



2025-2026 English Curriculum: Coverage and Outcomes Knowledge and Skills

Stage 1

Stage 1 learning is planned to be the building blocks for the learning in stages 2 & 3.

Stage 1 is based upon experience learning and students learning from real life experiences, the aim of our stage 1 curriculum is to foster engagement and develop a love of learning. Stage 1 is a platform for all students to make progress whatever their starting point or educational background.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Healthy Choices Texts: 'Kew: Lift and Look Fruit and Vegetables'- by Tracy Cottingham 'Cook it! (Helping Hands)' – by Georgie Birkett	Hibernating Texts: 'That's Not My Badger' by Fiona Watt 'It was a Dark, Cold Night' by Tim Hopgood 'Owl Babies' by Martin Waddell	Our Colourful World Texts: 'Wonderful World of Colours' by Tim Hopgood 'Monsters Love Colours' by Mike Austin 'Brown Bear, Brown Bear what do you see?' by Bill Marting Jr	Knights and Dragons Texts: 'In the Castle' by Anna Milbourne 'Never Touch a Dragon' by Stuart Lynch	Take me on a Journey! Texts: 'Cars and Trucks and things that go' go By Richard Scarry 'We're going on a Bear Hunt' by Michael Rosen. 'Mr Gumpy's Outing' By John Burningham	Splash! Texts: 'The Rainy Day' by Anna Milbourne 'Rain' by Carol Thompson 'Watch out for Muddy Puddles' by Ben Faulkes
Key Vocabulary Signs:	Fruit Vegetables Cook Chop Pizza Wash hands	Night Day Owl Badger Hedgehog Burrow	Red Yellow Blue Orange Green Purple Mix	Knight Dragon Princess Prince Castle Queen King	Car Bus Train Bike Boat Plane	Water Rain Coat Wellies Muddy Puddles Rainbow Jump
Coverage	Photographs, pictures, and symbols Sensory Stories: 'Cook it! (Helping Hands)' Non-fiction: 'Kew: Lift and Look Fruit and Vegetables'	Photographs, pictures, and symbols Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' Narrative: 'That's Not My Badger'	Photographs, pictures, and symbols Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' Narrative- Rhyming strings: 'Brown Bear, Brown Bear what do you see?'	Photographs, pictures, and symbols Sensory Stories: 'Never Touch a Dragon' Non-fiction: 'In the Castle'	Photographs, pictures, and symbols Sensory Stories: 'Mr Gumpy's Outing' Non Fiction: 'Cars and Trucks and things that go' Narrative – Repetitive stories: 'We're	Photographs, pictures, and symbols Sensory Stories: 'The Rainy Day', 'Rain' Narrative: 'Watch out for Muddy Puddles'

					going on a bear hunt'	
Oracy Opportunities	<ul style="list-style-type: none"> • Adult modelling-pace of speech, tone, clarity of pronunciation, voice projection, gesture, posture, facial expressions, body language • Repetition and routine • Use of photos • Visual timetables • Use of PECs and symbols • Use of Makaton • Story-telling-sensory stories • Communication boards 					
	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	<p>B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: Cook it! and Non-fiction: 'Kew: Lift and Look Fruit and Vegetables'</p> <p>I know how to demonstrate that I want more of a story. I can show anticipation when listening to a story. I know what 'no' means.</p> <p>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. I know signs/ gestures/ words are used to communicate. I know words/ signs go together in response to sensory story.</p> <p>24- 36m I know about the immediate events that are happening in 'Kew: Lift and Look Fruit and</p>	<p>B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' and Narrative: 'That's Not My Badger' I know how to demonstrate that I want more of an activity. I can show anticipation when listening to a sensory story or a traditional tale. I know what 'no' means.</p> <p>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 'Owl Babies', 'It was a Dark, Cold Night', 'That's Not My Badger'. I know signs/ gestures/ words are used to communicate.</p>	<p>B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: 'Wonderful World of Colours' , 'Monsters Love Colours'. I know how to demonstrate that I want more of a sensory experience. From 'Monsters Love Colours' , 'Wonderful World of Colours' I can show anticipation when listening to a sensory story or rhyming string in 'Brown Bear, Brown Bear what do you see?'. I know what 'no' means.</p> <p>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: 'Wonderful World of Colours' , 'Monsters Love Colours' I know familiar people and objects when they</p>	<p>B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: 'Never Touch a Dragon' and Narrative: 'Never Touch a Dragon' I know how to demonstrate that I want more of a sensory experience during Sensory Stories: 'Never Touch a Dragon' I can show anticipation when listening to a sensory story or narrative story. I know what 'no' means.</p> <p>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: 'Never Touch a Dragon' I know familiar people and objects that occur in Narrative: 'Never Touch a Dragon' and Non Fiction: 'In the</p>	<p>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: 'Mr Gumpy's Outing' I can show anticipation when listening to a sensory story Sensory Stories: 'Mr Gumpy's Outing' or narrative – Repetitive stories: 'We're going on a Bear Hunt'. I know what 'no' means.</p> <p>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: 'Mr Gumpy's Outing'</p>	<p>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: 'The Rainy Day', 'Rain' I can show anticipation when listening to a sensory story 'The Rainy Day' Rain' I know what 'no' means.</p> <p>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: 'The Rainy Day', 'Rain' I know familiar people and objects Narrative: 'Watch out for Muddy Puddles' 2nd Sensory Stories: 'The Rainy Day', 'Rain' I know signs/ gestures/ words are used to communicate. I know words/ signs go together.</p>

	<p>Vegetables' and Cook it! (Helping Hands) I know what I have just seen/ done with support. I have clear preferences that I can communicate about the Sensory Stories: 'Cook it! (Helping Hands) I know how to turn take during the Sensory Stories: 'Cook it! (Helping Hands) I can look to others for a response. I know what a question is.</p> <p>36-48m I know gestures/ or words can be used to object to and part of the Sensory Stories: 'Cook it! (Helping Hands)' . I know simple words to describe things during Non-fiction: 'Kew: Lift and Look Fruit and Vegetables' I know how to respond to 2 key words about Non-fiction: 'Kew: Lift and Look Fruit and Vegetables' I can understand same and different.</p> <p>Step 1 I know the names of common objects found in Sensory Stories: 'Cook it! (Helping Hands)' Non-fiction: 'Kew: Lift and Look Fruit and Vegetables.' I know 'what' 'where' and 'who' are question words about 'Kew: Lift and Look Fruit and Vegetables'</p>	<p>I know words/ signs go together in response to sensory story or a narrative.</p> <p>24- 36m I know about the immediate events that are happening in 'Owl Babies'. 'It was a Dark, Cold Night', 'That's Not My Badger'. I know what I have just seen/ done with support during Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' I have clear preferences that I can communicate in relation to Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night'. I know how to turn take during a sensory story. I can look to others for a response. I know what a question is.</p> <p>36-48m I know gestures/ or words can be used to object to an activity during Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' I know simple words to describe things in Narrative: 'That's Not My Badger' and Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night'. I know how to respond to 2 key words about 'Owl Babies', 'It was a Dark, Cold Night', 'That's Not My Badger'.</p>	<p>occur in the stories, 'Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours' . I know signs/ gestures/ words are used to communicate. I know words/ signs go together in response to sensory story or a rhyming string.</p> <p>24- 36m I know about the immediate events that are happening in Sensory Stories: 'Wonderful World of Colours' , 'Monsters Love Colours' Narrative- Rhyming strings: 'Brown Bear, Brown Bear what do you see?' I know what I have just seen/ done with support in response to Sensory Stories: 'Wonderful World of Colours' , 'Monsters Love Colours' Narrative- Rhyming strings: 'Brown Bear, Brown Bear what do you see?' I have clear preferences that I can communicate. I know how to turn take during Sensory Stories: 'Wonderful World of Colours' , 'Monsters Love Colours' I can look to others for a response. I know what a question is.</p> <p>36-48m I know gestures/ or words can be used to object to an activity during Sensory Stories: 'Wonderful World of Colours' , 'Monsters Love Colours' I know how to respond to 2 key words about 'Owl Babies', 'It was a Dark, Cold Night', 'That's Not My Badger'.</p>	<p>Castle', 'My very First Castles Book' I know signs/ gestures/ words are used to communicate. I know words/ signs go together in response to Sensory Stories: 'Never Touch a Dragon' and Narrative: 'The Little Dragon'</p> <p>24- 36m I know about the immediate events that are happening in Sensory Stories: 'Never Touch a Dragon' and Narrative: 'Never Touch a Dragon' I know what I have just seen/ done with support in response to Sensory Stories: 'Never Touch a Dragon' I have clear preferences that I can communicate about the Narrative: 'Never Touch a Dragon' I know how to turn take. I can look to others for a response during Sensory Stories: 'Never Touch a Dragon' I know what a question is.</p> <p>36-48m I know gestures/ or words can be used to and to object to an activity during Sensory Stories: 'Never Touch a Dragon', Narrative: 'Never Touch a Dragon', Non Fiction: 'In the Castle', 'My very First Castles Book'.</p>	<p>I know familiar people and objects from: 'We're going on a bear hunt'. 'Mr Gumpy's Outing' I know signs/ gestures/ words are used to communicate. I know words/ signs go together.</p> <p>24- 36m I know about the immediate events that are happening in 'Mr Gumpy's Outing' 'We're going on a Bear Hunt' 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: 'The Rainy Day', 'Rain'. I know simple words to describe things in Narrative: 'Watch out for Muddy Puddles' I know how to respond to 2 key words in response to Narrative: 'Watch out for Muddy Puddles' I can understand same and different.</p> <p>Step 1 I know the names of common objects in Sensory Stories: 'The Rainy Day', 'Rain' And Narrative: 'Watch out for Muddy Puddles' I know 'what' 'where' and 'who' are question words about, 'The Rainy Day' 'Rain' 'Watch out for Muddy Puddles'</p>	<p>24- 36m I know about the immediate events that are happening in Sensory Stories: 'The Rainy Day', 'Rain' 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: 'The Rainy Day', 'Rain' I can look to others for a response during Sensory Stories: 'The Rainy Day', 'Rain' I know what a question is.</p> <p>36-48m I know gestures/ or words can be used to and to object to an activity during Sensory Stories: 'The Rainy Day', 'Rain'. I know simple words to describe things in Narrative: 'Watch out for Muddy Puddles' I know how to respond to 2 key words in response to Narrative: 'Watch out for Muddy Puddles' I can understand same and different.</p> <p>Step 1 I know the names of common objects in Sensory Stories: 'The Rainy Day', 'Rain' And Narrative: 'Watch out for Muddy Puddles' I know 'what' 'where' and 'who' are question words about, 'The Rainy Day' 'Rain' 'Watch out for Muddy Puddles'</p>
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Communication and Interaction Skills	B- 11m I can respond to my name.	B- 11m I can respond to my name.	B- 11m I can respond to my name.	B- 11m I can respond to my name.	B- 11m I can respond to my name.	B- 11m I can respond to my name.

