follow the text. Step 3 I know how to correctly track text from left to right. I know how to use books and leaflets to gain information. I know the terms 'beginning' and 'end' when describing a story or leaflet. I know where to find information in a story or leaflet. Step 4 I know why events in a 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)' have happened. I know how to talk about events in 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)' and link them to my own experiences. Step 5 I know how to relate the feelings of a character in 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)' to my own. I know the difference between fact and fiction, and which is used in a story or leaflet. I know how to locate the different sections of a book e.g. contents, chapter names, index.	I know some of the letters in my name. I know the subject of the e book or text. I know that pictures help me understand 'My First Gardening Book'. Step 2 I know how the characters in 'My First Gardening Book' might be feeling. I know how to open a book and follow the text. Step 3 I know how to correctly track text from left to right. I know how to use fiction and non-fiction books to gain information. I know the terms 'beginning' and 'end' when describing a story or report. Step 4 I know why events in 'My First Gardening Book' have happened. I know how to talk about information in 'My First Gardening Book'and 'What are Castles For?' and link them to my own experiences. Step 5 I know how to relate the feelings of a character in 'My First Gardening Book' to my own. I know the difference between fact and fiction. I know that fact files and reports contact facts, I know how to locate the different sections of a book e.g. contents, chapter names, index. Step 6 I know some key features of fiction texts, fact files and reports. I know how to find out the meaning of new words in 'My First Gardening Book'	I know some of the letters in my name. I know the characters in 'Pirate Love Underpants' and 'Hal the Pirate'. I know that pictures in texts help to tell the story. Step 2 I know how characters in 'Pirate Love Underpants' and 'Hal the Pirate' might be feeling. I know how to open a book and follow the text. Step 3 I know how to correctly track text from left to right. I know how to use books to gain information about pirates. I know the terms 'beginning' and 'end' when describing a book or instruction text. Step 4 I know why events in a 'Pirate Love Underpants' and 'Hal the Pirate' have happened. I know how to talk about events in 'Pirate Love Underpants' and 'Hal the Pirate' and link them to my own my own diary entry. Step 5 I know how to relate the feelings of a character in 'Pirate Love Underpants' and 'Hal the Pirate' to my own. I know the difference between fact and fiction. I know how to locate the different sections of a book e.g. contents, chapter names, index. Step 6 I know some key features of descriptive writing and instrcutions. I know how to find out the meaning of new words in	I know some of the letters in my name. I know the characters in 'Molly and the Lighthouse' and "Seaside poems". I know that pictures tell the story in 'Molly and the Lighthouse'. Step 2 I know how a character might be feeling in 'Molly and the Lighthouse' and 'Seaside poems'. I know how to open a book and follow the text. Step 3 I know how to correctly track text from left to right. I know how to use books to gain information about the seaside. I know the terms 'beginning' and 'end' when describing 'Molly and the Lighthouse' and 'Seaside Poems.' Step 4 I know why events in a 'Molly and the Lighthouse' have happened. I know how to talk about events in 'Seaside Poems' and link them to my own experiences. Step 5 I know how to relate the feelings of a character in 'Molly and the Lighthouse' to my own. I know the difference between fact and fiction. I know how to locate the different sections of a book e.g. contents, chapter names, index. Step 6 I know some key features of narrative texts. I know how to find out the meaning of new words in 'Molly and the Lighthouse' and 'Seaside Poems.'
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	Step 6 I know some key features of fiction texts. I know how to find out the meaning of new words in 'Beegu' and 'The Way Back Home'. 'How to Catch a Star'	'Superworm' and 'Traction Man is Here'.	I know the layout features of a leaflet. Step 6 I know some key features of narratives and non-fiction texts. I know how to find out the meaning of new words in 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'.		'Pirate Love Underpants' and 'Hal the Pirate'.	
Reading Skills	Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story. Step 2 I can predict the end of a sentence. I can relate 'Beegu' and 'The Way Back Home' 'How to Catch a Star' to my own experience. Step 3 I can respond to questions that require simple recall from 'Beegu' and 'The Way Back Home' 'How to Catch a Star' I can describe and explain events in 'Beegu' and 'The Way Back Home' 'How to Catch a Star' I can identify the subject of a fiction text. I can recognise the category of a text. Step 4 I can give a simple character description from a 'Beegu' and 'The Way Back Home' 'How to Catch a Star' I can listen and discuss 'Beegu' and 'The Way Back Home' 'How to Catch a Star'. Step 5 I can state what I think might happen next in a	Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story. Step 2 I can predict the end of a sentence. I can relate 'Superworm' and 'Traction Man is Here' to my own experience. Step 3 I can respond to questions that require simple recall about 'Superworm' and 'Traction Man is Here'. I can describe and explain events in 'Superworm' and 'Traction Man is Here'. I can recognise the category of a text. Step 4 I can give a simple character description from 'Superworm' and 'Traction Man is Here'. I can listen and discuss a range 'Superworm' and 'Traction Man is Here'. Step 5 I can state what I think might happen next in a 'Superworm' and 'Traction Man is Here'. I can find words or phrases in a text to support my ideas.	Step 1 I can identify letters and symbols. I can focus on what is being read looking at the pictures relating to the story of 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. Step 2 I can predict the end of a sentence when reading 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I can relate the story or poem to my own experience. Step 3 I can respond to questions that require simple recall about the 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I can describe and explain events in 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I can identify the subject of a story and leaflet. I can recognise the category of a text. Step 4 I can give a simple character description from 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I can listen and discuss a range of events in 'The Magic Porridge Pot'. I can listen and discuss different non-fiction texts.	Step 1 I can identify letters and symbols. I can focus on what is being read looking at the pictures relating to events and information in 'My First Gardening Book' Step 2 I can predict the end of a sentence. I can relate the information in 'My First Gardening Book' to my own experience. Step 3 I can respond to questions that require simple recall about 'My First Gardening Book' I can describe and explain information I have read in a text. I can identify the subject of a non-fiction text, fact file or report. I can recognise the category of a text. Step 4 I can give a simple description related to 'My First Gardening Book' I can listen and discuss a range of characters and information. Step 5 I can state what I think might happen next in 'My First Gardening Book' I can find words or phrases in a fiction and	Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story in 'Pirate Love Underpants' and 'Hal the Pirate'. Step 2 I can predict the end of a sentence in 'Pirate Love Underpants' and 'Hal the Pirate'. I can relate an instruction text to my own experience. Step 3 I can respond to questions that require simple recall about 'Pirate Love Underpants' and 'Hal the Pirate'. I can describe and explain events in a text. I can describe the setting in the story. I can recognise the category of a text e.g. diary. Step 4 I can give a simple character description from 'Pirate Love Underpants' and 'Hal the Pirate'. I can give a simple description of pirates, I can listen and discuss a range of texts. Step 5	Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story in 'Molly and the Lighthouse.' Step 2 I can predict the end of a sentence in 'Molly and the Lighthouse'. I can relate 'Molly and the Lighthouse' and 'Seaside Poems' to my own experience. Step 3 I can respond to questions that require simple recall about 'Molly and the Lighthouse' and 'Seaside Poems'. I can describe and explain events in 'Molly and the Lighthouse' and 'Seaside Poems'. I can identify the subject of a text. I can recognise the category of a text, e.g. for information or a narrative. Step 4 I can give a simple character description from 'Molly and the Lighthouse' and 'Seaside Poems'. I can listen and discuss a range of sections in 'Seaside Poems'. Step 5 I can state what I think might happen next in

	'Beegu'and 'The Way Back Home' 'How to Catch a Star' I can find words or phrases in a text to support my ideas. I can give alternative endings to 'Beegu'and 'The Way Back Home' 'How to Catch a Star' Step 6 I can explain what has happened so far in 'Beegu'and 'The Way Back Home' 'How to Catch a Star' I can explain how fiction texts are organised.	I can give alternative endings to 'Superworm' and'Traction Man is Here'. Step 6 I can explain what has happened so far in a text. I can explain how instructions and persuasion texts are organised.	Step 5 I can state what I think might happen next in 'The Magic Porridge Pot'. I can state what I think might be the next line in a non-fiction text. I can find words or phrases in 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)' to support my ideas. I can give alternative endings to 'The Magic Porridge Pot'. Step 6 I can explain what has happened so far in 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I can explain how narratives and non-fiction texts are organised.	non-fiction book to support my ideas. I can give ideas for additional information to include in a fact file or report. Step 6 I can explain what information has been read so far in 'My First Gardening Book' I can explain how 'My First Gardening Book', fact files and reports are organised.	I can state what I think might happen next in the story. I can find words or phrases in 'Pirate Love Underpants' and 'Hal the Pirate' to support my ideas. I can give alternative endings to 'Pirate Love Underpants' and 'Hal the Pirate'. Step 6 I can explain what has happened so far in 'Pirate Love Underpants' and 'Hal the Pirate'. I can explain how diaries are organised.	'Molly and the Lighthouse'. I can find words or phrases in 'Molly and the Lighthouse' and 'Seaside Poems' to support my ideas. I can give alternative endings to 'Molly and the Lighthouse'. Step 6 I can explain what has happened so far in 'Molly and the Lighthouse' and 'Seaside Poems.' I can explain how narratives are organised.
Writing Knowledge	Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing. Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing. Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe the character in a story.	Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing. Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing. Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe the characters and setting.	Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing. Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing. Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe the characters, setting or objects.	Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing. Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing. Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe to enhance a	Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing. Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing. Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe pirates.	Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing. Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing. Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe and when to use it to enhance a narrative.