	<p>I can respond to different tones of voice when listening to Sensory Stories: 'Cook it! (Helping Hands)' Non-Fiction: 'Kew: Lift and Look Fruit and Vegetables.'</p> <p>I can demonstrate that I want more of an experience during Sensory Stories: 'Cook it! (Helping Hands)' I can show anticipation during the sensory story.</p> <p>I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during the Sensory Stories: 'Cook it! (Helping Hands)' I can make a choice from 2 options. during the Sensory Stories: 'Cook it! (Helping Hands)' I can name familiar people and objects throughout the Non-fiction: 'Kew: Lift and Look Fruit and Vegetables'.</p> <p>I can use signs/ gestures/ words to communicate.</p> <p>I can put 2 words/ signs together in response to Sensory Stories: 'Cook it! (Helping Hands)' Non-fiction: 'Kew: Lift and Look Fruit and Vegetables.'</p> <p>24- 36m I can understand questions about immediate events that have occurred during Sensory Stories: 'Cook it! (Helping Hands)' Non-fiction: 'Kew: Lift</p>	<p>I can respond to different tones of voice when listening to Narrative: 'That's Not My Badger' Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' I can demonstrate that I want more of sensory activity during Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' I can show anticipation during a sensory story.</p> <p>I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during a sensory story 'Owl Babies'. 'It was a Dark, Cold Night'</p> <p>I can make a choice from 2 options during a sensory story.</p> <p>I can name familiar people and objects.</p> <p>I can use signs/ gestures/ words to communicate.</p> <p>I can put 2 words/ signs together in response to Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' and Narrative: 'That's Not My Badger'</p> <p>24- 36m I can understand questions about immediate events that have occurred in Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' and Narrative: 'That's Not My Badger'.</p>	<p>I can respond to different tones of voice. I can demonstrate that I want more of sensory experience during Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' I can show anticipation Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' I can make a choice from 2 options during Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' I can name familiar people and objects from the stories 'Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours' .</p> <p>I can use signs/ gestures/ words to communicate.</p> <p>I can put 2 words/ signs together in response to Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours' .</p> <p>24- 36m I can understand questions about immediate events in Brown Bear, Brown Bear what do you see?', 'Monsters Love</p>	<p>I can respond to different tones of voice when listening to Sensory Stories: 'Never Touch a Dragon' or Narrative: 'Never Touch a Dragon'.</p> <p>I can demonstrate that I want more of an activity during Sensory Stories: 'Never Touch a Dragon' or Narrative: 'Never Touch a Dragon'.</p> <p>I can show anticipation during Sensory Stories: 'Never Touch a Dragon' or Narrative: 'Never Touch a Dragon'.</p> <p>I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during Sensory Stories: 'Never Touch a Dragon' or Narrative: 'Never Touch a Dragon'.</p> <p>I can make a choice from 2 options in response to Sensory Stories: 'Never Touch a Dragon'</p> <p>I can name familiar people and objects in Narrative: 'Never Touch a Dragon' and Non Fiction: 'In the Castle', 'My very First Castles Book'</p> <p>I can use signs/ gestures/ words to communicate about Sensory Stories: 'Never Touch a Dragon', Narrative: 'Never Touch a Dragon'. Non Fiction: 'In the Castle', 'My very First Castles Book'.</p>	<p>I can respond to different tones of voice when listening to 'Mr Gumpy's Outing' 'We're going on a Bear Hunt'.</p> <p>I can demonstrate that I want more of an activity. I can show anticipation. I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during Narrative – Repetitive stories: 'We're going on a Bear Hunt'.</p> <p>Sensory Stories: 'Mr Gumpy's Outing' Non Fiction: 'Cars and Trucks and things that go' I can make a choice from 2 options from Sensory Stories: 'Mr Gumpy's Outing' I can name familiar people and objects in 'Mr Gumpy's Outing' 'We're going on a Bear Hunt' 'Cars and Trucks and things that go' I can use signs/ gestures/ words to communicate about Sensory Stories: 'Mr Gumpy's Outing' I can put 2 words/ signs together.</p>	<p>I can respond to different tones of voice when listening to 'Watch out for Muddy Puddles' Rain' 'The Rainy Day'.</p> <p>I can demonstrate that I want more of an activity during Sensory Stories: 'The Rainy Day', 'Rain' I can show anticipation. I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during Sensory Stories: 'The Rainy Day', 'Rain' Narrative: 'Watch out for Muddy Puddles' I can make a choice from 2 options during Sensory Stories: 'The Rainy Day', 'Rain' I can name familiar people and objects from Narrative: 'Watch out for Muddy Puddles'</p> <p>I can use signs/ gestures/ words to communicate about Sensory Stories: 'The Rainy Day', 'Rain' and Narrative: 'Watch out for Muddy Puddles' I can put 2 words/ signs together.</p> <p>24- 36m I can understand questions about immediate events from 'Watch out for Muddy Puddles' 'The Rainy Day' I can tell you about what I have seen/ done with support. I have clear preferences that I can</p>
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	<p>and Look Fruit and Vegetables'. I can tell you about what I have seen/ done with support during Sensory Stories: 'Cook it! (Helping Hands)' Non-fiction: 'Kew: Lift and Look Fruit and Vegetables.' I have clear preferences that I can communicate through the experiences in the Sensory Stories: 'Cook it! (Helping Hands)' I can start to turn take through the experiences in the Sensory Stories: 'Cook it! (Helping Hands)' I can look to others for a response during the Sensory Stories: 'Cook it! (Helping Hands)' I can ask questions about Non-Fiction: 'Kew: Lift and Look Fruit and Vegetables'</p> <p>36-48m I can use gestures and/ or words to object to an activity during the Sensory Stories: 'Cook it! (Helping Hands)' I can use simple words to describe things e.g. big. About objects in Non-Fiction: 'Kew: Lift and Look Fruit and Vegetables'. I can select a picture on request understanding 2 key words. I can understand same and different with reference to objects in the books 'Kew: Lift and Look Fruit and Vegetables'.</p> <p>Step 1 I can answer simple what 'where' and 'who' questions about 'Kew:</p>	<p>I can tell you about what I have seen/ done with support during Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' and Narrative: 'That's Not My Badger' I have clear preferences that I can communicate through Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' I can start to turn take through Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night'. I can look to others for a response. I can ask questions about Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' and Narrative: 'That's Not My Badger'</p> <p>36-48m I can use gestures and/ or words to object to an activity through Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night'. I can use simple words to describe things e.g. big during Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' and Narrative: 'That's Not My Badger'. I can select a picture on request understanding 2 key words from Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' and Narrative: 'That's Not My Badger'. I can understand same and different.</p>	<p>Colours', 'Wonderful World of Colours' . I can tell you about what I have seen/ done with support when sharing Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours' . I have clear preferences that I can communicate about Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours' . I can start to turn take during Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours'. I can look to others for a response. I can ask questions about Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours' .</p> <p>36-48m I can use gestures and/ or words to object to an activity through Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' I can use simple words to describe things e.g. big during Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' . I can select a picture on request understanding 2 key words from Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours' .</p>	<p>I can understand same and different. I can put 2 words/ signs together in response to Sensory Stories: 'Never Touch a Dragon', Narrative: 'Never Touch a Dragon'. Non Fiction: 'In the Castle', 'My very First Castles Book'. I can understand same and different.</p> <p>24- 36m I can understand questions about immediate events from 'Never Touch a Dragon' I can tell you about what I have seen/ done with support about 'My very First Castles Book' 'In the Castle' I have clear preferences that I can communicate about Sensory Stories: 'Never Touch a Dragon'. I can start to turn take. I can look to others for a response about Sensory Stories: 'Never Touch a Dragon' I can ask questions about 'Never Touch a Dragon' 'My very First Castles Book'.</p> <p>36-48m I can use gestures and/ or words to object to an activity during Non Fiction: 'In the Castle', 'My very First Castles Book' Narrative: 'Never Touch a Dragon' I can use simple words to describe things e.g. big when reading Non Fiction: 'In the Castle', 'My</p>	<p>24- 36m I can understand questions about immediate events about Narrative – Repetitive stories: 'We're going on a Bear Hunt', Sensory Stories: 'Mr Gumpy's Outing' I can tell you about what I have seen/ done with support during Sensory Stories: 'Mr Gumpy's Outing' I have clear preferences that I can communicate during Sensory Stories: 'Mr Gumpy's Outing' and Narrative – Repetitive stories: 'We're going on a Bear Hunt'. I can start to turn take during Sensory Stories: 'Mr Gumpy's Outing' I can look to others for a response. I can ask questions about 'Mr Gumpy's Outing' 'We're going on a Bear Hunt' 'Cars and Trucks and things that'</p> <p>36-48m I can use gestures and/ or words to object to an activity during Narrative – Repetitive stories: 'We're going on a Bear Hunt', Sensory</p>	<p>communicate during Sensory Stories: 'The Rainy Day', 'Rain' I can start to turn take during Sensory Stories: 'The Rainy Day', 'Rain' I can look to others for a response. I can ask questions about 'The Rainy Day' Rain' 'Watch out for Muddy Puddles'</p> <p>36-48m I can use gestures and/ or words to object to an activity during Narrative: 'Watch out for Muddy Puddles' Sensory Stories: 'The Rainy Day', 'Rain' I can use simple words to describe things e.g. big during Narrative: 'Watch out for Muddy Puddles' Sensory Stories: 'The Rainy Day', 'Rain' I can select a picture on request understanding 2 key words in relation to Narrative: 'Watch out for Muddy Puddles' I can understand same and different.</p> <p>Step 1 I can answer simple what 'where' and 'who' questions about Narrative: 'Watch out for Muddy Puddles' I can combine 2 words, signs or symbols. I can use two word combinations verb+noun with reference to 'Watch out for Muddy Puddles' 'Rain' 'The Rainy Day' I can answer a question about a story</p>
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	<p>Lift and Look Fruit and Vegetables'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun when communicating about 'Kew: Lift and Look Fruit and Vegetables'. I can answer a question about a book using a single word answer in response to 'Kew: Lift and Look Fruit and Vegetables'.</p>	<p>Step 1 I can answer simple what 'where' and 'who' questions about Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' and Narrative: 'That's Not My Badger'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun in response to Narrative: 'That's Not My Badger' I can answer a question about a story using a single word answer Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' and Narrative: 'That's Not My Badger'</p>	<p>I can understand same and different. Step 1 I can answer simple what 'where' and 'who' questions about Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' Narrative- Rhyming strings: 'Brown Bear, Brown Bear what do you see?' I can combine 2 words, signs or symbols. I can use two word combinations verb+noun with reference to Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' Narrative- Rhyming strings: 'Brown Bear, Brown Bear what do you see?' I can answer a question about a story using a single word answer in response to Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' Narrative- Rhyming strings: 'Brown Bear, Brown Bear what do you see?'</p>	<p>very First Castles Book' I can select a picture on request understanding 2 key words in relation to Non Fiction: 'In the Castle', 'My very First Castles Book' 'Never Touch a Dragon'. I can understand same and different. Step 1 I can answer simple what 'where' and 'who' questions about Narrative: 'Never Touch a Dragon' and Non Fiction: 'In the Castle', 'My very First Castles Book'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun with reference to Narrative: 'Never Touch a Dragon' Non Fiction: 'In the Castle', 'My very First Castles Book' I can answer a question about a story using a single word answer with reference to Narrative: 'Never Touch a Dragon' Non Fiction: 'In the Castle', 'My very First Castles Book'</p>	<p>Stories: 'Mr Gumpy's Outing' I can use simple words to describe things e.g. big during Narrative – Repetitive stories: 'We're going on a Bear Hunt'. Non Fiction: 'Cars and Trucks and things that go' I can select a picture on request understanding 2 key words in relation to Non Fiction: 'Cars and Trucks and things that go' Narrative – Repetitive stories: 'We're going on a Bear Hunt' Sensory Stories: 'Mr Gumpy's Outing' I can understand same and different. Step 1 I can answer simple what 'where' and 'who' questions about Narrative – Repetitive stories: 'We're going on a Bear Hunt' Sensory Stories: 'Mr Gumpy's Outing' 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</p>	<p>using a single word answer with reference to Narrative: 'Watch out for Muddy Puddles'</p>
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					answer with reference to 'Mr Gumpy's Outing' 'We're going on a Bear Hunt' 'Cars and Trucks and things that'	
	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes
Reading Knowledge	<p>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: 'Cook it! (Helping Hands)' and 'Kew: Lift and Look Fruit and Vegetables'.</p> <p>12-24m I know how to explore sensory items shared during a sensory story 'Cook it! (Helping Hands)'. I know that books including Sensory Stories: 'Cook it! (Helping Hands)' Non-fiction: 'Kew: Lift and Look Fruit and Vegetables' can be looked at for enjoyment I know the familiar items in picture books 'Kew: Lift and Look Fruit and Vegetables'. I know how to handle a book.</p> <p>24-36 I enjoy pictures and storybooks by myself. 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.</p> <p>36-48m</p>	<p>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: 'Owl Babies', 'It was a Dark, Cold Night'</p> <p>12-24m I know how to explore sensory items shared during a sensory story 'Owl Babies', 'It was a Dark, Cold Night'. I know that books including Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' and Narrative: 'That's Not My Badger' can be looked at for enjoyment I know the familiar items in picture books 'Owl Babies', 'It was a Dark, Cold Night', 'That's Not My Badger' I know how to handle a book.</p> <p>24-36 I enjoy pictures and storybooks by myself including 'Owl Babies', 'It was a Dark, Cold Night', 'That's Not My Badger'. I know how to join in with the repetitive part of the story in 'It was a Dark, Cold Night'.</p>	<p>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 'Monsters Love Colours', 'Wonderful World of Colours'</p> <p>12-24m I know how to explore sensory items shared during 'Monsters Love Colours', 'Wonderful World of Colours'. I know books including Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' Narrative- Rhyming strings: 'Brown Bear, Brown Bear what do you see?' can be looked at for enjoyment I know the familiar items Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours' Narrative- Rhyming strings: 'Brown Bear, Brown Bear what do you see?' I know how to handle a book.</p> <p>24-36 I know rhymes can have actions during 'Brown Bear, Brown Bear what do you see?' I enjoy pictures and storybooks by myself.</p>	<p>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 'Never Touch a Dragon' 'My very First Castles Book'</p> <p>12-24m I know how to explore sensory items shared during a 'Never Touch a Dragon' I know books including 'My very First Castles Book' 'Never Touch a Dragon' 'In the Castle' and other printed material can be looked at for enjoyment I know the familiar items in picture books 'Never Touch a Dragon' 'My very First Castles Book' 'In the Castle' I know how to handle a book.</p> <p>24-36 I enjoy pictures and storybooks by myself including 'Never Touch a Dragon' 'In the Castle' I know how to join in with the repetitive part of the story in 'Never Touch a Dragon' I know the pages in a book need to be turned.</p>	<p>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're going on a Bear Hunt' 'Mr Gumpy's Outing'</p> <p>12-24m I know how to explore sensory items shared during a 'Mr Gumpy's Outing' 'We're going on a Bear Hunt' I know books including 'We're going on a Bear Hunt' 'Cars and Trucks and things that' 'Mr Gumpy's Outing' and other printed material can be looked at for enjoyment I know the familiar items in picture books. 'We're going on a Bear Hunt' 'Mr Gumpy's Outing' 'Cars and Trucks and things that' I know how to handle a book.</p> <p>24-36 I know how to handle a book.</p>	<p>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 'Rain' 'The Rainy Day'</p> <p>12-24m I know how to explore sensory items shared during a 'The Rainy Day' 'Rain' I know books including 'The Rainy Day' 'Rain' 'Watch out for Muddy Puddles' and other printed material can be looked at for enjoyment I know the familiar items in picture books 'The Rainy Day' 'Rain' 'Watch out for Muddy Puddles' I know how to handle a book.</p> <p>24-36 I enjoy pictures and storybooks by myself including 'The Rainy Day' 'Watch out for Muddy Puddles' I know how to join in with the repetitive part of the story in 'Watch out for Muddy Puddles' I know the pages in a book need to be turned.</p>

	<p>I know the main story setting, events and characters of 'Kew: Lift and Look Fruit and Vegetables'.</p> <p>I know that pictures and print in books and the environment carry meaning when reading 'Kew: Lift and Look Fruit and Vegetables'.</p> <p>Step 1 I know some of the letters in my name. I know the characters in 'Cook it! (Helping Hands)' I know that pictures in 'Cook it! (Helping Hands)' and 'Kew: Lift and Look Fruit and Vegetables'. tell stories</p>	<p>I know the pages in a book need to be turned.</p> <p>I know how to track left to right.</p> <p>36-48m I know the main story setting, events and characters in 'Owl Babies', 'It was a Dark, Cold Night', 'That's Not My Badger'.</p> <p>I know that pictures and print in books and the environment carry meaning when reading 'Owl Babies'. 'It was a Dark, Cold Night', 'That's Not My Badger'.</p> <p>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.</p>	<p>I know how to join in with the repetitive part of the story in 'Brown Bear, Brown Bear what do you see?'</p> <p>I know the pages in a book need to be turned.</p> <p>I know how to track left to right.</p> <p>36-48m I know the main story setting, events and characters in Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours' .</p> <p>I know that pictures and print in books and the environment carry meaning when reading Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours' .</p> <p>Step 1 I know some of the letters in my name. I know the characters in Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours' . I know that pictures tell stories in Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours' .</p>	<p>I know how to track left to right.</p> <p>36-48m I know the main story setting, events and characters in 'Never Touch a Dragon' I know that pictures and print in books and the environment carry meaning when reading 'Never Touch a Dragon' 'My very First Castles Book' 'In the Castle'</p> <p>Step 1 I know some of the letters in my name. I know the characters in the book or text in 'Never Touch a Dragon' I know that pictures tell stories in "Never Touch a Dragon' 'In the Castle'</p>	<p>I enjoy pictures and storybooks by myself 'Mr Gumpy's Outing' 'We're going on a Bear Hunt' I know how to join in with the repetitive part of the story in 'We're going on a Bear Hunt' I know the pages in a book need to be turned.</p> <p>I know how to track left to right.</p> <p>36-48m I know the main story setting, events and characters in 'Mr Gumpy's Outing' 'We're going on a Bear Hunt' I know that pictures and print in books and the environment carry meaning when reading 'We're going on a Bear Hunt' 'Mr Gumpy's Outing' 'Cars and Trucks and things that'</p> <p>Step 1 I know some of the letters in my name. I know the characters in the book or text in 'We're going on a Bear Hunt' 'Mr Gumpy's Outing' I know that pictures tell stories 'We're going on a Bear Hunt' 'Mr Gumpy's Outing'</p>	<p>I know how to track left to right.</p> <p>36-48m I know the main story setting, events and characters in 'Watch out for Muddy Puddles' I know that pictures and print in books and the environment carry meaning when reading 'The Rainy Day' 'Rain' 'Watch out for Muddy Puddles'</p> <p>Step 1 I know some of the letters in my name. I know the characters in the book or text in 'The Rainy Day' 'Watch out for Muddy Puddles' I know that pictures tell stories. 'The Rainy Day' 'Watch out for Muddy Puddles'</p>
Reading Skills	B-11m	B-11m	B-11m	B-11m	B-11m	B-11m

<p>I can attend to a sensory story 'Cook it! (Helping Hands)' experience created by an adult. I can observe the visual details of objects during the Sensory Stories: 'Cook it! (Helping Hands)' I can show anticipation when listening.</p> <p>12-24m I can explore sensory items shared during a sensory story. 'Cook it! (Helping Hands)' I enjoy looking at books and other printed material e.g. Sensory Stories: 'Cook it! (Helping Hands)' Non-fiction: 'Kew: Lift and Look Fruit and Vegetables'. I can point to familiar items in 'Kew: Lift and Look Fruit and Vegetables'. I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy pictures and storybooks by myself. I can turn the pages in a book. I can track left to right.</p> <p>36- 48m I can describe the main story setting, events and characters of 'Cook it! (Helping Hands)' and 'Kew: Lift and Look Fruit and Vegetables'. I am interested in the pictures and print in 'Cook it! (Helping Hands)' and 'Kew: Lift and Look Fruit and Vegetables'.and the environment.</p> <p>Step 1</p>	<p>I can attend to a sensory stories 'Owl Babies', 'It was a Dark, Cold Night' created by an adult. I can observe the visual details of objects during Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night' I can show anticipation when listening.</p> <p>12-24m I can explore sensory items shared during a sensory stories, 'Owl Babies', 'It was a Dark, Cold Night'. I enjoy looking at books and other printed material e.g. Sensory Stories: 'Owl Babies', 'It was a Dark, Cold Night'and Narrative:'That's Not My Badger'. I can point to familiar items in sensory and narrative stories. I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story in 'It was a Dark, Cold Night'. I can track left to right.</p> <p>36- 48m I can describe the main story setting, events and characters of 'Owl Babies', 'It was a Dark, Cold Night', 'That's Not My Badger'.</p>	<p>I can attend to a sensory stories 'Monsters Love Colours', 'Wonderful World of Colours' created by an adult. I can observe the visual details of objects in Sensory Stories: 'Wonderful World of Colours', 'Monsters Love Colours'. I can show anticipation when listening.</p> <p>12-24m I can explore sensory items shared during a sensory stories 'Monsters Love Colours', 'Wonderful World of Colours'. I enjoy looking at books and other printed material e.g Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours'. I can point to familiar items in picture books and rhyming books. I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy rhymes and join in actions in 'Brown Bear, Brown Bear what do you see?' I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story in 'Brown Bear, Brown Bear what do you see?' I can turn the pages in a book. I can track left to right.</p> <p>36- 48m I can describe the main story setting, events and characters in Brown Bear, Brown</p>	<p>I can attend to a sensory story, 'Never Touch a Dragon' I can observe the visual details of objects in Sensory Stories: 'Never Touch a Dragon' or Narrative: 'Never Touch a Dragon'. I can show anticipation when listening.</p> <p>12-24m I can explore sensory items shared during a sensory story. 'Never Touch a Dragon' I enjoy looking at books including Sensory Stories: 'Never Touch a Dragon', Narrative: 'Never Touch a Dragon'. Non Fiction: 'In the Castle', 'My very First Castles Book' and other printed material. I can point to familiar items in picture books such as Sensory Stories: 'Never Touch a Dragon', Narrative: 'Never Touch a Dragon'. Non Fiction: 'In the Castle', 'My very First Castles Book'. I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the 'Never Touch a Dragon'. I can turn the pages in a book. I can track left to right.</p>	<p>I can attend to a sensory stories Sensory Stories: 'Mr Gumpy's Outing' 'We're going on a Bear Hunt' I can observe the visual details of objects in Sensory Stories: 'Mr Gumpy's Outing' 'We're going on a Bear Hunt' I can show anticipation when listening.</p> <p>12-24m I can explore sensory items shared during a sensory story 'Mr Gumpy's Outing' I enjoy looking at books and other printed material. I can point to familiar items in picture books Narrative – Repetitive stories: We're going on a bear hunt. Non Fiction: 'Cars and Trucks and things that go' Sensory Stories: 'Mr Gumpy's Outing' I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story in</p>	<p>I can attend to a sensory stories Sensory Stories: 'The Rainy Day', 'Rain' I can observe the visual details of objects in Sensory Stories: 'The Rainy Day', 'Rain' I can show anticipation when listening.</p> <p>12-24m I can explore sensory items shared during a sensory stories 'The Rainy Day' 'Rain' I enjoy looking at books including 'The Rainy Day' 'Watch out for Muddy Puddles' and other printed material. I can point to familiar items in picture books such as Sensory Stories: 'The Rainy Day', 'Rain' Narrative: 'Watch out for Muddy Puddles' I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story in 'Watch out for Muddy Puddles' I can turn the pages in a book. I can track left to right.</p> <p>36- 48m I can describe the main story setting, events and characters in Narrative: 'Watch out for Muddy Puddles' I am interested in the pictures and print in books including</p>
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	<p>I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the stories 'Kew: Lift and Look Fruit and Vegetables'.</p>	<p>I am interested in the pictures and print in Owl Babies', 'It was a Dark, Cold Night', 'That's Not My Badger' and the environment.</p> <p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the stories Owl Babies', 'It was a Dark, Cold Night', 'That's Not My Badger'.</p>	<p>Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours'. I am interested in the pictures and print in Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours'. and the environment.</p> <p>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 Brown Bear, Brown Bear what do you see?', 'Monsters Love Colours', 'Wonderful World of Colours'.</p>	<p>36- 48m I can describe the main story setting, events and characters in 'Never Touch a Dragon' I am interested in the pictures and print in books including Non Fiction: 'In the Castle', 'My very First Castles Book' and the environment.</p> <p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story, 'Never Touch a Dragon'</p>	<p>'We're going on a Bear Hunt' I can turn the pages in a book. I can track left to right.</p> <p>36- 48m I can describe the main story setting, events and characters in 'We're going on a Bear Hunt' I am interested in the pictures and print in books such as 'Mr Gumpy's Outing' 'We're going on a Bear Hunt' and the environment.</p> <p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story 'We're going on a Bear Hunt'</p>	<p>Sensory Stories: 'The Rainy Day', 'Rain' Narrative: 'Watch out for Muddy Puddles' and the environment.</p> <p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story 'Watch out for Muddy Puddles'</p>
	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes
Writing Knowledge	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>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.</p>	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>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.</p>	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>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.</p>	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>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.</p>	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>12-24m I know how to grasp a mark maker. I know the mark maker will leave marks on paper. 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.</p>	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>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.</p>

	<p>I know I need to steady and object with one hand.</p> <p>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.</p> <p>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.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>	<p>I know I need to steady and object with one hand.</p> <p>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.</p> <p>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.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>	<p>I know I need to steady and object with one hand.</p> <p>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.</p> <p>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.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>	<p>I know I need to steady and object with one hand.</p> <p>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.</p> <p>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.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>	<p>I know how to grasp a pen. I know I need to steady and object with one hand.</p> <p>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.</p> <p>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.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>	<p>I know I need to steady and object with one hand.</p> <p>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.</p> <p>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.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>
Writing Skills	<p>B-11m I can move my arms with more control through movements to 'Cook it! (Helping Hands)' . I can close my hand firmly around an object during the Sensory Stories: 'Cook it! (Helping Hands)' I can hold an object in one hand.</p> <p>12-24m</p>	<p>B-11m I can move my arms with more control in gross motor activities. I can close my hand firmly around an object during Sensory Stories: 'Owl Babies', 'Peace at Last' I can hold an object in one hand.</p> <p>12-24m</p>	<p>B-11m I can move my arms with more control in gross motor activities and actions to Sensory Stories: 'Wonderful World of Colours' , 'Monsters Love Colours'. I can close my hand firmly around an object during Sensory Stories: 'Wonderful World of Colours' , 'Monsters Love Colours'</p>	<p>B-11m I can move my arms with more control in gross motor activities and actions. I can close my hand firmly around an object from Sensory Stories: 'Never Touch a Dragon'. I can hold an object in one hand.</p> <p>12-24m</p>	<p>B-11m I can move my arms with more control in gross motor activities and actions to Sensory Stories: 'Mr Gumpy's Outing' I can close my hand firmly around an object. I can hold an object in one hand.</p>	<p>B-11m I can move my arms with more control in gross motor activities and actions to Sensory Stories: 'The Rainy Day', 'Rain' I can close my hand firmly around an object. I can hold an object in one hand.</p> <p>12-24m</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Step 1</p>	<p>I can hold an object in one hand.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions.</p>	<p>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 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.</p> <p>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.</p> <p>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.</p> <p>Step 1 I can make marks in or about a piece of work. I can copy strokes in different directions.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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		<p>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.</p>	I can use some letters within mark making.	I can use some letters within mark making.	<p>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.</p> <p>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.</p>	
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Stage 2-Engagement Pathway