	I know words that can be used as conjunctions to extend my sentences. I know words that can be used as time conjunctions to enhance my writing. Step 6 I know how to organise my writing in an appropriate way e.g. paragraphs, subheadings. I know how to plan my writing. I know that . ! ? can be used at the end of sentences.	I know words that can be used as conjunctions to extend my sentences. I know words that can be used in instructions and persuasion texts. Step 6 I know how to organise my writing in an appropriate way e.g. paragraphs. I know how to plan my writing. I know that . ! ? can be used at the end of sentences.	I know words that can be used as conjunctions to extend my sentences. I know words that can be used as time conjunctions to include in my story. Step 6 I know how to organise my writing in an appropriate way e.g. paragraphs, subheadings and use in my leaflet. I know how to plan my writing. I know that . ! ? can be used at the end of sentences.	description, fact file or report. I know words that can be used as conjunctions. I know words that can be used to describe or inform. Step 6 I know how to organise my writing in an appropriate way e.g. heading, subheadings, bullet points. I know how to plan my writing. I know that . ! ? can be used at the end of sentences.	I know words that can be used as conjunctions to extend my sentences. I know words that can be used in instructions (like imperative verbs). Step 6 I know how to organise my writing in an appropriate way e.g. paragraphs. I know how to plan my writing. I know that . ! ? can be used at the end of sentences.	I know words that can be used as conjunctions. I know words that can be used as time conjunctions. Step 6 I know how to organise my writing in an appropriate way e.g. paragraphs. I know how to plan my writing. I know that . ! ? can be used at the end of sentences. I know how to punctuate a narrative.
	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes
Writing Skills	Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making. Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase about 'Beegu' and 'The Way Back Home' 'How to Catch a Star'. I can write a caption or short phrase about a monster. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation to describe monsters. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.	Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making. Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase in instructions and persuasion texts. I can hear and write the initial letter sound. I can write a caption or short phrase about 'Superworm' and 'Traction Man is Here'. Step 4 I can write simple sentences, sometimes using punctuation to make a comic strip. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.	Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making. Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase to include in a story or poem. I can write phrases for parts of my story or poem. I can write a caption or short phrase about 'The Magic Porridge Pot' and 'Cook it! (Helping Hands)'. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation within fiction or non-fiction. I can begin writing to the next line below the previous line.	Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making. Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase to include in a description, fact file or report. 'My First Gardening Book' I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation in a description, fact file or report. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.	Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making. Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase describing pirates. I can write a caption or short phrase that is an instruction. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation to describe pirates I can write simple sentences, sometimes using punctuation to write an instruction text. I can begin writing to the next line below the previous line.	Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making. Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase as part of a narrative. I can write a caption or short phrase alongside a picture in a narrative. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation with relevant information. I can begin writing to the next line below the previous line. I can write on the next line to structure my narrative. I can use spaces between words more consistently.

	Step 5 I can write sentences that are in an appropriate sequence. I can use simple descriptive words to describe a monster. I can use simple conjunctions in my writing to extend my sentences. I can use time conjunctions in my writing. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases to describe a monster.	Step 5 I can write sentences that are in an appropriate sequence for instructions and persuasion texts. I can use simple descriptive words to enhance my recount. I can use simple conjunctions in my writing to extend my sentences. I can use time conjunctions in my writing to sequence instructions. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases in instructions and persuasion texts.	I can set out my non-fiction texts in different ways. I can use spaces between words more consistently. Step 5 I can write sentences that are in an appropriate sequence to provide clear information in my story or non-fiction text.. I can use simple descriptive words to describe the characters, setting and the main events. I can use simple descriptive words to enhance my non-fiction text.. I can use simple conjunctions in my writing. I can use time conjunctions in my story. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases to describe when writing stories or non-fiction texts.	Step 5 I can write sentences that are in an appropriate sequence a description, fact file or report. I can use simple descriptive words to enhance my description, fact file or report. I can use simple conjunctions in my writing. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases in a description, fact file or report.	I can use spaces between words more consistently. Step 5 I can write sentences that are in an appropriate sequence for a description. I can write sentences that are in an appropriate sequence for an instruction text. I can use simple descriptive words to enhance my writing. I can use simple conjunctions in my writing to extend my descriptive writing and instructions. I can use some imperative verbs in instructions. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases to describe. I can use a range of imperative verbs in instructions.	Step 5 I can write sentences that are in an appropriate sequence. I can use simple descriptive words to enhance my narrative. I can use simple conjunctions in my writing. I can use time conjunctions in my writing. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases to describe the seaside.
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Stage 3

	Builds on Stage 2 learning					
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Blue Planet	Ancient Egypt	The Battle of Hastings	Natural Disasters	Good vs Bad	Farm to Fork

	Class reader: 'Treasure Island: The Graphic Novel (Campfire Graphic Novels) – Robert Louis Stevenson 'Oceans: An Undersea Safari: Dolphins, sharks, penguins, and more! (Animals)' – Johnna Rizzo / National Geographic Kids	Class reader: 'The Time-Travelling Cat and the Egyptian Goddess'-Julia Jarman 'Flat Stanley: The Great Egyptian Grave Robbery' – Jeff Brown	Class reader: '1066 (I Was There)' – Jim Eldridge 'Everything Castles' – Crispin Boyer / National Geographic Kids	Class reader: 'The Pebble in My Pocket' – Meredith Hooper 'The Magic School Bus Blows Its Top' - Joanna Cole and Bruce Degen 'Everything Volcanoes and Earthquakes' - National Geographic Kids	Class reader: 'Dog Man OR Captain Underpants' - Dav Pilkey 'Top 50 Villains' (Horrible Histories) – Terry Deary 'The Bad Guys' - Aaron Blabey	'The Wonderful World of Food' – Wiley Blevins Poems about food / farming
Coverage	Comprehension linked to class reader 'Treasure Island' Communicating about and writing a diary – linked to a character from 'Treasure Island' Communicating about, reading and writing information texts – create a new sea creature and create an entry for the 'Oceans' book based on this new creature	Comprehension linked to class reader 'The Time-Travelling Cat and the Egyptian Goddess' Communicating about and writing a mystery story based on Ancient Egypt Communicating about, reading and writing a shape poem based on Ancient Egypt	Comprehension linked to class reader '1066' extracts Communicating about and writing newspaper article – create a newspaper report based on the events in 1066 Descriptive writing – describing a castle, based on learning from 'Everything Castles'	Comprehension linked to class reader 'The Pebble in My Pocket' Communicating about, reading and writing information texts – create a spoken presentation about either a volcano or an earthquake using 'Everything Volcanoes and Earthquakes' for information Communicating about, reading and writing letters – letters home to your family pretending you are visiting volcanoes and earthquake sites round the world	Comprehension linked to class reader 'Dog Man OR Captain Underpants' chapters Communicating about, reading and writing fiction - script writing – change an event from 'Dog Man OR Captain Underpants' into a play script and perform Communicating about, reading and writing biographies – write a biography of a villain similar to the 'Horrible Histories' ones	Communicating about, reading and writing information texts – use 'The Wonderful World of Food' to find facts and create a leaflet about a local farm shop / food producer Descriptive writing – cook a new recipe and describe how you made it and what it looked like and what it tasted like Comprehension linked to poetry about food and farming
	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes
Communication and Interaction Knowledge	Step 2 I know simple words to describe ideas and objects in 'Treasure Island' and 'Oceans'. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events related to 'Treasure Island'. I know how to give an opinion based on something in 'Treasure Island' and 'Oceans'. Step 4 I know how to ask questions about stories and information texts. I know how to make and express a choice about 'Treasure Island' and 'Oceans'. Step 5	Step 2 I know simple words to describe ideas and objects in 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events in 'The Time-Travelling Cat and the Egyptian Goddess'. I know how to give an opinion. Step 4 I know how to ask questions about 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I know how to make and express a choice.	Step 2 I know simple words to describe key elements of '1066' and 'Everything Castles'. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events from '1066'. I know how to give an opinion. Step 4 I know how to ask questions to gain information about '1066' and 'Everything Castles'. I know how to make and express a choice. Step 5 I know how to make simple inferences using clues in '1066' and 'Everything Castles'.	Step 2 I know simple words to describe key elements of 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events from 'The Pebble in My Pocket'. I know how to give an opinion. Step 4 I know how to ask questions to gain information about 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I know how to make and express a choice. Step 5 I know how to make simple inferences using clues in	Step 2 I know simple words to describe key elements of 'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events from 'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I know how to give an opinion. Step 4 I know how to ask questions to gain information about 'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I know how to make and express a choice.	Step 2 I know simple words to describe key elements of 'The Wonderful World of Food' and poetry. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events from 'The Wonderful World of Food' and poetry. I know how to give an opinion. Step 4 I know how to ask questions to gain information about 'The Wonderful World of Food' and poetry. I know how to make and express a choice. Step 5 I know how to make simple inferences using