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Whatever the Weather Texts: Narrative/Sensory story: 'Maisy's Wonderful Weather Book' by Lucy Cousins</p> <p>Non-Fiction/Sensory story: 'Baby Touch Rainbow' by Ladybird</p> <p>'Hello World: Weather' by Jill Macdonald</p>	<p>Down in the Woods Texts: Narrative/Sensory story: 'Where's Mrs Fox?' by Ingela P Arrhenius</p> <p>'Woodland Sounds' by Sam Taplin</p> <p>'That's Not My Hedgehog' by Usbourne</p>	<p>London Life Texts: Narrative: 'Maisie Goes to London' by Mick Inkpen and Nick Butterworth</p> <p>'That's Not My Bus' by Usbourne books</p> <p>Non-Fiction: 'Busy London' by Marion Billet</p>	<p>In the Past Texts: Narrative: 'It's a Little Baby' by Julia Donaldson</p> <p>'That's Not My Dinosaur' by Usbourne books</p> <p>'Ten Little Dinosaurs' by Mike Brownlow</p>	<p>The Animal Kingdom Texts: Narrative: 'The Boy Who Lost his Bumble' by Trudi Esberger</p> <p>'What the Ladybird Heard' by Julia Donaldson</p> <p>Non-Fiction: 'Bugs' (DK First Facts)-DK by Gerald McDermot</p>	<p>Beach Explorer Texts: Narrative: 'Jubati the Tortoise' by Gerald McDermot</p> <p>'We're Roaming in the Rainforest' by Laurie Krebs</p> <p>Non-Fiction: 'Secrets of the Rainforest: A shine-A-Light Book' by Carron Brown and Alyssa Nassner</p> <p>Poetry: 'Rumble in the Jungle' by Giles Andreae</p>
Coverage	<p>Coverage: Photographs, pictures, and symbols Narrative/Sensory story: 'Maisy's</p>	<p>Coverage: Photographs, pictures, and symbols Narrative/Sensory Stories: 'That's Not My</p>	<p>Coverage: Photographs, pictures, and symbols</p>	<p>Coverage: Photographs, pictures, and symbols Sensory Stories: 'That's Not My Dinosaur'</p>	<p>Coverage: Photographs, pictures, and symbols Sensory Stories: 'What the Ladybird Heard'</p>	<p>Coverage: Photographs, pictures, and symbols Sensory Stories: 'We're Roaming in the Jungle'</p>

	Wonderful Weather Book' by Lucy Cousins Non-Fiction/Sensory story: 'Baby Touch Rainbow' by Ladybird 'Hello World: Weather' by Jill Macdonald	Hedgehog' by Usbourne 'Woodland Sounds' by Sam Taplin 'Where's Mrs Fox?' by Ingela P Arrhenius	Sensory Stories: 'That's Not My Bus' by Usbourne books Narrative- Maisie Goes to London' Non-Fiction: 'Busy London' by Marion Billet	Narrative: 'Ten Little Dinosaurs' 'It's a Little Baby'	Narrative: 'The Boy Who Lost his Bumble' Non-Fiction: 'Bugs'	Narrative: 'Jubati the Tortoise' Poetry: 'Rumble in the Jungle'
Oracy Opportunities	<ul style="list-style-type: none"> • Adult modelling-pace of speech, tone, clarity of pronunciation, voice projection, gesture, posture, facial expressions, body language • Repetition and routine • Use of photos • Visual timetables • Use of PECs and symbols • Use of Makaton • Story-telling-sensory stories • Communication boards 					
	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	<p>B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: 'Maisy's Wonderful Weather' 'Hello World: Weather' and 'Baby Touch Rainbow' Narrative-repetitive stories: 'Baby Touch Rainbow' I know how to demonstrate that I want more of a story. I can show anticipation when listening to a sensory story or a repetitive story. I know what 'no' means.</p> <p>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 'Maisy's Wonderful Weather' 'Hello World:</p>	<p>B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds'</p> <p>I know how to demonstrate that I want more of a sensory experience. From 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds'</p> <p>I can show anticipation when listening to a sensory story or rhyming string in 'That's Not My Hedgehog' 'Where's the Fox?'</p> <p>I know what 'no' means.</p> <p>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: 'That's Not My</p>	<p>B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: 'That's Not My Bus' Non-Fiction: 'Busy London' I know how to demonstrate that I want more of an activity. I can show anticipation when listening to a sensory story 'That's Not My Bus' I know what 'no' means.</p> <p>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 'That's Not My Bus' I know familiar people and objects that occur in 'Maisie Goes to London', 'That's Not My Bus' and 'Busy London'. I know signs/ gestures/ words are used to communicate. I know words/ signs go together in response to sensory story 'That's Not</p>	<p>B- 11m I know my name. I know there are different tones of voice, and they have different meanings through Sensory Stories: 'That's Not My Dinosaur' and Narrative: 'It's a Little Baby' I know how to demonstrate that I want more of a sensory experience during Sensory Stories: 'That's Not My Dinosaur!' I can show anticipation when listening to a sensory story 'That's Not My Dinosaur!' or narrative story 'It's a Little Baby' I know what 'no' means.</p> <p>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: 'That's Not My Dinosaur' I know familiar people and objects that occur in stories: 'It's a Little Baby'</p>	<p>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: 'What the Ladybird Heard.' I can show anticipation when listening to a sensory story 'What the Ladybird Heard.' I know what 'no' means.</p> <p>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: 'What the Ladybird Heard.' I know familiar people and objects Narrative: 'The Boy Who Lost his Bumble' 'Bugs' and Sensory Stories: 'What the Ladybird Heard.' I know signs/ gestures/ words are used to communicate.</p>	<p>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: 'We're Roaming in the Rainforest' I can show anticipation when listening to a sensory story Sensory Stories: 'We're Roaming in the Rainforest.' I know what 'no' means.</p> <p>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: 'We're Roaming in the Rainforest' I know familiar people and objects from: 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle' I know signs/ gestures/ words are used to communicate. I know words/ signs go together.</p>

	<p>Weather' and 'Baby Touch Rainbow' I know familiar people and objects when they occur in stories 'Maisy's Wonderful Weather' 'Hello World: Weather' or a narrative 'Baby Touch Rainbow' I know signs/ gestures/ words are used to communicate. I know words/ signs go together in response to sensory story 'Hello World: Weather' 'Baby Touch Rainbow' or a narrative 'Maisy's Wonderful Weather'</p> <p>24- 36m I know about the immediate events that are happening in 'Maisy's Wonderful Weather', 'Baby Touch Rainbow' 'Hello World: Weather' I know what I have just seen/ done with support. I have clear preferences that I can communicate about the Sensory Stories: 'Baby Touch Rainbow' 'Maisy's Wonderful Weather' 'Hello World: Weather' I know how to turn take during the Sensory Stories: 'Baby Touch Rainbow' 'Maisy's Wonderful Weather' 'Hello World: Weather' I can look to others for a response. I know what a question is.</p> <p>36-48m I know gestures/ or words can be used to object to and part of</p>	<p>Hedgehog' 'Where's the Fox?' and 'Woodland Sounds'</p> <p>I know familiar people and objects when they occur in the stories, 'That's Not My Hedgehog', 'Woodland Sounds' and 'Where's the Fox?' I know signs/ gestures/ words are used to communicate. I know words/ signs go together in response to sensory story 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' or a rhyming string</p> <p>24- 36m I know about the immediate events that are happening in Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' Narrative- Rhyming strings: 'That's Not My Hedgehog' I know what I have just seen/ done with support in response to Sensory Stories: 'Where's Mrs Fox?' and 'Woodland Sounds' Narrative- Rhyming strings: 'That's Not My Hedgehog' I have clear preferences that I can communicate. I know how to turn take during Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' I can look to others for a response. I know what a question is.</p> <p>36-48m I know gestures/ or words can be used to</p>	<p>My Bus' or a narrative 'Maisy Goes to London.'</p> <p>24- 36m I know about the immediate events that are happening in 'Maisy Goes to London' and 'That's Not My Bus' I know what I have just seen/ done with support during Sensory Stories: 'That's Not My Bus' I have clear preferences that I can communicate in relation to Sensory Stories: 'That's Not My Bus' I know how to turn take during a sensory story 'That's Not My Bus' I can look to others for a response. I know what a question is.</p> <p>36-48m I know gestures/ or words can be used to object to an activity during Sensory Stories: 'That's Not My Bus' I know simple words to describe things in Non-Fiction: 'Busy London' and Sensory Stories: 'That's Not My Bus' I know how to respond to 2 key words about 'Maisy Goes to London', 'That's Not My Bus' and 'Busy London' I can understand same and different.</p> <p>Step 1 I know the names of common objects found in 'Maisy Goes to London', 'That's Not My Bus' and 'Busy London' I know 'what' 'where' and 'who' are question words about 'Maisy Goes to London', 'That's Not My Bus' and 'Busy London' I know when a story teller changes the stories</p>	<p>I know signs/ gestures/ words are used to communicate. I know words/ signs go together in response to Sensory Stories: 'That's Not My Dinosaur' and Narrative: 'It's a Little Baby'</p> <p>24- 36m I know about the immediate events that are happening in Sensory Stories: 'That's Not My Dinosaur!' and Narrative: 'It's a Little Baby' I know what I have just seen/ done with support in response to Sensory Stories: 'That's Not My Dinosaur!' 'It's a Little Baby' I have clear preferences that I can communicate about the Narrative:, 'It's a Little Baby' I know how to turn take. I can look to others for a response during Sensory Stories: 'That's Not My Dinosaur!' I know what a question is.</p> <p>36-48m I know gestures/ or words can be used to and to object to an activity during Sensory Stories: 'That's Not My Dinosaur!' and Narrative: 'It's a Little Baby!' I know simple words to describe things in 'It's a Little Baby' I know how to respond to 2 key words about Sensory Stories: 'That's Not My Dinosaur!' I can understand same and different.</p> <p>Step 1 I know the names of common objects in</p>	<p>I know words/ signs go together.</p> <p>24- 36m I know about the immediate events that are happening in Sensory Stories: 'What the Ladybird Heard.' 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: 'What the Ladybird Heard.' I can look to others for a response during Sensory Stories: 'What the Ladybird Heard.' I know what a question is.</p> <p>36-48m I know gestures/ or words can be used to and to object to an activity during Sensory Stories: 'What the Ladybird Heard.' I know simple words to describe things in Narrative: 'The Boy Who Lost his Bumble' Non-Fiction: 'Bugs' I know how to respond to 2 key words in response to Narrative: 'The Boy Who Lost his Bumble' Non-Fiction: 'Bugs' I can understand same and different.</p> <p>Step 1 I know the names of common objects in Sensory Stories: 'What the Ladybird Heard' and Narrative: "The Boy Who Lost his Bumble' and Non-Fiction: 'Bugs' I know 'what' 'where' and 'who' are question words about, 'The Boy Who Lost his Bumble' and 'Bugs'</p>	<p>24- 36m I know about the immediate events that are happening in 'We're Roaming in the Rainforest' 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: 'We're Roaming in the Rainforest' I can look to others for a response during Sensory Stories: 'We're Roaming in the Rainforest' I know what a question is.</p> <p>36-48m I know gestures/ or words can be used to and to object to an activity during 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle' I know simple words to describe things through 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle' I know how to respond to 2 key words in response to 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle' I can understand same and different.</p> <p>Step 1 I know the names of common objects in 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle' Sensory Stories: 'We're Roaming in the Rainforest.' I know 'what' 'where' and 'who' are question words. I know when a storyteller changes the story in 'We're Roaming in the Rainforest.'</p>
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	<p>the Sensory Stories: 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather'. I know simple words to describe things during Narrative-repetitive stories: 'Maisy's Wonderful Weather' I know how to respond to 2 key words about Narrative- repetitive stories: 'Baby Touch Rainbow' I can understand same and different.</p> <p>Step 1 I know the names of common objects found in Sensory Stories: 'Maisy's Wonderful Weather' 'Baby Touch Rainbow' 'Hello World: Weather' Narrative- repetitive stories: 'Maisy's Wonderful Weather' and I know 'what' 'where' and 'who' are question words about 'Maisy's Wonderful Weather' 'Baby Touch Rainbow' 'Hello World: Weather' I know when a story teller changes 'Baby Touch Rainbow' and 'Maisy's Wonderful Weather' 'Hello World: Weather'</p>	<p>object to an activity during Sensory Stories: 'Where's the Fox?' 'That's Not My Hedgehog' and 'Woodland Sounds'</p> <p>I know simple words to describe things that occur in Sensory Stories: 'Where's the Fox?' 'That's Not My Hedgehog' and 'Woodland Sounds' Narrative-Rhyming strings: 'That's Not My Hedgehog' I know how to respond to 2 key words about Sensory Stories: 'That's Not My Hedgehog' and 'Woodland Sounds' 'Where's the Fox?' Narrative-Rhyming strings: 'That's Not My Hedgehog' I can understand same and different.</p> <p>Step 1 I know the names of common objects in Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' Narrative-Rhyming strings: 'That's Not My Hedgehog' I know 'what' 'where' and 'who' are question words about Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' Narrative-Rhyming strings: 'That's Not My Hedgehog' I know when a story teller changes the story.</p>	<p>'Maisie Goes to London' and 'That's Not My Bus'</p>	<p>Sensory Stories: 'That's Not My Dinosaur!' I can understand same and different. I know 'what' 'where' and 'who' are question words about Sensory Stories: 'That's Not My Dinosaur!' I can understand same and different. I know when a story teller changes the story during Sensory Stories: 'That's Not My Dinosaur!'</p>	<p>I know when a storyteller changes the story during 'What the Ladybird Heard.'</p>	
<p>Communication and Interaction Skills</p>	<p>B- 11m I can respond to my name. I can respond to different tones of voice when listening to Sensory Stories: 'Baby Touch Rainbow'</p>	<p>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</p>	<p>B- 11m I can respond to my name. I can respond to different tones of voice when listening to Narrative: 'Maisie Goes to London' Sensory Stories: 'That's Not My Bus'</p>	<p>B- 11m I can respond to my name. I can respond to different tones of voice when listening to Sensory Stories: 'That's Not My Dinosaur!'</p>	<p>B- 11m I can respond to my name. I can respond to different tones of voice when listening to Sensory Stories 'What the Ladybird Heard.'</p>	<p>B- 11m I can respond to my name. I can respond to different tones of voice when listening to Sensory Stories 'We're Roaming in the Rainforest.'</p>

	<p>'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' Narrative- repetitive stories: 'Maisy's Wonderful Weather Book' I can demonstrate that I want more of an experience during Sensory Stories: 'Baby Touch Rainbow' and 'Maisy's Wonderful Weather' 'Hello World: Weather' I can show anticipation during the sensory story. I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during the Sensory Stories: 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' I can make a choice from 2 options. during the Sensory Stories: 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather'</p> <p>I can name familiar people and objects throughout the Narrative- repetitive stories: 'Maisy's Wonderful Weather'</p> <p>I can use signs/ gestures/ words to communicate. I can put 2 words/ signs together in response to Sensory Stories: 'Baby Touch Rainbow' 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather'</p>	<p>experience during Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' I can show anticipation Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' I can make a choice from 2 options during Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' I can name familiar people and objects from the stories 'That's Not My Hedgehog', 'Where's the Fox?' 'Woodland Sounds' and 'That's Not My Hedgehog' I can use signs/ gestures/ words to communicate. I can put 2 words/ signs together in response to 'That's Not My Hedgehog', 'Where's the Fox?' 'Woodland Sounds'</p> <p>24- 36m I can understand questions about immediate events in 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' I can tell you about what I have seen/ done with support when sharing 'That's Not My</p>	<p>I can demonstrate that I want more of sensory activity during Sensory Stories: 'That's Not My Bus' I can show anticipation during a sensory story 'That's Not My Bus' I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during a sensory story 'That's Not My Bus'</p> <p>I can make a choice from 2 options during a sensory story 'That's Not My Bus'</p> <p>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: 'That's Not My Bus' and Non-Fiction: 'Busy London'</p> <p>24- 36m I can understand questions about immediate events that have occurred in Sensory Stories: 'That's Not My Bus' Non-Fiction: 'Busy London' I can tell you about what I have seen/ done with support during Sensory Stories: 'That's Not My Bus' Non-Fiction: 'Busy London' I have clear preferences that I can communicate through Sensory Stories: 'That's Not My Bus' I can start to turn take through Sensory Stories: 'That's Not My Bus' I can look to others for a response. I can ask questions about Sensory Stories: 'That's Not My Bus' Narrative:</p>	<p>I can demonstrate that I want more of an activity during Sensory Stories: 'That's Not My Dinosaur!' I can show anticipation during Sensory Stories: 'That's Not My Dinosaur!' I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during Sensory Stories: 'That's Not My Dinosaur!' I can make a choice from 2 options in response to Sensory Stories: 'That's Not My Dinosaur!' I can name familiar people and objects in Narrative: 'It's a Little Baby' I can use signs/ gestures/ words to communicate about Sensory Stories: 'That's Not My Dinosaur!' I can understand same and different. I can put 2 words/ signs together in response to Sensory Stories: 'That's Not My Dinosaur!' and Narrative: 'It's a Little Baby' I can understand same and different.</p> <p>24- 36m I can understand questions about immediate events from 'It's a Little Baby' I can tell you about what I have seen/ done with support about 'It's a Little Baby!' I have clear preferences that I can communicate about Sensory Stories: 'That's Not My Dinosaur!' and Narrative: 'It's a Little Baby' I can start to turn take. I can look to others for a response about Sensory Stories: 'That's Not My Dinosaur!' and Narrative: 'It's a Little Baby'</p>	<p>I can demonstrate that I want more of an activity during Sensory Stories: 'What the Ladybird Heard.' I can show anticipation. I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during Sensory Stories: 'What the Ladybird Heard.' Narrative: 'The Boy Who Lost his Bumble' Non:Fiction: 'Bugs' I can make a choice from 2 options during Sensory Stories: 'What the Ladybird Heard.' I can name familiar people and objects from Narrative: 'The Boy Who Lost his Bumble' Non: Fiction: 'Bugs'</p> <p>I can use signs/ gestures/ words to communicate about Sensory Stories: 'What the Ladybird Heard.' Narrative: 'The Boy Who Lost his Bumble' Non:Fiction: 'Bugs' I can put 2 words/ signs together.</p> <p>24- 36m I can understand questions about immediate events from 'What the Ladybird Heard.' I can tell you about what I have seen/ done with support. I have clear preferences that I can communicate during Sensory Stories: 'What the Ladybird Heard.'</p> <p>I can start to turn take. I can look to others for a response. I can look to others for a response.</p>	<p>I can demonstrate that I want more of an activity. I can show anticipation. I can respond to 'no'.</p> <p>12-24m I can follow a simple instruction accompanied by gestures/ signing during 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle' I can make a choice from 2 options from Sensory Stories: 'We're Roaming in the Rainforest.' I can name familiar people and objects in 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle' I can use signs/ gestures/ words to communicate about 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle' I can put 2 words/ signs together.</p> <p>24- 36m I can understand questions about immediate events about Sensory Stories: 'We're Roaming in the Rainforest.' I can tell you about what I have seen/ done with support during Sensory Stories: 'We're Roaming in the Rainforest.' I have clear preferences that I can communicate during Sensory Stories: 'We're Roaming in the Rainforest' I can start to turn take during Sensory Stories: 'We're Roaming in the Rainforest.' I can look to others for a response. I can ask questions about 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle'</p>
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	<p>Narrative- repetitive stories: 'Baby Touch Rainbow' 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather'</p> <p>24- 36m I can understand questions about immediate events that have occurred during Sensory Stories: 'Baby Touch Rainbow' 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' Narrative- repetitive stories: 'Maisy's Wonderful Weather Book' I can tell you about what I have seen/ done with support during Sensory Stories: 'Maisy's Wonderful Weather' Narrative- repetitive stories: 'Maisy's Wonderful Weather' I have clear preferences that I can communicate through the experiences in the Sensory Stories: 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' I can start to turn take through the experiences in the Sensory Stories: 'Baby Touch Rainbow' 'Maisy's Wonderful Weather' and 'Hello World: Weather'</p> <p>I can look to others for a response during the Sensory Stories: 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather'</p>	<p>Hedgehog', 'Woodland Sounds' and 'Where's the Fox?'</p> <p>I have clear preferences that I can communicate about 'That's Not My Hedgehog', 'Woodland Sounds' and 'Where's the Fox?'</p> <p>I can start to turn take during Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds'</p> <p>I can look to others for a response. I can ask questions about 'That's Not My Hedgehog', 'Where's the Fox?' 'Woodland Sounds'</p> <p>36-48m I can use gestures and/ or words to object to an activity through Sensory Stories: 'That's Not My Hedgehog', 'Where's the Fox?' and 'Woodland Sounds'</p> <p>I can use simple words to describe things e.g. big during Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds'</p> <p>I can select a picture on request understanding 2 key words from 'That's Not My Hedgehog', 'Where's the Fox?' 'Woodland Sounds'</p> <p>I can understand same and different.</p> <p>Step 1 I can answer simple what 'where' and 'who' questions about Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' Narrative- Rhyming strings: 'That's Not My Hedgehog'</p>	<p>'Maisy Goes to London' and Non-Fiction: 'Busy London'</p> <p>36-48m I can use gestures and/ or words to object to an activity through Sensory Stories: 'That's Not My Bus'</p> <p>I can use simple words to describe things e.g. big during Sensory Stories: 'That's Not My Bus' Narrative: 'Maisy Goes to London' and Non-Fiction: 'Busy London'. I can select a picture on request understanding 2 key words from Sensory Stories: 'That's Not My Bus' Narrative: 'Maisy Goes to London' and Non-Fiction: 'Busy London'. I can understand same and different.</p> <p>Step 1 I can answer simple what 'where' and 'who' questions about Sensory Stories: 'The Snow Man,' Narrative: 'Maisy Goes to London' Non-Fiction: 'Busy London' I can combine 2 words, signs or symbols. I can use two word combinations verb+noun in response to Narrative: 'Maisy Goes to London' Non-Fiction: 'Busy London' I can answer a question about a story using a single word answer Sensory Stories: 'That's Not My Bus' Narrative: 'Maisy Goes to London' and Non-Fiction: 'Busy London'</p>	<p>I can ask questions about 'It's a Little Baby!.'</p> <p>36-48m I can use gestures and/ or words to object to an activity during 'It's a Little Baby' or 'That's Not My Dinosaur!'</p> <p>I can use simple words to describe things e.g. big when reading 'That's Not My Dinosaur' or 'It's a Little Baby!'</p> <p>I can select a picture in request understanding 2 key words in relation to 'That's Not My Dinosaur!' or 'It's a Little Baby!'</p> <p>I can understand same and different.</p> <p>Step 1 I can answer simple what 'where' and 'who' questions about Narrative: 'It's a Little Baby' or 'That's Not My Dinosaur!'</p> <p>I can combine 2 words, signs or symbols. I can use two word combinations verb+noun with reference to Narrative: 'It's a Little Baby' 'That's Not My Dinosaur'</p> <p>I can answer a question about a story using a single word answer with reference to Narrative: 'That's Not My Dinosaur' and 'It's a Little Baby'</p>	<p>I can ask questions about 'The Boy Who Lost his Bumble' and 'Bugs'</p> <p>36-48m I can use gestures and/ or words to object to an activity during Narrative: 'The Boy Who Lost his Bumble' Non:Fiction: 'Bugs' Sensory Stories: 'What the Ladybird Heard'</p> <p>I can use simple words to describe things e.g. big during Narrative: 'The Boy Who Lost his Bumble' Non:Fiction: 'Bugs' Sensory Stories: 'What the Ladybird Heard.'</p> <p>I can select a picture on request understanding 2 key words in relation to Narrative: 'The Boy Who Lost his Bumble' Non:Fiction 'Bugs' Sensory Stories: 'What the Ladybird Heard'</p> <p>I can understand same and different.</p> <p>Step 1 I can answer simple what 'where' and 'who' questions about Narrative: 'The Boy Who Lost his Bumble' Non:Fiction: 'Bugs' I can combine 2 words, signs or symbols. I can use two word combinations verb+noun with reference to 'The Boy Who Lost his Bumble' 'Bugs' and 'What the Ladybird Heard.'</p> <p>I can answer a question about a story using a single word answer with reference to Narrative: 'The Boy Who Lost his Bumble' Non:Fiction: 'Bugs'</p>	<p>36-48m I can use gestures and/ or words to object to an activity during Sensory Stories: 'We're Roaming in the Rainforest.'</p> <p>I can use simple words to describe things e.g. big during 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle'</p> <p>I can select a picture on request understanding 2 key words in relation to 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle'</p> <p>I can understand same and different.</p> <p>Step 1 I can answer simple what 'where' and 'who' questions about 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle'</p> <p>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 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle'</p>
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	<p>I can ask questions about Narrative-repetitive stories: 'Maisy's Wonderful Weather'</p> <p>36-48m I can use gestures and/ or words to object to an activity during the Sensory Stories 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' I can use simple words to describe things e.g. big. About objects in Narrative-repetitive stories: 'Maisy's Wonderful Weather Book' I can select a picture on request understanding 2 key words. I can understand same and different with reference to objects in the stories 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather'</p> <p>Step 1 I can answer simple what 'where' and 'who' questions about 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' I can combine 2 words, signs or symbols. I can use two word combinations verb+noun when communicating about 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' I can answer a question about a story</p>	<p>I can combine 2 words, signs or symbols. I can use two word combinations verb+noun with reference to Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' Narrative-Rhyming strings: 'That's Not My Hedgehog' I can answer a question about a story using a single word answer in response to Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' Narrative-Rhyming strings: 'That's Not My Hedgehog'</p>				
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	using a single word answer in response to 'Hello World: Weather' 'Baby Touch Rainbow' and 'Maisy's Wonderful Weather'					
	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes
Reading Knowledge	<p>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: 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather'</p> <p>12-24m I know how to explore sensory items shared during a sensory story 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' I know that books including Sensory Stories: 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' Narrative- repetitive stories: 'Maisy's Wonderful Weather book' can be looked at for enjoyment I know the familiar items in picture books 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' I know how to handle a book.</p> <p>24-36 I enjoy pictures and storybooks by myself including repetitive tales.</p>	<p>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 Hedgehog' 'Where's the Fox?' and 'Woodland Sounds'</p> <p>12-24m I know how to explore sensory items shared during 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' I know books including Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' Narrative- Rhyming strings: 'That's Not My Hedgehog' can be looked at for enjoyment I know the familiar items Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' Narrative- Rhyming strings: 'That's Not My Hedgehog' I know how to handle a book.</p> <p>24-36 I know rhymes can have actions during 'That's Not My Hedgehog' I enjoy pictures and storybooks by myself. I know how to join in with the repetitive part of the story in 'That's Not My Hedgehog'</p>	<p>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 Bus'</p> <p>12-24m I know how to explore sensory items shared during a sensory story 'That's Not My Bus' I know that books including Sensory Stories: 'That's Not My Bus' Narrative: 'Maisy Goes to London' and Non-Fiction: 'Busy London' can be looked at for enjoyment I know the familiar items in picture books 'The Frog Prince,' Narrative: 'Maisy Goes to London' and 'That's Not My Bus' I know how to handle a book.</p> <p>24-36 I enjoy pictures and storybooks by myself including 'Maisy Goes to London' and 'That's Not My Bus' 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.</p> <p>36-48m I know the main story setting, events and characters in 'Maisy Goes to London' and 'That's Not My Bus'</p>	<p>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 Dinosaur!'</p> <p>12-24m I know how to explore sensory items shared during 'That's Not My Dinosaur' I know books including 'That's Not My Dinosaur' and other printed material can be looked at for enjoyment I know the familiar items in picture books 'It's a Little Baby' and 'That's Not Dinosaur' I know how to handle a book.</p> <p>24-36 I enjoy pictures and storybooks by myself including and 'Windows' I know how to join in with the repetitive part of the story in 'Ten Little Dinosaurs' I know the pages in a book need to be turned. I know how to track left to right.</p> <p>36-48m I know the main story setting, events and characters in 'It's a Little Baby', 'That's Not My Dinosaur!' and 'Ten Little Dinosaurs' I know that pictures and print in books and the environment carry meaning when reading 'It's</p>	<p>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 'What the Ladybird Heard.'</p> <p>12-24m I know how to explore sensory items shared during a 'What the Ladybird Heard.' I know books including 'The Boy Who Lost his Bumble' 'Bugs' and 'What the Ladybird Heard' and other printed material can be looked at for enjoyment I know the familiar items in picture books 'The Boy Who Lost his Bumble' 'Bugs' and 'What the Ladybird Heard.' I know how to handle a book.</p> <p>24-36 I enjoy pictures and storybooks by myself including 'The Boy Who Lost his Bumble' 'Bugs' and 'What the Ladybird Heard.' I know the pages in a book need to be turned. I know how to track left to right.</p> <p>36-48m I know the main story setting, events and characters in 'The Boy Who Lost his Bumble' 'Bugs' and 'What the Ladybird Heard.'</p>	<p>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're Roaming in the Rainforest.'</p> <p>12-24m I know how to explore sensory items shared during a 'We're Roaming in the Rainforest.' I know books including 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle' and other printed material can be looked at for enjoyment I know the familiar items in picture books. 'We're Roaming in the Rainforest' 'Jubati the Tortoise' and 'Rumble in the Jungle.' I know how to handle a book.</p> <p>24-36 I enjoy pictures and storybooks by myself 'We're Roaming in the Rainforest.' I know how to join in with the repetitive part of the story in 'We're Roaming in the Rainforest.' I know the pages in a book need to be turned. I know how to track left to right.</p> <p>36-48m I know the main story setting, events and characters in 'We're Roaming in the Rainforest.'</p>