	I know how to make simple inferences when discussing 'Treasure Island' and 'Oceans'. I know how to respond to others appropriately when discussing 'Treasure Island' and 'Oceans'. Step 6 I know how to ask questions to gain information and clarity about 'Treasure Island' and 'Oceans'. I know how to adjust my communication to a situation when I am talking about 'Treasure Island' and 'Oceans'. Step 7 I know how to ask relevant questions to develop my understanding when discussing 'Treasure Island' and 'Oceans'. I know how to change my tone, volume and intonation when communicating about 'Treasure Island' and 'Oceans'.	Step 5 I know how to make simple inferences about 'The Time-Travelling Cat and the Egyptian Goddess'. I know how to respond to others appropriately. Step 6 I know how to ask questions to gain information and clarity about 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I know how to adjust my communication to a situation. Step 7 I know how to ask relevant questions to develop my understanding about 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I know how to change my tone, volume and intonation when communicating about 'The Time-Travelling Cat and the Egyptian Goddess' and poetry.	I know how to respond to others appropriately when communicating about '1066' and 'Everything Castles'. Step 6 I know how to ask questions to gain information and clarity when communicating about '1066' and 'Everything Castles'. I know how to adjust my communication to a situation when communicating about '1066' and 'Everything Castles'. Step 7 I know how to ask relevant questions to develop my understanding when communicating about '1066' and 'Everything Castles'. I know how to change my tone, volume and intonation when communicating about '1066' and 'Everything Castles'.	'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I know how to respond to others appropriately when communicating about 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. Step 6 I know how to ask questions to gain information and clarity when communicating about 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I know how to adjust my communication to a situation when communicating about 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. Step 7 I know how to ask relevant questions to develop my understanding of 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I know how to change my tone, volume and intonation when communicating about 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'.	Step 5 I know how to make simple inferences using clues in "'Dog Man OR Captain Underpants'. I know how to respond to others appropriately when communicating about "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. Step 6 I know how to ask questions to gain information and clarity when communicating about "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I know how to adjust my communication to a situation when communicating about "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. Step 7 I know how to ask relevant questions to develop my understanding of "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I know how to change my tone, volume and intonation when communicating about "'Dog Man OR Captain Underpants' and 'Top 50 Villains'.	clues in 'The Wonderful World of Food' and poetry. I know how to respond to others appropriately when communicating about 'The Wonderful World of Food' and poetry. Step 6 I know how to ask questions to gain information and clarity when communicating about 'The Wonderful World of Food' and poetry. I know how to adjust my communication to a situation when communicating about 'The Wonderful World of Food' and poetry. Step 7 I know how to ask relevant questions to develop my understanding of when communicating about 'The Wonderful World of Food' and poetry. I know how to change my tone, volume and intonation when communicating about 'The Wonderful World of Food' and poetry.
Communication and Interaction Skills	Step 2 I can communicate using 3 key words when discussing 'Treasure Island' and 'Oceans'. I can communicate using simple descriptive words when discussing 'Treasure Island' and 'Oceans'. I can use pronouns correctly. I can give simple explanations related to	Step 2 I can communicate using 3 key words when discussing 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I can communicate using simple descriptive words when discussing 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I can use pronouns correctly.	Step 2 I can communicate using 3 key words to comment on '1066' and 'Everything Castles'. I can communicate using simple descriptive words to discuss '1066' and 'Everything Castles'. I can use pronouns correctly. I can give simple explanations when communicating about	Step 2 I can communicate using 3 key words to comment on 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I can communicate using simple descriptive words to discuss 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I can use pronouns correctly.	Step 2 I can communicate using 3 key words to comment on "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I can communicate using simple descriptive words to discuss "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I can use pronouns correctly. I can give simple explanations when	Step 2 I can communicate using 3 key words to comment on 'The Wonderful World of Food' and poetry. I can communicate using simple descriptive words to discuss 'The Wonderful World of Food' and poetry. I can use pronouns correctly. I can give simple explanations when communicating about

	'Treasure Island' and 'Oceans'. Step 3 I can communicate using short phrases or sentences when discussing 'Treasure Island' and 'Oceans'. I can respond to situations in 'Treasure Island'. Step 4 I can explore ideas and contribute to group discussions when discussing 'Treasure Island' and 'Oceans'. I can answer literal questions about when discussing 'Treasure Island' and 'Oceans'. Step 5 I can give structured descriptions and explanations related to 'Treasure Island' and 'Oceans'. I can include more specific vocabulary when discussing 'Treasure Island' and 'Oceans'. Step 6 I can organise what I want to say when discussing 'Treasure Island' and 'Oceans'. I can speak clearly and confidently when discussing 'Treasure Island' and 'Oceans'. I can state preferences and give reasons for this when discussing 'Treasure Island' and 'Oceans'. Step 7 I can discuss and propose possible questions and explanations when discussing 'Treasure Island' and 'Oceans'. I can make vocabulary choices dependent on	I can give simple explanations related to 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. Step 3 I can communicate using short phrases or sentences when discussing 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I can respond to situations in a story or poem. Step 4 I can explore ideas and contribute to group discussions about 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I can answer literal questions about 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I can engage in performances of poetry. Step 5 I can give structured descriptions, explanations and narratives related to 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I can include more specific vocabulary when discussing 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. Step 6 I can organise what I want to say when discussing 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I can speak clearly and confidently and give reasons for this	'1066' and 'Everything Castles'. Step 3 I can communicate using short phrases or sentences when communicating about '1066' and 'Everything Castles'. I can respond to situations in '1066'. Step 4 I can explore ideas and contribute to group discussions about '1066' and 'Everything Castles'. I can answer literal questions about '1066' and 'Everything Castles'. I can engage in role play linked to '1066'. Step 5 I can give structured descriptions and explanations. I can include more specific vocabulary related to '1066' and 'Everything Castles'. Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences related to '1066' and 'Everything Castles' and give reasons for this. Step 7 I can discuss and propose possible questions and explanations related to '1066' and 'Everything Castles'. I can make vocabulary choices dependent on context. I can justify my answers and opinions when communicating about '1066' and 'Everything Castles'.	I can give simple explanations when communicating about 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. Step 3 I can communicate using short phrases or sentences. I can respond to situations 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. Step 4 I can explore ideas and contribute to group discussions about 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I can answer literal questions about 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I can engage in role play linked to 'The Pebble in My Pocket'. Step 5 I can give structured descriptions, explanations and narratives. I can include more specific vocabulary related to 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state opinions about volcanoes and earthquakes and give reasons for this. Step 7 I can discuss and propose possible questions and explanations related to 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'.	communicating about "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. Step 3 I can communicate using short phrases or sentences when communicating about "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I can respond to situations in "'Dog Man OR Captain Underpants'. Step 4 I can explore ideas and contribute to group discussions about "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I can answer literal questions about a "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I can engage in role play linked to "'Dog Man OR Captain Underpants'. Step 5 I can give structured descriptions, explanations and narratives. I can include more specific vocabulary related to "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences related to "'Dog Man OR Captain Underpants' and 'Top 50 Villains' and give reasons for this. Step 7	'The Wonderful World of Food' and poetry. Step 3 I can communicate using short phrases or sentences when communicating about 'The Wonderful World of Food' and poetry. I can respond to situations in 'The Wonderful World of Food' and poetry. Step 4 I can explore ideas and contribute to group discussions about 'The Wonderful World of Food' and poetry. I can answer literal questions about 'The Wonderful World of Food' and poetry. I can engage in role play related to poetry. Step 5 I can give structured descriptions, explanations and narratives. I can include more specific vocabulary related to 'The Wonderful World of Food' and poetry. Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences related to 'The Wonderful World of Food' and poetry and give reasons for this. Step 7 I can discuss and propose possible questions and explanations related to 'The Wonderful World of Food' and poetry.
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	context when discussing 'Treasure Island' and 'Oceans'. I can justify my answers and opinions when discussing 'Treasure Island' and 'Oceans'.	when discussing 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. Step 7 I can discuss and propose possible questions and explanations when discussing 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I can make vocabulary choices dependent on context when discussing 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I can justify my answers and opinions.		I can make vocabulary choices dependent on context. I can justify my answers and opinions when communicating about 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'.	I can discuss and propose possible questions and explanations related to "'Dog Man OR Captain Underpants' and 'Top 50 Villains'". I can make vocabulary choices dependent on context. I can justify my answers and opinions when communicating about "'Dog Man OR Captain Underpants' and 'Top 50 Villains'".	I can make vocabulary choices dependent on context. I can justify my answers and opinions when communicating about 'The Wonderful World of Food' and poetry.
	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes
Reading Knowledge	Step 2 I know how a character might be feeling in 'Treasure Island'. I know how to open a book and follow the text. Step 3 I know how to correctly track text. I know how to use texts to gain information related to 'Treasure Island' and 'Oceans'. I know the terms 'beginning' and 'end' when describing a text. Step 4 I know why events in a text have happened related to 'Treasure Island'. I know how to talk about events in a text and link them to my own experiences related to 'Treasure Island' and 'Oceans'. Step 5 I know how to relate the feelings of a character in 'Treasure Island' to my own.	Step 2 I know how a character might be feeling in 'The Time-Travelling Cat and the Egyptian Goddess'. I know how to open a book and follow the text. Step 3 I know how to correctly track text. I know the terms 'beginning' and 'end' when describing a text. Step 4 I know why events in 'The Time-Travelling Cat and the Egyptian Goddess' have happened. I know how to talk about events in 'The Time-Travelling Cat and the Egyptian Goddess' and link them to my own experiences. Step 5 I know how to relate the feelings of a character in 'The Time-Travelling Cat and the Egyptian Goddess' to my own. I know the difference between fact and fiction.	Step 2 I know how a character might be feeling in '1066'. I know how to open a book and follow the text when reading '1066' and 'Everything Castles'. Step 3 I know how to correctly track text when reading '1066' and 'Everything Castles'. I know how to use books to gain information about castles. I know the terms 'beginning' and 'end' when describing a text. Step 4 I know why events in '1066' have happened. I know how to talk about events in '1066' and link them to my own experiences. Step 5 I know how to relate the feelings of a character in '1066' to my own. I know the difference between fact and fiction.	Step 2 I know how a character might be feeling in 'The Pebble in My Pocket'. I know how to open a book and follow the text when reading 'The Pebble in My Pocket' and information texts. Step 3 I know how to correctly track text when reading 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I know how to use books to gain information about earthquakes and volcanoes. I know the terms 'beginning' and 'end' when describing a text. Step 4 I know why events in 'The Pebble in My Pocket' have happened. I know how to talk about events in 'The Pebble in My Pocket' and link them to my own experiences. Step 5 I know how to relate the feelings of a character in	Step 2 I know how a character might be feeling in "'Dog Man OR Captain Underpants'". I know how to open "'Dog Man OR Captain Underpants' and 'Top 50 Villains' and follow the text. Step 3 I know how to correctly track text when reading "'Dog Man OR Captain Underpants' and 'Top 50 Villains'". I know how to use books to gain information related to 'Top 50 Villains'. I know the terms 'beginning' and 'end' when describing a text. Step 4 I know why events in "'Dog Man OR Captain Underpants' have happened. I know how to talk about events in "'Dog Man OR Captain Underpants' and link them to my own experiences.	Step 2 I know how a character might be feeling in a poem. I know how to open a book and follow the text. Step 3 I know how to correctly track text when reading 'The Wonderful World of Food' and poetry. I know how to use texts to gain information. I know the terms 'beginning' and 'end' when describing a text. Step 4 I know why events in 'The Wonderful World of Food' and poetry have happened. I know how to talk about events in 'The Wonderful World of Food' and poetry and link them to my own experiences. Step 5 I know how to relate the feelings of a character in 'The Wonderful World of Food' to my own.