	<p>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.</p> <p>36-48m I know the main story setting, events and characters of 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' I know that pictures and print in books and the environment carry meaning when reading 'Baby Touch Rainbow', 'Hello World: Weather' 'Maisy's Wonderful Weather'</p> <p>Step 1 I know some of the letters in my name. I know the characters in the books 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather'</p> <p>I know that pictures in 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' tell stories</p>	<p>I know the pages in a book need to be turned. I know how to track left to right.</p> <p>36-48m I know the main story setting, events and characters in 'That's Not My Hedgehog', 'Woodland Sounds' and 'Where's the Fox?' I know that pictures and print in books and the environment carry meaning when reading 'Where's the Fox?' 'That's Not My Hedgehog' and 'Woodland Sounds'</p> <p>Step 1 I know some of the letters in my name. I know the characters in "Where's Mrs Fox?" 'That's Not My Hedgehog' and 'Woodland Sounds' I know that pictures tell stories in 'Where's the Fox?' 'That's Not My Hedgehog' and 'Woodland Sounds'</p>	<p>I know that pictures and print in books and the environment carry meaning when reading 'Maisie Goes to London', 'That's Not My Bus' and 'Busy London'. 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.</p>	<p>a Little Baby', 'That's Not My Dinosaur!' and 'Ten Little Dinosaurs' Step 1 I know some of the letters in my name. I know the characters in the book or text in 'It's a Little Baby', 'That's Not My Dinosaur!' and 'Ten Little Dinosaurs' I know that pictures tell stories in 'It's a Little Baby', 'That's Not My Dinosaur!' and 'Ten Little Dinosaurs'</p>	<p>I know that pictures and print in books and the environment carry meaning when reading 'What the Ladybird Heard.' Step 1 I know some of the letters in my name. I know the characters in the book or text in 'The Boy Who Lost his Bumble' 'Bugs' and 'What the Ladybird Heard.' I know that pictures tell stories. 'What the Ladybird Heard' and 'The Boy Who Lost his Bumble' 'Bugs'</p>	<p>I know that pictures and print in books and the environment carry meaning when reading 'We're Roaming in the Rainforest.' Step 1 I know some of the letters in my name. I know the characters in the book or text in 'We're Roaming in the Rainforest.' I know that pictures tell stories 'We're Roaming in the Rainforest.'</p>
<p>Reading Skills</p>	<p>B-11m I can attend to a sensory story 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' experience created by an adult. I can observe the visual details of objects during the Sensory Stories: 'Baby Touch Rainbow'</p>	<p>B-11m I can attend to sensory stories 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' created by an adult. I can observe the visual details of objects in Sensory Stories: 'That's Not My Hedgehog' 'Woodland Sounds' and 'Where's the Fox?'</p>	<p>B-11m I can attend to a sensory story 'That's Not My Bus' created by an adult. I can observe the visual details of objects during Sensory Stories: 'That's Not My Bus' I can show anticipation when listening.</p> <p>12-24m</p>	<p>B-11m I can attend to a sensory story, 'That's Not My Dinosaur!' I can observe the visual details of objects in Sensory Stories: 'That's Not My Dinosaur!' I can show anticipation when listening.</p> <p>12-24m</p>	<p>B-11m I can attend to a sensory stories Sensory Stories: 'What the Ladybird Heard.' I can observe the visual details of objects in Sensory Stories: 'What the Ladybird Heard.' I can show anticipation when listening.</p> <p>12-24m</p>	<p>B-11m I can attend to a sensory stories Sensory Stories: 'We're Roaming in the Rainforest.' I can observe the visual details of objects in Sensory Stories: 'We're Roaming in the Rainforest.' I can show anticipation when listening.</p> <p>12-24m</p>

	<p>'Hello World: Weather' and 'Maisy's Wonderful Weather' I can show anticipation when listening.</p> <p>12-24m I can explore sensory items shared during a sensory story. 'Hello World: Weather' 'Baby Touch Rainbow' and 'Maisy's Wonderful Weather'</p> <p>I enjoy looking at books and other printed material e.g, Sensory Stories: 'Baby Touch Rainbow', 'Hello World: Weather' 'Maisy's Wonderful Weather' Narrative- stories: 'Maisy's Wonderful Weather Book' I can point to familiar items in stories, 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather Book' I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in with stories 'Baby Touch Rainbow' 'Maisy's Wonderful Weather Book' and 'Hello World: Weather' I can turn the pages in a book. I can track left to right.</p> <p>36- 48m I can describe the main story setting, events and characters of 'Baby Touch Rainbow' 'Hello World: Weather' and</p>	<p>I can show anticipation when listening.</p> <p>12-24m I can explore sensory items shared during sensory stories 'That's Not My Hedgehog' 'Woodland Sounds' and 'Where's the Fox?' I enjoy looking at books and other printed material e.g 'Where's the Fox?', 'That's Not My Hedgehog' and 'Woodland Sounds' I can point to familiar items in picture books and rhyming books. I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy rhymes and join in actions in 'That's Not My Hedgehog' I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story in 'That's Not My Hedgehog' I can turn the pages in a book. I can track left to right.</p> <p>36- 48m I can describe the main story setting, events and characters in 'Where's Mrs Fox?' 'That's Not My Hedgehog' and 'Woodland Sounds' I am interested in the pictures and print in 'Where's Mrs Fox?' 'That's Not My Hedgehog' and 'Woodland Sounds' and the environment.</p> <p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the</p>	<p>I can explore sensory items shared during a sensory story, 'That's Not My Bus' I enjoy looking at books and other printed material e.g. Sensory Stories: 'The Frog Prince,' Narrative: 'Maisy Goes to London' and Non-Fiction: 'Busy London'. I can point to familiar items in sensory and narrative stories. I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of a story I can turn the pages in a book. I can track left to right.</p> <p>36- 48m I can describe the main story setting, events and characters of 'That's Not My Bus', Narrative: 'Maisy Goes to London' and 'That's Not My Bus' I am interested in the pictures and print in 'Maisy Goes to London' 'That's Not My Bus' and 'Busy London' and the environment.</p> <p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the stories 'Maisy Goes to London' and 'That's Not My Bus'</p>	<p>I can explore sensory items shared during a sensory story, 'That's Not My Dinosaur!.' I enjoy looking at books including Sensory Stories: 'Tidy!' and other printed material. I can point to familiar items in picture books such as Sensory Stories: 'That's Not My Dinosaur!' I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the 'Ten Little Dinosaurs' I can turn the pages in a book. I can track left to right.</p> <p>36- 48m I can describe the main story setting, events and characters in 'Ten Little Dinosaurs' I am interested in the pictures and print in books including 'It's a Little Baby', 'That's Not My Dinosaur!' and 'Ten Little Dinosaurs' and the environment.</p> <p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the stories, 'It's a Little Baby', 'That's Not My Dinosaur!' and 'Ten Little Dinosaurs'</p>	<p>I can explore sensory items shared during a sensory story 'What the Ladybird Heard.' I enjoy looking at books including 'The Boy Who Lost his Bumble' 'Bugs' and other printed material. I can point to familiar items in picture books such as Sensory Stories: 'What the Ladybird Heard' Narrative: 'The Boy Who Lost his Bumble' Non:Fiction: 'Bugs' I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story. I can turn the pages in a book. I can track left to right.</p> <p>36- 48m I can describe the main story setting, events and characters in Narrative: 'The Boy Who Lost his Bumble' Non:Fiction: 'Bugs' I am interested in the pictures and print in books including Sensory Stories: 'What the Ladybird Heard.' Narrative: 'The Boy Who Lost his Bumble' and Non:Fiction: 'Bugs'</p> <p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story 'The Boy Who Lost his Bumble' Non:Fiction:'Bugs' and 'What the Ladybird Heard.'</p>	<p>I can explore sensory items shared during a sensory story '<i>We're Roaming in the Rainforest.</i>' I enjoy looking at books and other printed material. I can point to familiar items in picture books '<i>We're Roaming in the Rainforest</i>' 'Jubati the Tortoise' and '<i>Rumble in the Jungle</i>' Sensory Stories: '<i>We're Roaming in the Rainforest.</i>' I can handle books with interest. I can share a book with an adult.</p> <p>24-36 I enjoy pictures and storybooks by myself. I can anticipate and join in a repetitive part of the story in '<i>We're Roaming in the Rainforest.</i>' I can turn the pages in a book. I can track left to right.</p> <p>36- 48m I can describe the main story setting, events and characters in '<i>We're Roaming in the Rainforest.</i>' I am interested in the pictures and print in books such as '<i>We're Roaming in the Rainforest</i>' and the environment.</p> <p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story '<i>We're Roaming in the Rainforest.</i>'</p>
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	<p>'Maisy's Wonderful Weather' I am interested in the pictures and print in 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' and the environment.</p> <p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the stories 'Baby Touch Rainbow' 'Hello World: Weather', and 'Maisy's Wonderful Weather'</p>	<p>story in 'Where's Mrs Fox?' 'That's Not My Hedgehog' and 'Woodland Sounds'</p>				
	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes
Writing Knowledge	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>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.</p> <p>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.</p> <p>36-48m I know how to make different shapes.</p>	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>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.</p> <p>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.</p> <p>36-48m I know how to make different shapes. I know my marks have meaning. I know what colouring in entails.</p>	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>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.</p> <p>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.</p> <p>36-48m I know how to make different shapes. I know my marks have meaning. I know what colouring in entails.</p>	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>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.</p> <p>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.</p> <p>36-48m I know how to make different shapes. I know my marks have meaning. I know what colouring in entails.</p>	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>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.</p> <p>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.</p> <p>36-48m I know how to make different shapes. I know my marks have meaning. I know what colouring in entails.</p>	<p>B-11m I know how to move my arms in a certain way. I know to close my hand to grasp and object.</p> <p>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.</p> <p>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.</p> <p>36-48m I know how to make different shapes. I know my marks have meaning. I know what colouring in entails.</p>