	I know the difference between fact and fiction. I know how to locate the different sections of a book e.g. contents, chapter names, index. Step 6 I know some key features of information texts. I know how to find out the meaning of new words when reading 'Treasure Island' and 'Oceans'. Step 7 I know the main purpose of a text. I know how to summarise the main points from a text when reading 'Treasure Island' and 'Oceans'.	I know how to locate the different sections of a book e.g. contents, chapter names. Step 6 I know some key features of adventure stories and shape poetry. I know how to find out the meaning of new words. Step 7 I know the main purpose of a text. I know how to summarise the main points from 'The Time-Travelling Cat and the Egyptian Goddess' and poetry.	I know how to locate the different sections of a book e.g. contents, chapter names, index. Step 6 I know some key features of information texts. I know how to find out the meaning of new words. Step 7 I know the main purpose of a text. I know how to summarise the main points from '1066' and 'Everything Castles'.	'The Pebble in My Pocket' to my own. I know the difference between fact and fiction. I know how to locate the different sections of a book e.g. contents, chapter names, index. Step 6 I know some key features of information texts and letters. I know how to find out the meaning of new words. Step 7 I know the main purpose of a text. I know how to summarise the main points from 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'.	Step 5 I know how to relate the feelings of a character in "'Dog Man OR Captain Underpants' to my own. I know the difference between fact and fiction. I know how to locate the different sections of a book e.g. contents, chapter names, index. Step 6 I know some key features of biographies and scripts. I know how to find out the meaning of new words. Step 7 I know the main purpose of a text. I know how to summarise the main points from "'Dog Man OR Captain Underpants' and 'Top 50 Villains'.	I know the difference between fact and fiction. I know how to locate the different sections of a book e.g. contents, chapter names, index. Step 6 I know some key features of information texts and poems. I know how to find out the meaning of new words. Step 7 I know the main purpose of a text. I know how to summarise the main points from 'The Wonderful World of Food' and poetry.
Reading Skills	Step 2 I can predict the end of a sentence. I can relate a story to my own experience when reading 'Treasure Island' and 'Oceans'. Step 3 I can respond to questions that require simple recall when reading 'Treasure Island' and 'Oceans'. I can describe and explain events when reading 'Treasure Island' and 'Oceans'. I can identify the subject of an advert. I can recognise the category of a text. Step 4 I can give a simple character description from 'Treasure Island'. I can listen to and discuss a range of texts. Step 5	Step 2 I can predict the end of a sentence. I can relate a story to my own experience when reading 'The Time-Travelling Cat and the Egyptian Goddess'. Step 3 I can respond to questions that require simple recall when reading about 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I can describe and explain events in 'The Time-Travelling Cat and the Egyptian Goddess'. I can identify the subject of a poem. I can recognise the category of a text. Step 4 I can give a simple character description from 'The Time-Travelling	Step 2 I can predict the end of a sentence. I can relate '1066' to my own experience. Step 3 I can respond to questions that require simple recall when reading '1066' and 'Everything Castles'. I can describe and explain events in '1066' and 'Everything Castles'. I can identify the subject of an information text. I can recognise the category of a text. Step 4 I can give a simple character description from '1066'. I can listen and discuss a range of texts, including '1066' and 'Everything Castles'.	Step 2 I can predict the end of a sentence. I can relate 'The Pebble in My Pocket' to my own experience. Step 3 I can respond to questions that require simple recall when reading 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I can describe and explain events in 'The Pebble in My Pocket'. I can identify the subject of a non-fiction text. I can recognise the category of a text. Step 4 I can give a simple character description from 'The Pebble in My Pocket'. I can listen and discuss a range of texts, including 'The Pebble in My Pocket'	Step 2 I can predict the end of a sentence. I can relate "'Dog Man OR Captain Underpants' to my own experience. Step 3 I can respond to questions that require simple recall when reading "'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I can describe and explain events in "'Dog Man OR Captain Underpants'. I can identify the subject of a text. I can recognise the category of a text. Step 4 I can give a simple character description from "'Dog Man OR Captain Underpants' and 'Top 50 Villains'.	Step 2 I can predict the end of a sentence. I can relate 'The Wonderful World of Food' and poetry to my own experience. Step 3 I can respond to questions that require simple recall when reading 'The Wonderful World of Food' and poetry. I can describe and explain events in 'The Wonderful World of Food'. I can identify the subject of an information text or poem. I can recognise the category of information texts. Step 4 I can give a simple character description from 'The Wonderful

	I can state what I think might happen next in 'Treasure Island'. I can find words or phrases in 'Treasure Island' and 'Oceans' to support my ideas. I can give alternative endings to an event in 'Treasure Island'. Step 6 I can explain what has happened so far in a 'Treasure Island'. I can explain how information texts are organised. Step 7 I can justify my opinion with references to 'Treasure Island' and 'Oceans'. I can make inferences when reading 'Treasure Island' and 'Oceans' independently. I can retrieve and record information from information texts.	Cat and the Egyptian Goddess'. I can listen and discuss a range of texts. Step 5 I can state what I think might happen next in 'The Time-Travelling Cat and the Egyptian Goddess'. I can find words or phrases in 'The Time-Travelling Cat and the Egyptian Goddess' to support my ideas. I can give alternative endings to a story. Step 6 I can explain what has happened so far in 'Twist of Gold'. I can explain how shape poems are formed. Step 7 I can justify my opinion with references to about 'The Time-Travelling Cat and the Egyptian Goddess' and poetry. I can make inferences when reading 'The Time-Travelling Cat and the Egyptian Goddess' and poetry independently. I can retrieve and record information from a text.	Step 5 I can state what I think might happen next in '1066'. I can find words or phrases in '1066' and 'Everything Castles' to support my ideas. I can give alternative endings to a chapter in '1066'. Step 6 I can explain what has happened so far in '1066'. I can explain how information texts are organised. Step 7 I can justify my opinion with references to '1066' and 'Everything Castles'. I can make inferences when reading '1066' and 'Everything Castles' independently. I can retrieve and record information from 'Everything Castles'.	and 'Everything Volcanoes and Earthquakes'. Step 5 I can state what I think might happen next in 'The Pebble in My Pocket'. I can find words or phrases in 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes' to support my ideas. I can give alternative endings to a text. Step 6 I can explain what has happened so far in 'The Pebble in My Pocket'. I can explain how information texts and letters are organised. Step 7 I can justify my opinion with references to 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes'. I can make inferences when reading 'The Pebble in My Pocket' and 'Everything Volcanoes and Earthquakes' independently. I can retrieve and record information from non-fiction texts.	I can listen and discuss a range of texts, including 'Dog Man OR Captain Underpants' and 'Top 50 Villains'. Step 5 I can state what I think might happen next in 'Dog Man OR Captain Underpants'. I can find words or phrases in a 'Dog Man OR Captain Underpants' and 'Top 50 Villains' to support my ideas. I can give alternative endings to a text. Step 6 I can explain what has happened so far in 'Dog Man OR Captain Underpants'. I can explain how biographies and scripts are organised. Step 7 I can justify my opinion with references to 'Dog Man OR Captain Underpants' and 'Top 50 Villains'. I can make inferences when reading 'Dog Man OR Captain Underpants' and 'Top 50 Villains' independently.	World of Food' and poetry. I can listen and discuss a range of texts, including 'The Wonderful World of Food' and poetry. Step 5 I can state what I think might happen next in 'The Wonderful World of Food' and poetry. I can find words or phrases in 'The Wonderful World of Food' and poetry to support my ideas. I can give alternative endings to a text. Step 6 I can explain what has happened so far in 'The Wonderful World of Food'. I can explain how information texts and poems are organised. Step 7 I can justify my opinion with references to 'The Wonderful World of Food' and poetry. I can make inferences when reading 'The Wonderful World of Food' and poetry independently. I can retrieve and record information from texts and poems.
Writing Knowledge	Writing Outcomes Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing.	Writing Outcomes Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing.	Writing Outcomes Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing.	Writing Outcomes Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing. Step 4 I know what a full stop is.	Writing Outcomes Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing.	Writing Outcomes Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing.

	Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe. I know words that can be used as conjunctions. I know words that can be used to give information. Step 6 I know how to organise my writing in an appropriate way e.g. paragraphs, subheadings. I know how to plan my writing. I know that . ! ? can be used at the end of sentences. Step 7 I know how to select and change the tense of my writing. I know a wide range of conjunctions. I know how to use commas in different ways.	Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe. I know words that can be used as conjunctions. I know words that can be used as time conjunctions. Step 6 I know how to organise my writing in an appropriate way e.g. paragraphs, subheadings. I know how to plan my writing. I know that . ! ? can be used at the end of sentences. Step 7 I know how to select and change the tense of my writing. I know a wide range of conjunctions. I know how to use commas in different ways.	Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe. I know words that can be used as conjunctions. I know words that can be used to write an article. Step 6 I know how to organise my writing in an appropriate way e.g. paragraphs, subheadings. I know how to plan my writing. I know that . ! ? can be used at the end of sentences. Step 7 I know how to select and change the tense of my writing. I know a wide range of conjunctions. I know how to use commas in different ways.	I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe. I know words that can be used as conjunctions. I know words that can be used as time conjunctions. Step 6 I know how to organise my writing in an appropriate way e.g. paragraphs, subheadings. I know how to plan my writing. I know that . ! ? can be used at the end of sentences. Step 7 I know how to select and change the tense of my writing. I know a wide range of conjunctions. I know how to use commas in different ways.	Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe. I know words that can be used for effect. I know words that can be used as stage directions. Step 6 I know how to layout a script or biography. I know how to plan my writing. I know that . ! ? can be used at the end of sentences. Step 7 I know how to select and change the tense of my writing. I know a wide range of words and phrases for effect. I know how to use punctuation in script writing e.g. (and) for stage directions.	Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses. Step 5 I know words that describe. I know words that can be used as conjunctions. I know words that can be used as time conjunctions. Step 6 I know how to organise my writing in an appropriate way e.g. paragraphs, subheadings. I know how to plan my writing. I know that . ! ? can be used at the end of sentences. Step 7 I know how to select and change the tense of my writing. I know a wide range of conjunctions. I know how to use commas in different ways.
Writing Skills	Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase when writing a diary or information text. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation, when	Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase when writing a story or poem. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation, writing a story or poem.	Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase when writing an article. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation, when writing an article.	Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase when writing a letter. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation, writing a letter. I can begin writing to the next line below the previous line.	Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase when writing a script or a biography. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation, when	Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase when describing and explaining. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation, when

	writing a diary or information text. I can begin writing to the next line below the previous line. I can use spaces between words more consistently. Step 5 I can write sentences that are in an appropriate sequence when writing a diary or information text. I can use simple descriptive words. I can use simple conjunctions in my writing. I can use facts in my writing. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases to describe when writing a diary or information text. Step 7 I can write in different tenses mostly consistently. I can identify errors in my writing and suggest corrections. I can extend sentences using a wide range of conjunctions to add detail when writing a diary or information text. I can use apostrophes for contraction and possession.	I can begin writing to the next line below the previous line. I can use spaces between words more consistently. Step 5 I can write sentences that are in an appropriate sequence writing a diary or myth. I can use simple descriptive words. I can use simple conjunctions in my writing. I can use time conjunctions in my writing. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases to describe writing a story or poem. Step 7 I can write in different tenses mostly consistently. I can identify errors in my writing and suggest corrections. I can extend sentences using a wide range of conjunctions to add detail writing a story or poem. I can use apostrophes for contraction and possession.	I can begin writing to the next line below the previous line. I can use spaces between words more consistently. Step 5 I can write sentences that are in an appropriate sequence when writing an article. I can use simple descriptive words. I can use simple conjunctions in my writing. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases to describe. Step 7 I can write in different tenses mostly consistently. I can identify errors in my writing and suggest corrections. I can extend sentences using a wide range of conjunctions to add detail to an article. I can use apostrophes for contraction and possession.	I can use spaces between words more consistently. Step 5 I can write sentences that are in an appropriate sequence writing a letter. I can use simple descriptive words. I can use simple conjunctions in my writing. I can use time conjunctions in my writing. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases to describe volcanoes and earthquakes. Step 7 I can write in different tenses mostly consistently. I can identify errors in my writing and suggest corrections. I can extend sentences using a wide range of conjunctions to add detail to letters. I can use apostrophes for contraction and possession.	writing a script or biography. I can begin writing to the next line below the previous line. I can use spaces between words more consistently. Step 5 I can write sentences that are in an appropriate sequence when writing a script or poem. I can use simple descriptive words. I can use simple language for effect in biography writing. I can use stage directions in script writing. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases to describe when writing a script or biography. Step 7 I can write in different tenses mostly consistently. I can identify errors in my writing and suggest corrections. I can extend sentences using a wide range of conjunctions to add detail to a poem or a biography. I can use apostrophes for contraction and possession.	describing and explaining. I can begin writing to the next line below the previous line. I can use spaces between words more consistently. Step 5 I can write sentences that are in an appropriate sequence when describing and writing a leaflet. I can use simple descriptive words. I can use simple conjunctions in my writing. I can use conjunctions to explain my ideas. Step 6 I can write sentences that are linked thematically with meaning and purpose. I can use . ? ! in the correct way. I can use expanded noun phrases to describe a recipe. Step 7 I can write in different tenses mostly consistently. I can identify errors in my writing and suggest corrections. I can extend sentences using a wide range of conjunctions to add detail and reasons. I can use apostrophes for contraction and possession.
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Stage 4 Pre-Entry Level

	Builds on Stage 2 learning			
	Autumn 1	Autumn 2	Spring 1 + 2	Summer 1 + 2
Topic	Text: 'The Tear Thief' – Carol Ann Duffy	Text: 'Stone Age Boy' - Satoshi Kitamura Text: 'How to Wash a Woolly Mammoth' -Michelle Robinson	Text: 'Zog'-Julia Donaldson Animation: 'How to Train your Dragon' - Cressida Cowell	Text: 'The Lion Inside' - Rachel Bright and Jim Field
Coverage	Comprehension linked to 'The Tear Thief' including role play spoken Descriptive writing – character description	Comprehension linked to 'How to Wash a Woolly Mammoth' or 'Stone Age Boy' Communicating about and writing information texts – stone age	Comprehension linked to a range of short texts at appropriate level Comprehension linked to 'Zog' 'How to Train your Dragon' extracts and film	Comprehension linked to 'The Lion Inside' including role play acting out events from 'The Lion Inside'

	Communicating about and writing narratives – fantasy story writing AQA UAS: 81829 PRE-WRITING SKILLS: MARK MAKING or 115234 DESCRIBING CHARACTERS	Communicating about and writing a set of instructions-'How to Wash a Woolly Mammoth'	including discussion - favourite myths and monsters Descriptive writing – setting description: a dragon's home Communicating about and writing explanation texts – How to care for a pet Communicating about and comprehension linked to 'Zog' AQA UAS: 110637 SPEAKING AND LISTENING: ANSWERING QUESTIONS or 116721 LITERACY: USING QUESTION WORDS	Communicating about, reading and writing non-chronological report on lions Communicating about, reading and writing opinions – feelings about different animals Communicating about and writing narratives – story writing based on a an animal doing something brave AQA UAS: 117269 EARLY READING AND LISTENING SKILLS or 115522 ENGLISH: READING
	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes
Communication and Interaction Knowledge	Step 1 I know the names of common objects in 'The Tear Thief'. I know 'what' 'where' and 'who' are question words. I know when a story teller changes the story. Step 2 I know simple words to describe fairies and characters from 'The Tear Thief'. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events in 'The Tear Thief'. I know how to give an opinion about 'The Tear Thief'. Step 4 I know how to ask questions about 'The Tear Thief'. I know how to make and express a choice.	Step 1 I know the names of common objects in 'Stone Age Boy' 'How to Wash a Woolly Mammoth' I know 'what' 'where' and 'who' are question words. I know when a story teller changes the story. Step 2 I know simple words to describe events and characters in 'Stone Age Boy' 'How to Wash a Woolly Mammoth' I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events from 'Stone Age Boy' 'How to Wash a Woolly Mammoth' I know how to give an opinion about 'Stone Age Boy' 'How to Wash a Woolly Mammoth' Step 4 I know how to ask questions about 'Stone Age Boy' 'How to Wash a Woolly Mammoth' I know how to make and express a choice.	Step 1 I know the names of common objects from 'How to Train your Dragon', 'Zog' and short texts. I know 'what' 'where' and 'who' are question words. I know when a story teller changes the story. Step 2 I know simple words to describe items from 'How to Train your Dragon', 'Zog' and short texts. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events from 'How to Train your Dragon', 'Zog' and short texts. I know how to give an opinion about 'How to Train your Dragon', 'Zog' and short texts. Step 4 I know how to ask questions about 'How to Train your Dragon', 'Zog' and short texts. I know how to make and express a choice related to 'How to Train your Dragon', 'Zog' and short texts.	Step 1 I know the names of common objects in 'The Lion Inside'. I know 'what' 'where' and 'who' are question words. I know when a story teller changes the story. Step 2 I know simple words to describe characters in 'The Lion Inside' and animals. I know words that relate to people e.g. he/she/I/me/you. Step 3 I can recount a short sequence of events from 'The Lion Inside'. I know how to give an opinion about 'The Lion Inside'. Step 4 I know how to ask questions about 'The Lion Inside'. I know how to make and express a choice.
Communication and Interaction Skills	Step 1 I can answer simple what' 'where' and 'who' questions about 'The Tear Thief'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'The Tear Thief' using a single word answer.	Step 1 I can answer simple what' 'where' and 'who' questions about 'Stone Age Boy' 'How to Wash a Woolly Mammoth' I can combine 2 words, signs or symbols. I can use two word combinations verb+noun.	Step 1 I can answer simple what' 'where' and 'who' questions about 'How to Train your Dragon', 'Zog' and short texts. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun.	Step 1 I can answer simple what' 'where' and 'who' questions about 'The Lion Inside'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'The Lion Inside' using a single word answer.

	Step 2 I can communicate using 3 key words about 'The Tear Thief'. I can communicate using simple descriptive words about fairies and characters in 'The Tear Thief'. I can use pronouns correctly. I can give simple explanations. Step 3 I can communicate using short phrases or sentences about 'The Tear Thief'. I can respond to situations in 'The Tear Thief'. Step 4 I can explore ideas and contribute to group discussions about 'The Tear Thief'. I can answer literal questions about 'The Tear Thief'. I can engage in role play based on 'The Tear Thief'.	I can answer a question about 'Stone Age Boy' 'How to Wash a Woolly Mammoth' using a single word answer. Step 2 I can communicate using 3 key words about 'Stone Age Boy' 'How to Wash a Woolly Mammoth'. I can communicate using simple descriptive words about 'Stone Age Boy' 'How to Wash a Woolly Mammoth'. I can use pronouns correctly. I can give simple explanations. Step 3 I can communicate using short phrases or sentences about 'Stone Age Boy' 'How to Wash a Woolly Mammoth'. I can respond to situations in 'Stone Age Boy'. Step 4 I can explore ideas and contribute to group discussions about 'Stone Age Boy' 'How to Wash a Woolly Mammoth'. I can answer literal questions about 'Stone Age Boy' 'How to Wash a Woolly Mammoth'. I can engage in role play based on 'Stone Age Boy' 'How to Wash a Woolly Mammoth'.	I can answer a question about 'How to Train your Dragon' using a single word answer. Step 2 I can communicate using 3 key words related to 'How to Train your Dragon', 'Zog' and short texts. I can communicate using simple descriptive words about items from 'How to Train your Dragon', 'Catch It' and short texts. I can use pronouns correctly. I can give simple explanations. Step 3 I can communicate using short phrases or sentences about 'How to Train your Dragon', 'Zog' and short texts. I can respond to situations in 'How to Train your Dragon', 'Zog' and short texts. Step 4 I can explore ideas and contribute to group discussions about 'How to Train your Dragon', 'Zog' and short texts. I can answer literal questions about 'How to Train your Dragon', 'Zog' and short texts. I can engage in role play.	Step 2 I can communicate using 3 key words about 'The Lion Inside'. I can communicate using simple descriptive words about 'The Lion Inside'. I can use pronouns correctly. I can give simple explanations. Step 3 I can communicate using short phrases or sentences about 'The Lion Inside'. I can respond to situations in 'The Lion Inside'. Step 4 I can explore ideas and contribute to group discussions about 'The Lion Inside'. I can answer literal questions about 'The Lion Inside'. I can engage in role play based on 'The Lion Inside'.
	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes
Reading Knowledge	Step 1 I know some of the letters in my name. I know the characters in 'The Tear Thief'. I know that pictures tell stories. Step 2 I know how a character might be feeling in 'The Tear Thief'. I know how to open a book and follow the text. Step 3 I know how to correctly track text. I know how to use 'The Tear Thief' to gain information. I know the terms 'beginning' and 'end' when describing 'The Tear Thief'. Step 4 I know why events in 'The Tear Thief' have happened. I know how to talk about events in 'The Tear Thief' and link them to my own experiences.	Step 1 I know some of the letters in my name. I know the characters in 'Stone Age Boy' 'How to Wash a Woolly Mammoth'. I know that pictures tell stories. Step 2 I know how a character might be feeling in 'Stone Age Boy' 'How to Wash a Woolly Mammoth'. I know how to open a book and follow the text. Step 3 I know how to correctly track text. I know how to use books and the internet to gain information. I know the terms 'beginning' and 'end' when describing 'Stone Age Boy' 'How to Wash a Woolly Mammoth'. Step 4 I know why events in 'Stone Age Boy' 'How to Wash a Woolly Mammoth' have happened.	Step 1 I know some of the letters in my name. I know the characters in 'How to Train your Dragon' or short texts. I know that pictures tell stories. Step 2 I know how a character might be feeling in 'How to Train your Dragon', 'Zog' and short texts. I know how to open a book and follow the text. Step 3 I know how to correctly track text. I know how to use books to gain information when reading 'How to Train your Dragon' and short texts. I know the terms 'beginning' and 'end' when describing a text. Step 4 I know why events in 'How to Train your Dragon', 'Zog' and short texts. have happened.	Step 1 I know some of the letters in my name. I know the characters in 'The Lion Inside'. I know that pictures tell stories. Step 2 I know how a character might be feeling in 'The Lion Inside'. I know how to open a book and follow the text. Step 3 I know how to correctly track text. I know how to use books to gain information when reading 'The Lion Inside'. I know the terms 'beginning' and 'end' when describing 'The Lion Inside'. Step 4 I know why events in 'The Lion Inside' have happened. I know how to talk about events in 'The Lion Inside' and link them to my own experiences.

		I know how to talk about events in 'Stone Age Boy' 'How to Wash a Woolly Mammoth' and link them to my own experiences.	I know how to talk about events in a text and link them to my own experiences.	
Reading Skills	Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story. Step 2 I can predict the end of a sentence. I can relate 'The Tear Thief' to my own experience. Step 3 I can respond to questions that require simple recall about 'The Tear Thief'. I can describe and explain events in 'The Tear Thief'. I can identify the subject of a short non-fiction text. I can recognise the category of a short text. Step 4 I can give a simple character description from 'The Tear Thief'. I can listen and discuss a range of texts.	Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story. Step 2 I can predict the end of a sentence. I can relate 'Stone Age Boy' 'How to Wash a Woolly Mammoth' to my own experience. Step 3 I can respond to questions that require simple recall about 'Stone Age Boy'. I can describe and explain events in 'How to Wash a Woolly Mammoth'. I can identify the subject of a short non-fiction text. I can recognise the category of a short text. Step 4 I can give a simple character description from 'Stone Age Boy' 'How to Wash a Woolly Mammoth'. I can listen and discuss a range of texts.	Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story. Step 2 I can predict the end of a sentence. I can relate 'How to Train your Dragon', 'Zog' and short texts to my own experience. Step 3 I can respond to questions that require simple recall related to 'How to Train your Dragon', 'Zog' and short texts. I can describe and explain events in 'How to Train your Dragon', 'Zog'. I can identify the subject of a short non-fiction text. I can recognise the category of a short text. Step 4 I can give a simple character description from 'How to Train your Dragon', 'Zog' and short texts. I can listen and discuss a range of texts.	Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story. Step 2 I can predict the end of a sentence. I can relate 'The Lion Inside' to my own experience. Step 3 I can respond to questions that require simple recall related to 'The Lion Inside'. I can describe and explain events in 'The Lion Inside'. I can identify the subject of a non-fiction text. I can recognise the category of a text. Step 4 I can respond to questions that require simple recall related to 'The Lion Inside'. I can listen and discuss a range of texts.
	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes
Writing Knowledge	Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing. Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing. Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses.	Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing. Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing. Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses.	Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing. Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing. Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses.	Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing. Step 2 I know to leave spaces between groups of letters. I know what letters look like. Step 3 I know how to put spaces between words (inconsistently). I know to write from left to right. I know I need to hold the paper when writing. Step 4 I know what a full stop is. I know how to use 'and' to join words. I know how to use 'and' to join clauses.
Writing Skills	Step 1	Step 1	Step 1	Step 1

	I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making. Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase when describing or writing a short story. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation, describing or writing a short story. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.	I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making. Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase when writing an article or diary. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation, when writing an article or diary. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.	I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making. Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase to describe or explain. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation, to describe or explain. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.	I can make marks in or about a piece of work. I can copy strokes in different directions. I can use some letters within mark making. Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes. Step 3 I can write a caption or short phrase when writing a report, opinion or story. I can hear and write the initial letter sound. Step 4 I can write simple sentences, sometimes using punctuation, when writing a report, opinion or story. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.
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Stage 4 Entry Level

	Builds on Stage 3 learning			
	Autumn 1	Autumn 2	Spring 1 + 2	Summer 1 + 2
Topic	Text: 'The BFG' – Roald Dahl	Text: 'Stig of the Dump' – Clive King Animation: Treasure	Text: EL past papers and practice papers for reading assessment 'How to Train your Dragon' - Cressida Cowell Animation: 'Catch It'	Text: 'The Butterfly Lion' – Michael Morpurgo Example texts for non-chronological reports and persuasive arguments
Coverage	Comprehension linked to 'The BFG' including role play spoken language assessment (EL coursework) Descriptive writing – character description Communicating about and writing narratives – fantasy story writing (EL coursework)	Comprehension linked to 'Stig of the Dump' including group discussion spoken language assessment – should fox hunting still be banned? (EL coursework) Communicating about and writing information texts – newspaper article (EL coursework)	Comprehension linked to a range of short literary and non-fiction texts in practice for EL Reading Assessment papers Comprehension linked to 'How to Train Your Dragon' including discussion spoken language assessment - favourite myths and monsters (EL coursework)	Comprehension linked to 'The Butterfly Lion' including role play spoken language assessment – hot seating characters from Chapter 3 (EL coursework) Communicating about, reading and writing non-chronological report on lions Communicating about, reading and writing persuasive texts – arguing