	<p>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.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>	<p>I know what colouring in entails. I know how to hold a pencil. I know that letters are formed in a specific way.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>	<p>I know how to hold a pencil. I know that letters are formed in a specific way.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>	<p>I know how to hold a pencil. I know that letters are formed in a specific way.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>	<p>I know what colouring in entails. I know how to hold a pencil. I know that letters are formed in a specific way.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>	<p>I know how to hold a pencil. I know that letters are formed in a specific way.</p> <p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p>
Writing Skills	<p>B-11m I can move my arms with more control through movements to 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' I can close my hand firmly around an object during the Sensory Stories: 'Baby Touch Rainbow' 'Hello World: Weather' and 'Maisy's Wonderful Weather' I can hold an object in one hand.</p> <p>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.</p> <p>24-36m</p>	<p>B-11m I can move my arms with more control in gross motor activities and actions to Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' I can close my hand firmly around an object during Sensory Stories: 'That's Not My Hedgehog' 'Where's the Fox?' and 'Woodland Sounds' I can hold an object in one hand.</p> <p>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 while using the other.</p> <p>24-36m I can paint/ make marks in sensory materials with whole arm movement,</p>	<p>B-11m I can move my arms with more control in gross motor activities. I can close my hand firmly around an object during Sensory Stories: 'That's Not My Bus' I can hold an object in one hand.</p> <p>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.</p> <p>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.</p>	<p>B-11m I can move my arms with more control in gross motor activities and actions. I can close my hand firmly around an object from Sensory Stories: 'That's Not My Dinosaur!' I can hold an object in one hand.</p> <p>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.</p> <p>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.</p>	<p>B-11m I can move my arms with more control in gross motor activities and actions to Sensory Stories: 'What the Ladybird Heard.' I can close my hand firmly around an object. I can hold an object in one hand.</p> <p>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 while using the other.</p> <p>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.</p>	<p>B-11m I can move my arms with more control in gross motor activities and actions to Sensory Stories: 'We're Roaming in the Rainforest.' I can close my hand firmly around an object. I can hold an object in one hand.</p> <p>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 while using the other.</p> <p>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.</p>

	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>I can copy a single vertical line and a single horizontal line.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
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Stage 2-Progression Step Pathway

Builds on Stage 1 Learning						
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Whatever the Weather Texts:	Down in the Woods Texts:	London Life Texts:	In the Past Texts:	The Animal Kingdom Texts:	Beach Explorer Texts:

	<p>I know 'what' 'where' and 'who' are question words about 'The Squirrel's Busy Year' and 'The Rhythm of the Rain' or 'Rain Before Rainbows.'</p> <p>I know when a story teller changes 'The Squirrel's Busy Year' 'The Rhythm of the Rain' or 'Rain Before Rainbows'.</p> <p>Step 2 I know simple words to describe 'The Squirrel's Busy Year'. I know words that relate to people e.g. he/she/ll/me/you.</p> <p>Step 3 I can recount a short sequence of events related to 'Rain Before Rainbows' 'The Squirrel's Busy Year' 'The Rhythm of the Rain' or 'Rain Before Rainbows'.</p> <p>I know how to give an opinion.</p> <p>Step 4 I know how to ask questions to gain information about 'Rain Before Rainbows.'</p> <p>I know how to make and express a choice about 'The Squirrel's Busy Year' 'The Rhythm of the Rain' or 'Rain Before Rainbows'.</p> <p>Step 5 I know how to make simple inferences when discussing 'The Squirrel's Busy Year' 'The Rhythm of the Rain' or 'Rain Before Rainbows'.</p> <p>I know how to respond to others appropriately when discussing 'Rain Before Rainbows' 'The</p>	<p>I know 'what' 'where' and 'who' are question words about 'The Woods' 'Mouse's Wood'</p> <p>I know when a story teller changes 'The Woods'.</p> <p>Step 2 I know simple words to describe 'The Woods'. I know words that relate to people e.g. he/she/ll/me/you.</p> <p>Step 3 I can recount a short sequence of events related to 'The Woods'. I know how to give an opinion about the books.</p> <p>Step 4 I know how to ask questions to gain more information. I know how to make and express a choice.</p> <p>Step 5 I know how to make simple inferences related to 'The Woods' I know how to respond to others appropriately when discussing the story.</p> <p>Step 6 I know how to ask questions to gain information and clarity related to 'The Woods' I know how to adjust my communication to a situation.</p>	<p>I know 'what' 'where' and 'who' are question words. I know when a story teller changes 'Town Mouse, Country Mouse'</p> <p>Step 2 I know simple words to describe key elements of 'Town Mouse, Country Mouse' 'The Queen's Hat'</p> <p>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/ll/me/you.</p> <p>Step 3 I can recount a short sequence of events from 'Town Mouse, Country Mouse'. I know how to give an opinion.</p> <p>Step 4 I know how to ask questions to gain information about 'Town Mouse, Country Mouse' 'Tabby McTat' 'The Queen's Hat'</p> <p>I know how to ask questions to ensure information texts are clear. I know how to make and express a choice.</p> <p>Step 5 I know how to make simple inferences using the text for clues. I know how to respond to others appropriately when following instructions.</p> <p>Step 6 I know how to ask questions to gain information and clarity about the task. I know how to adjust my communication to a situation, e.g. when giving</p>	<p>I know 'what' 'where' and 'who' are question words. I know when a reader changes the information.</p> <p>Step 2 I know simple words to describe the items 'The Ever-Changing Earth' and 'The Growing Story' I know words that relate to people e.g. he/she/ll/me/you.</p> <p>Step 3 I can recount a short sequence of events 'The Ever-Changing Earth' I know how to give an opinion related to my poster.</p> <p>Step 4 I know how to ask questions to gain more information. I know how to make and express a choice related to my poster design.</p> <p>Step 5 I know how to make use language to influence others. I know how to respond to others appropriately and listen to their opinion.</p> <p>Step 6 I know how to ask questions to gain information and clarity. I know how to adjust my communication to a situation e.g to persuade others.</p>	<p>I know 'what' 'where' and 'who' are question words. I know when a storyteller changes 'The Lion Inside'</p> <p>Step 2 I know simple words to describe the pirates. I know words that relate to people e.g. he/she/ll/me/you.</p> <p>Step 3 I can recount a short sequence of events in 'The Lion Inside'. I know how to give an opinion about 'The Lion Inside.'</p> <p>Step 4 I know how to ask questions about the pirates in the texts. I know how to make and express a choice about which text I prefer.</p> <p>Step 5 I know how to make simple inferences about 'The Lion Inside'. I know how to respond to others appropriately when talking about the text.</p> <p>Step 6 I know how to ask questions to gain information and clarity about the characters and events. I know how to adjust my communication to a situation e.g. when talking about past events.</p>	<p>I know 'what' 'where' and 'who' are question words about. 'The Snail and the Whale' and 'Under the Sea (Usborne Picture Storybooks)'. I know when a storyteller changes 'The Snail and the Whale'.</p> <p>Step 2 I know simple words to describe under the sea. I know words that relate to people e.g. he/she/ll/me/you.</p> <p>Step 3 I can recount a short sequence of events related to 'The Snail and the Whale'.</p> <p>Step 4 I know how to ask questions about 'The Snail and the Whale'. I know how to make and express a choice related to Under the Sea (Usborne Picture Storybooks).</p> <p>Step 5 I know how to make simple inferences when listening to 'The Snail and the Whale'. I know how to respond to others appropriately when talking about 'Under the Sea (Usborne Picture Storybooks)'</p> <p>Step 6 I know how to ask questions to gain information and clarity about lighthouses. I know how to adjust my communication to a situation.</p>
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	<p>Squirrel's Busy Year' 'The Rhythm of the Rain'</p> <p>Step 6 I know how to ask questions to gain information and clarity about 'Rain Before Rainbows' 'The Squirrel's Busy Year' 'The Rhythm of the Rain' I know how to adjust my communication to a situation when I want to gain facts about 'Rain Before Rainbows' 'The Squirrel's Busy Year' 'The Rhythm of the Rain'</p>		<p>instructions or writing an information leaflet.</p>			
<p>Communication and Interaction Skills</p>	<p>Step 1 I can answer simple what 'where' and 'who' questions about 'The Squirrel's Busy Year' 'The Rhythm of the Rain' and 'Rain Before Rainbows' I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'The Squirrel's Busy Year' 'Rain Before Rainbows', 'The Rhythm of the Rain' using a single word answer.</p> <p>Step 2 I can communicate using 3 key words. I can communicate using simple descriptive words about 'The Squirrel's Busy Year' 'Rain Before Rainbows' 'The Rhythm of the Rain' I can use pronouns correctly. I can give simple explanations about what happened to 'Rain Before Rainbows,' 'Squirrels Busy Year' 'The Rhythm of the Rain'</p> <p>Step 3 I can communicate using short phrases or sentences.</p>	<p>Step 1 I can answer simple what 'where' and 'who' questions about 'The Woods' I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'The Woods' using a single word answer.</p> <p>Step 2 I can communicate using 3 key words. I can communicate using simple descriptive words about 'The Woods' I can use pronouns correctly. I can give simple explanations related to the text.</p> <p>Step 3 I can communicate using short phrases or sentences when discussing 'The Woods' I can respond to situations in 'The Woods'</p> <p>Step 4 I can explore ideas and contribute to group discussions about 'The Woods' I can answer literal questions about 'The Woods'</p>	<p>Step 1 I can answer simple what 'where' and 'who' questions about 'Town Mouse, Country Mouse' 'The Queen's Hat' 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 a story using a single word answer and pointing to the appropriate picture.</p> <p>Step 2 I can communicate using 3 key words to comment on a text. I can communicate using simple descriptive words about the key elements of 'Town Mouse, Country Mouse' or to include in my instructions/ leaflet e.g. the big bowl. I can use pronouns correctly in my instructions. I can give simple explanations.</p> <p>Step 3 I can communicate using short phrases or sentences.</p>	<p>Step 1 I can answer simple what 'where' and 'who' questions in relation to 'The Ever-Changing Earth'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'The Ever-Changing Earth' using a single word answer.</p> <p>Step 2 I can communicate using 3 key words. I can communicate using simple descriptive words related to 'The Ever-Changing Earth'. I can use pronouns correctly. I can give simple explanations.</p> <p>Step 3 I can communicate using short phrases or sentences. I can respond to information in 'The Ever-Changing Earth' showing curiosity.</p> <p>Step 4 I can explore ideas and contribute to group discussions.</p>	<p>Step 1 I can answer simple what 'where' and 'who' questions about 'The Lion Inside'. I can combine 2 words, signs or symbols in response. I can use two word combinations verb+noun. I can answer a question about 'The Lion Inside' using a single word answer.</p> <p>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 'The Lion Inside'.</p> <p>Step 3 I can communicate using short phrases or sentences. I can respond to situations in 'The Lion Inside'.</p> <p>Step 4 I can explore ideas and contribute to group discussions about what a diary is.</p>	<p>Step 1 I can answer simple what 'where' and 'who' questions about 'The Snail and the Whale' and 'Under the Sea (Usborne Picture Storybooks) I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'The Snail and the Whale' using a single word answer.</p> <p>Step 2 I can communicate using 3 key words. I can communicate using simple descriptive words about the Under the Sea (Usborne Picture Storybooks) I can use pronouns correctly. I can give simple explanations about animals and the habitat under the sea.</p> <p>Step 3 I can communicate using short phrases or sentences about under the sea. I can respond to situations in 'The Snail and the Whale'.</p> <p>Step 4</p>