		Communicating about and writing a diary of the woman from 'Treasure' animation	Descriptive writing – setting description: a dragon's home Communicating about and writing explanation texts – How to care for a pet (EL coursework) Communicating about and comprehension linked to 'Catch It'	whether animals should or shouldn't be used in a circus Communicating about and writing narratives – story writing based on a person and an animal's friendship (EL coursework) Communicating about and writing an informative text-book review based on 'The Butterfly Lion' including a summary and opinions on the text and characters from the book (EL coursework)
	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes
Communication and Interaction Knowledge	Entry Level 1 I know what a role play is. I know how to speak so I can be heard most of the time. I know how to respond appropriately to others most of the time. I know how to convey simple meanings relevant to a situation and audience. Entry Level 2 I know how to add some detail to a role play about someone being upset. I know how to speak so I can be heard. I know how to respond appropriately to others. I know what Standard English is. I know how to respond to the main points in a role play about someone being upset. Entry Level 3 I know how to add detail to my role play about someone being upset. I know how to speak so I can be heard and understood. I know where it is appropriate to use Standard English. I know how to match my vocabulary to suit the situation and audience.	Entry Level 1 I know what a discussion is. I know how to speak so I can be heard most of the time. I know how to respond appropriately to others most of the time. I know how to convey simple meanings relevant to a situation and audience. Entry Level 2 I know how to add some detail to a discussion about fox hunting. I know how to speak so I can be heard. I know how to respond appropriately to others. I know what Standard English is. I know how to respond to the main points in a discussion about fox hunting. Entry Level 3 I know how to add detail to my contributions in a discussion about fox hunting'. I know how to speak so I can be heard and understood. I know where it is appropriate to use Standard English. I know how to match my vocabulary to suit the situation and audience.	Entry Level 1 I know what a discussion is. I know how to speak so I can be heard most of the time. I know how to respond appropriately to others most of the time. I know how to convey simple meanings relevant to a situation and audience. Entry Level 2 I know how to add some detail to a discussion. I know how to speak so I can be heard. I know how to respond appropriately to others. I know what Standard English is. I know how to respond to the main points in a discussion. Entry Level 3 I know how to add detail to my contributions. I know how to speak so I can be heard and understood. I know where it is appropriate to use Standard English. I know how to match my vocabulary to suit the situation and audience.	Entry Level 1 I know what hotseating is. I know how to speak so I can be heard most of the time. I know how to respond appropriately to others most of the time. I know how to convey simple meanings relevant to a situation and audience. Entry Level 2 I know how to add some detail to a hot seating role play. I know how to speak so I can be heard. I know how to respond appropriately to others. I know what Standard English is. I know how to respond to the main points in a hot seating role play. Entry Level 3 I know how to add detail to my hot seating role play. I know how to speak so I can be heard and understood. I know where it is appropriate to use Standard English. I know how to match my vocabulary to suit the situation and audience.
Communication and Interaction Skills	Entry Level 1 I can speak briefly and make basic contributions to the role play about someone being upset. I can speak in a way that people can understand me most of the time. I can listen to others most of the time. I can follow the main drift of a role play. Entry Level 2 I can make some contributions to a role play about someone being upset. I can speak in a way that people can understand me.	Entry Level 1 I can speak briefly and make basic contributions to the discussion about fox hunting. I can speak in a way that people can understand me most of the time. I can listen to others most of the time. I can follow the main drift of a discussion or role play. Entry Level 2 I can make some contributions to a discussion about fox hunting.	Entry Level 1 I can speak briefly and make basic contributions to the discussion. I can speak in a way that people can understand me most of the time. I can listen to others most of the time. I can follow the main drift of a discussion. Entry Level 2 I can make some contributions to a discussion. I can speak in a way that people can understand me.	Entry Level 1 I can speak briefly and make basic contributions to a hot seating role play. I can speak in a way that people can understand me most of the time. I can listen to others most of the time. I can follow the main drift of a hot seating role play. Entry Level 2 I can make some contributions to a hot seating role play. I can speak in a way that people can understand me.

	I can listen to others. I am beginning to use Standard English. I can follow the main points in a role play. I can use simple vocabulary to generally suit the situation and audience. Entry Level 3 I can make developed contributions to the role play about someone being upset. I can speak audibly and I am comprehensible throughout my contributions. I can listen to others and respond appropriately, with some detail. I can use spoken Standard English where appropriate. I can convey meaning using some developed vocabulary	I can speak in a way that people can understand me. I can listen to others. I am beginning to use Standard English. I can follow the main points in a discussion or role play. I can use simple vocabulary to generally suit the situation and audience. Entry Level 3 I can make developed contributions to a discussion about fox hunting. I can speak audibly and I am comprehensible throughout my contributions. I can listen to others and respond appropriately, with some detail. I can use spoken Standard English where appropriate. I can convey meaning using some developed vocabulary	I can listen to others. I am beginning to use Standard English. I can follow the main points in a discussion. I can use simple vocabulary to generally suit the situation and audience. Entry Level 3 I can make developed contributions to the discussion. I can speak audibly and I am comprehensible throughout my contributions. I can listen to others and respond appropriately, with some detail. I can use spoken Standard English where appropriate. I can convey meaning using some developed vocabulary	I can listen to others. I am beginning to use Standard English. I can follow the main points in a hot seating role play. I can use simple vocabulary to generally suit the situation and audience. Entry Level 3 I can make developed contributions to a hot seating role play. I can speak audibly and I am comprehensible throughout my contributions. I can listen to others and respond appropriately, with some detail. I can use spoken Standard English where appropriate. I can convey meaning using some developed vocabulary
	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes
Reading Knowledge	Entry Level 1 I know different types of literary texts with support. I know the purpose of a text with support. I know the difference between facts and opinions with support. I know how to summarise information from 'The BFG' with support. Entry Level 2 I know different types of literary texts with a little support at times. I know the purpose of a text with a little support at times. I know the difference between facts and opinions with a little support at times. I know how to summarise information from 'The BFG' with a little support at times. Entry Level 3 I know different types of literary texts independently. I know the purpose of a text independently. I know the difference between facts and opinions independently. I know how to summarise information from 'The BFG' independently.	Entry Level 1 I know the different types of non-fiction texts with support. I know different types of literary texts with support. I know the purpose of a text with support. I know the difference between facts and opinions with support. I know how to summarise information from 'Stig of the Dump' with support. Entry Level 2 I know the different types of non-fiction texts with a little support at times. I know different types of literary texts with a little support at times. I know the purpose of a text with a little support at times. I know the difference between facts and opinions with a little support at times. I know how to summarise information from 'Stig of the Dump' with a little support at times. Entry Level 3 I know the different types of non-fiction texts independently. I know different types of literary texts independently. I know the purpose of a text independently. I know the difference between facts and opinions independently.	Entry Level 1 I know the different types of non-fiction texts with support. I know different types of literary texts with support. I know the purpose of a text with support. I know the difference between facts and opinions with support. I know how to summarise information from texts with support. Entry Level 2 I know the different types of non-fiction texts with a little support at times. I know different types of literary texts with a little support at times. I know the purpose of a text with a little support at times. I know the difference between facts and opinions with a little support at times. I know how to summarise information from texts with a little support at times. Entry Level 3 I know the different types of non-fiction texts independently. I know different types of literary texts independently. I know the purpose of a text independently. I know the difference between facts and opinions independently. I know how to summarise information from texts independently.	Entry Level 1 I know the different types of non-fiction texts with support. I know different types of literary texts with support. I know the purpose of a text with support. I know the difference between facts and opinions with support. I know how to summarise information from 'The Butterfly Lion' and non-fiction texts with support. Entry Level 2 I know the different types of non-fiction texts with a little support at times. I know different types of literary texts with a little support at times. I know the purpose of a text with a little support at times. I know the difference between facts and opinions with a little support at times. I know how to summarise information from texts with a little support at times. Entry Level 3 I know the different types of non-fiction texts independently. I know different types of literary texts independently. I know the purpose of a text independently. I know the difference between facts and opinions independently.

		I know how to summarise information 'Stig of the Dump' independently.		I know how to summarise information from 'The Butterfly Lion' and non-fiction texts independently.
Reading Skills	Entry Level 1 I can read from 'The BFG' with support. I can identify different types of texts with support. I can identify explicit information and ideas in 'The BFG' with support. I can identify facts and opinions in texts with support. I can infer meanings from 'The BFG' with support. I can use context to help establish sense with support. I can comment on some language choices in 'The BFG' with support. Entry Level 2 I can read from 'The BFG' with a little support at times. I can identify different types of texts with a little support at times. I can identify explicit information and ideas in 'The BFG' with a little support at times. I can identify facts and opinions in texts with a little support at times. I can infer meanings from 'The BFG' with a little support at times. I can use context to help establish sense with a little support at times. I can comment on some language choices in 'The BFG' with a little support at times. Entry Level 3 I can read from 'The BFG' independently. I can identify different types of texts independently. I can identify explicit information and ideas in 'The BFG' independently. I can identify facts and opinions in texts independently. I can infer meanings from 'The BFG' independently. I can use context to help establish sense independently. I can comment on some language choices in 'The BFG' independently.	Entry Level 1 I can read a range of non-fiction and literary texts with support. I can identify different types of texts with support. I can identify explicit information and ideas in 'Stig of the Dump' with support. I can identify facts and opinions in texts with support. I can infer meanings from 'Stig of the Dump' with support. I can use context to help establish sense with support. I can comment on some language choices in 'Stig of the Dump' with support. Entry Level 2 I can read a range of non-fiction and literary texts with a little support at times. I can identify different types of texts with a little support at times. I can identify explicit information and ideas in 'Stig of the Dump' with a little support at times. I can identify facts and opinions in texts with a little support at times. I can infer meanings from 'Stig of the Dump' with a little support at times. I can use context to help establish sense with a little support at times. I can comment on some language choices in 'Stig of the Dump' with a little support at times. Entry Level 3 I can read a range of non-fiction and literary texts independently. I can identify different types of texts independently. I can identify explicit information and ideas in 'Stig of the Dump' independently. I can identify facts and opinions in texts independently. I can infer meanings from 'Stig of the Dump' independently. I can use context to help establish sense independently. I can comment on some language choices in 'Stig of the Dump' independently.	Entry Level 1 I can read a range of non-fiction and literary texts, including 'How to Train your Dragon', with support. I can identify different types of texts with support. I can identify explicit information and ideas 'How to Train your Dragon', 'Catch It' and short texts with support. I can identify facts and opinions in 'How to Train your Dragon', 'Catch It' and short texts with support. I can infer meanings from 'How to Train your Dragon', 'Catch It' and short texts with support. I can use context to help establish sense with support. I can comment on some language choices in 'How to Train your Dragon', 'Catch It' and short texts with support. Entry Level 2 I can read a range of non-fiction and literary texts, including 'How to Train your Dragon', with a little support at times. I can identify different types of texts with a little support at times. I can identify explicit information and ideas in 'How to Train your Dragon', 'Catch It' and short texts with a little support at times. I can identify facts and opinions in 'How to Train your Dragon', 'Catch It' and short texts with a little support at times. I can infer meanings from 'How to Train your Dragon', 'Catch It' and short texts with a little support at times. I can use context to help establish sense with a little support at times. I can comment on some language choices in 'How to Train your Dragon', 'Catch It' and short texts with a little support at times. Entry Level 3 I can read a range of non-fiction and literary texts independently. I can identify different types of texts independently. I can identify explicit information and ideas in 'How to Train your Dragon', 'Catch It' and short texts independently.	Entry Level 1 I can read a range of non-fiction and literary texts with support. I can identify different types of texts with support. I can identify explicit information and ideas in 'The Butterfly Lion' and non-fiction texts with support. I can identify facts and opinions in texts with support. I can infer meanings from 'The Butterfly Lion' and non-fiction texts with support. I can use context to help establish sense with support. I can comment on some language choices in 'The Butterfly Lion' and non-fiction texts with support. Entry Level 2 I can read a range of non-fiction and literary texts with a little support at times. I can identify different types of texts with a little support at times. I can identify explicit information and ideas in 'The Butterfly Lion' and non-fiction texts with a little support at times. I can identify facts and opinions in texts with a little support at times. I can infer meanings from 'The Butterfly Lion' and non-fiction texts with a little support at times. I can use context to help establish sense with a little support at times. I can comment on some language choices in 'The Butterfly Lion' and non-fiction texts with a little support at times. Entry Level 3 I can read a range of non-fiction and literary texts independently. I can identify different types of texts independently. I can identify explicit information and ideas in 'The Butterfly Lion' and non-fiction texts independently. I can identify facts and opinions in texts independently. I can infer meanings from 'The Butterfly Lion' and non-fiction texts independently. I can use context to help establish sense independently.

			I can identify facts and opinions in 'How to Train your Dragon', 'Catch It' and short texts independently. I can infer meanings from 'How to Train your Dragon', 'Catch It' and short texts independently. I can use context to help establish sense independently. I can comment on some language choices in 'How to Train your Dragon', 'Catch It' and short texts independently.	I can comment on some language choices independently in 'The Butterfly Lion' and non-fiction texts.
	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes
Writing Knowledge	Entry Level 1 I know how to write simple sentences when describing or writing a short story. I know what audience means. Entry Level 2 I know the order I write my ideas is important. I know how to write descriptions and stories I know how to explain my opinion. I know how to use conjunctions to connect ideas some of the time. Entry Level 3 I know how to use the main features of descriptions and stories. I know how to change my writing depending on the audience. I know how to give clear statements of opinion with some explanation.	Entry Level 1 I know what a subheading is. I know how to write simple sentences when writing an article or diary. I know what audience means. Entry Level 2 I know the order I write my ideas is important. I know how to write an article or diary. I know how to explain my opinion. I know how to use conjunctions to connect ideas some of the time. Entry Level 3 I know a range of organisational features, such as sub headings, bullet points and paragraphs. I know how to use the main features of articles and diaries appropriately. I know how to change my writing depending on the audience. I know how to give clear statements of opinion with some explanation.	Entry Level 1 I know what a subheading is. I know how to write simple sentences, including to describe and explain. I know what audience means. Entry Level 2 I know the order I write my ideas is important. I know how to write descriptions and explanations. I know how to explain my opinion. I know how to use conjunctions to connect ideas some of the time. Entry Level 3 I know a range of organisational features, such as sub headings, bullet points and paragraphs. I know how to use the main features of descriptions and explanations appropriately. I know how to change my writing depending on the audience. I know how to give clear statements of opinion with some explanation.	Entry Level 1 I know what a subheading is. I know how to write simple sentences when writing a report, an argument and a story. I know what audience means. Entry Level 2 I know the order I write my ideas is important. I know how to write a report, an argument and a story. I know how to explain my opinion. I know how to use conjunctions to connect ideas some of the time. Entry Level 3 I know a range of organisational features, such as sub headings, bullet points and paragraphs. I know how to use the main features of reports, arguments and stories appropriately. I know how to change my writing depending on the audience. I know how to give clear statements of opinion with some explanation.
Writing Skills	Entry Level 1 I can write simple meanings that can be understood when describing or writing a short story. I can write my opinion in a sentence. I can write information in a list of sentences. I can write a series of events for a fantasy story. I can use . ? and ! accurately some of the time. Entry Level 2 I can write with clarity most of the time when describing or writing a short story.	Entry Level 1 I can use sub headings to organise information and ideas. I can write simple meanings that can be understood when writing an article or diary. I can write my opinion in a sentence. I can write information in a list of sentences. I can write a series of events for an article or diary. I can use . ? and ! accurately some of the time. Entry Level 2	Entry Level 1 I can use sub headings to organise information and ideas. I can write simple meanings that can be understood. I can write my opinion in a sentence. I can write information in a list of sentences. I can write a series sentences to describe. I can use . ? and ! accurately some of the time. Entry Level 2 I can use sub headings and a clear order to organise information and ideas.	Entry Level 1 I can use sub headings to organise information and ideas. I can write simple meanings that can be understood when writing a report, an argument and a story. I can write my opinion in a sentence. I can write information in a list of sentences. I can write a series of events for a story. I can use . ? and ! accurately some of the time. Entry Level 2 I can use sub headings and a clear order to organise information and ideas.

	I can communicate the overall meaning in descriptions and stories. I can show some awareness of the audience in my writing. I can present information in a logical sequence. I can give a little detail in a fantasy story. I can give statements of opinion give some explanation on simple issues. I can use . ? and ! accurately most of the time. Entry Level 3 I can use paragraphs when story writing. I can write with clarity. I can use the main features of descriptions and stories appropriately. I can write a fantasy story using a logical sequence of events and with some detail. I can use some detail when writing a character description. I can use . ? and ! accurately and consistently.	I can use sub headings and a clear order to organise information and ideas. I can write with clarity most of the time. I can communicate the overall meaning in articles and diaries. I can show some awareness of the audience in my writing. I can present information in a logical sequence. I can give a little detail in articles and diaries. I can give statements of opinion give some explanation on simple issues. I can use . ? and ! accurately most of the time. Entry Level 3 I can use different organisational features to suit to purpose of the task, such as sub headings, bullet points, clear order and paragraphs. I can write with clarity. I can use the main features of articles and diaries appropriately. I can write an article using appropriate order and vocabulary. I can write a diary using a logical sequence of events and with some detail. I can use . ? and ! accurately and consistently.	I can write with clarity most of the time. I can communicate the overall meaning in both descriptions and explanations. I can show some awareness of the audience in my writing. I can present information in a logical sequence. I can give a little detail in descriptions. I can give statements of opinion give some explanation on simple issues. I can use . ? and ! accurately most of the time. Entry Level 3 I can use different organisational features to suit to purpose of the task, such as sub headings, bullet points, clear order and paragraphs. I can write with clarity. I can use the main features of descriptions and explanations appropriately. I can write an explanation text using appropriate order and vocabulary. I can write descriptions using a logical sequence of sentences and with some detail. I can use . ? and ! accurately and consistently.	I can write with clarity most of the time. I can communicate the overall meaning in a report, an argument and a story. I can show some awareness of the audience in my writing. I can present information in a logical sequence. I can give a little detail in a story. I can give statements of opinion give some explanation on simple issues. I can use . ? and ! accurately most of the time. Entry Level 3 I can use different organisational features to suit to purpose of the task, such as sub headings, bullet points, clear order and paragraphs. I can write with clarity. I can use the main features of reports, arguments and stories appropriately. I can write informatively using appropriate order and vocabulary. I can write stories using a logical sequence of events and with some detail. I can use . ? and ! accurately and consistently.
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