	<p>I can respond to situations in 'The Squirrel's Busy Year' 'The Rhythm of the Rain' 'Rain Before Rainbows'.</p> <p>Step 4 I can explore ideas and contribute to group discussions about 'Rain Before Rainbows' 'The Squirrel's Busy Year' 'The Rhythm of the Rain' I can answer literal questions about 'Rain Before Rainbows' and 'The Squirrel's Busy Year' 'The Rhythm of the Rain' I can engage in role play related to 'Rain Before Rainbows' 'The Squirrel's Busy Year' 'The Rhythm of the Rain'</p> <p>Step 5 I can give structured descriptions and explanations about 'Rain Before Rainbows' 'The Squirrel's Busy Year' 'The Rhythm of the Rain' I can include more specific vocabulary related to the providing and report.</p> <p>Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences and give reasons for this.</p>	<p>I can engage in role play related to the text 'The Woods'</p> <p>Step 5 I can give structured narratives related to adventure stories. I can include more specific vocabulary related to adventure stories.</p> <p>Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences and give reasons for this.</p>	<p>I can respond to situations in 'Town Mouse, Country Mouse' 'The Queen's Hat'</p> <p>Step 4 I can explore ideas and contribute to group discussions. I can answer literal questions about 'Town Mouse, Country Mouse' 'The Queen's Hat'</p> <p>I can engage in role play.</p> <p>Step 5 I can give structured instructions and explanations. I can include more specific vocabulary.</p> <p>Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences and give reasons for this.</p>	<p>I can answer literal questions about 'The Ever-Changing Earth'.</p> <p>Step 5 I can give structured descriptions and explanations. I can include more specific vocabulary related to 'The Ever-Changing Earth' and 'They Growing Story'</p> <p>Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences and give reasons for this.</p>	<p>I can answer literal questions about 'The Lion Inside.'</p> <p>I can engage in role play related to the diary of a pirate.</p> <p>Step 5 I can give structured descriptions and narratives related to pirate life. I can include more specific vocabulary related to a diary.</p> <p>Step 6 I can organise what I want to say. I can speak clearly and confidently about the text. I can state preferences and give reasons for this.</p>	<p>I can explore ideas and contribute to group discussions about 'Under the Sea (Usborne Picture Storybooks)'</p> <p>I can answer literal questions about 'The Snail and the Whale' I can engage in role play activities.</p> <p>Step 5 I can include more specific vocabulary related to under the sea.</p> <p>Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences and give reasons for this.</p>
	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes
Reading Knowledge	<p>Step 1 I know some of the letters in my name. I know the characters in the 'Rain Before Rainbows' and 'The Squirrel's Busy Year' 'The Rhythm of the Rain' I know that pictures tell the stories of 'The Squirrel's Busy Year' and 'Rain Before Rainbows' 'The Rhythm of the Rain'.</p>	<p>Step 1 I know some of the letters in my name. I know the characters in 'The Woods' I know that pictures support the stories in 'The Woods'</p> <p>Step 2 I know how a character might be feeling. I know how to open a book and follow the text.</p>	<p>Step 1 I know some of the letters in my name. I know the characters in 'Town Mouse, Country Mouse'. I know that pictures in the book tell the story and I can look at them in sequence.</p> <p>Step 2</p>	<p>Step 1 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.</p> <p>Step 2 I know how to open a book and follow the text.</p> <p>Step 3</p>	<p>Step 1 I know some of the letters in my name. I know the characters in 'The Lion Inside'. I know that pictures in 'The Lion Inside' help to tell the story.</p> <p>Step 2 I know how 'The Lion Inside' might be feeling. I know how to open a book and follow the text.</p>	<p>Step 1 I know some of the letters in my name. I know the characters in 'The Snail and the Whale'. I know that pictures tell the story in 'The Snail and the Whale'.</p> <p>Step 2 I know how a character might be feeling. I know how to open a book and follow the text.</p>

	<p>Step 2 I know how 'The Squirrel's Busy Year' 'Rain Before Rainbows' and 'The Rhythm of the Rain' might be feeling. I know how to open a book and follow the text.</p> <p>Step 3 I know how to correctly track text. I know how to use 'Rain Before Rainbows' 'Squirrels Busy Year' and 'The Rhythm of the Rain' to gain information. I know the terms 'beginning' and 'end' when describing a 'Rain Before Rainbows' and 'The Squirrel's Busy Year' 'The Rhythm of the Rain'</p> <p>Step 4 I know why events in a 'The Squirrel's Busy Year' 'The Rhythm of the Rain' and 'Rain Before Rainbows' have happened. I know how to talk about events in a 'Rain Before Rainbows' 'The Squirrel's Busy Year' 'The Rhythm of the Rain' and link them to my own experiences.</p> <p>Step 5 I know how to relate the feelings of 'The Squirrel's Busy Year' 'Rain Before Rainbows', 'The Rhythm of the Rain' 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.</p> <p>Step 6 I know some key features of fiction texts. I know how to find out the meaning of new words.</p>	<p>Step 3 I know how to correctly track text. I know how to use books to gain information about wildlife. I know the terms 'beginning' and 'end' when describing an adventure story.</p> <p>Step 4 I know why events in 'The Woods'. I know how to talk about events in 'The Woods' and link them to my own experiences.</p> <p>Step 5 I know how to relate the feelings of a character 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.</p> <p>Step 6 I know some key features of adventure texts. I know how to find out the meaning of new words.</p>	<p>I know how the characters in 'Town Mouse, Country Mouse' 'The Queen's Hat' might be feeling. I know how to open a book and follow the text.</p> <p>Step 3 I know how to correctly track text from left to right. I know how to use books, instructions, and leaflets to gain information. I know the terms 'beginning' and 'end' when describing a story or instructions. I know where to find information in a leaflet.</p> <p>Step 4 I know why events in a 'Town Mouse, Country Mouse' 'The Queen's Hat' have happened. I know how to talk about events in a text and link them to my own experiences.</p> <p>Step 5 I know how to relate the feelings of a character to my own. I know the difference between fact and fiction, and which is used in a story, leaflet or instructions. I know how to locate the different sections of a book e.g. contents, chapter names, index. I know the subheadings used in a recipe or leaflet.</p> <p>Step 6 I know some key features of leaflets and instructions. I know how to find out the meaning of new words.</p>	<p>I know how to correctly track text. I know how to use books, fact files and posters to gain information. I know the terms where start and finish reading a fact file or Poster.</p> <p>Step 4 I know why information has been included in a text. I know how to talk about information in a text and link them to my own experiences.</p> <p>Step 5 I know the difference between fact and fiction. I know that fact file and poster contain facts. I know how to locate the different sections of a book e.g. contents, chapter names, index.</p> <p>Step 6 I know some key features of information book, fact files and posters. I know how to find out the meaning of new words.</p>	<p>Step 3 I know how to correctly track text. I know how to use books to gain information about pirate life. I know the terms 'beginning' and 'end' when describing a book or diary entry.</p> <p>Step 4 I know why events in a 'The Lion Inside' have happened. I know how to talk about events in 'The Lion Inside'.</p> <p>Step 5 I know how to relate the feelings of a character 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.</p> <p>Step 6 I know some key features of descriptive writing and diaries. I know how to find out the meaning of new words.</p>	<p>Step 3 I know how to correctly track text. I know how to use books to gain information about under the sea. I know the terms 'beginning' and 'end' when describing a 'The Snail and the Whale' or a poem.</p> <p>Step 4 I know why events in a 'The Snail and the Whale' have happened. I know how to talk about events in a 'The Snail and the Whale' and link them to my own experiences.</p> <p>Step 5 I know how to relate the feelings of a character 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.</p> <p>Step 6 I know some key features of information texts. I know how to find out the meaning of new words.</p>
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<p>Reading Skills</p>	<p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story.</p> <p>Step 2 I can predict the end of a sentence. I can relate 'Rain Before Rainbows' 'The Squirrel's Busy Year' 'The Rhythm of the Rain' to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall from 'Rain Before Rainbows' and 'The Squirrel's Busy Year' 'The Rhythm of the Rain' I can describe and explain events in 'Rain Before Rainbows' 'The Rhythm of the Rain' 'The Squirrel's Busy Year'. I can identify the subject of a fiction text. I can recognise the category of a text.</p> <p>Step 4 I can give a simple character description from a 'The Squirrel's Busy Year' 'Rain Before Rainbows' 'The Rhythm of the Rain' I can listen and discuss 'Rain Before Rainbows' and 'The Squirrel's Busy Year' 'The Rhythm of the Rain.'</p> <p>Step 5 I can state what I think might happen next in a 'Rain Before Rainbows' 'The Rhythm of the Rain' 'The Squirrel's Busy Year'. I can find words or phrases in a text to support my ideas.</p>	<p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story.</p> <p>Step 2 I can predict the end of a sentence. I can relate 'The Woods' to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall about 'The Woods'. I can describe and explain events in 'The Woods'. I can recognise the category of a text.</p> <p>Step 4 I can give a simple character description from 'The Woods'. I can listen and discuss a range 'The Woods'.</p> <p>Step 5 I can state what I think might happen next in a 'The Woods'. I can find words or phrases in a text to support my ideas. I can give alternative endings to 'Into the Forest'</p> <p>Step 6 I can explain what has happened so far in a text. I can explain how adventure texts are organised.</p>	<p>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 'Town Mouse, Country Mouse' 'Tabby McTat' 'The Queen's Hat'</p> <p>Step 2 I can predict the end of a sentence when reading 'Town Mouse, Country Mouse' 'The Queen's Hat' I can relate the story to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall about the characters the setting and the main event. I can describe and explain events in 'Town Mouse, Country Mouse'. I can identify the subject of a non-fiction text e.g. recipe or leaflet. I can recognise the category of a text.</p> <p>Step 4 I can give a simple character description from 'Town Mouse, Country Mouse'. I can listen and discuss a range of events in 'Town Mouse, Country Mouse' 'The Queen's Hat' I can listen and discuss the order of events. I can listen and discuss the information needed in a leaflet.</p> <p>Step 5 I can state what I think might happen next in 'Town Mouse, Country Mouse' I can find words or phrases in 'Town Mouse, Country Mouse' to support my ideas.</p>	<p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the information.</p> <p>Step 2 I can predict the end of a sentence. I can relate the information in 'The Ever-Changing Earth' 'The Growing Story' to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall. 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 poster. I can recognise the category of a text.</p> <p>Step 4 I can give a simple description related to 'The Ever-Changing Earth', fact file or poster. I can listen and discuss a range of fact files or posters.</p> <p>Step 5 I can state what I think information might be included next in a text. I can find words or phrases in a book, fact file or poster to support my ideas. I can give ideas for additional information to include in a fact file or poster.</p> <p>Step 6 I can explain what information has been read so far in a text. I can explain how 'The Ever-Changing Earth',</p>	<p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story.</p> <p>Step 2 I can predict the end of a sentence in 'The Lion Inside'. I can relate a diary to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall about 'The Lion Inside' or '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. descriptive / diary.</p> <p>Step 4 I can give a simple character description from a text. I can give a simple description of the setting. I can listen and discuss a range of texts.</p> <p>Step 5 I can state what I think might happen next in the story. I can find words or phrases in a story to support my ideas. I can give alternative endings to 'The Lion Inside'.</p> <p>Step 6 I can explain what has happened so far in a story. I can explain how diaries are organised.</p>	<p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story.</p> <p>Step 2 I can predict the end of a sentence in 'The Snail and the Whale' I can relate Under the Sea (Usborne Picture Storybooks) to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall about 'The Snail and the Whale' I can describe and explain events in a 'The Snail and the Whale'. I can identify the subject of a poem. I can recognise the category of a text, e.g. for information or a poem.</p> <p>Step 4 I can give a simple character description from a 'The Snail and the Whale'</p> <p>Step 5 I can state what I think might happen next in 'The Snail and the Whale' I can find words or phrases in a 'The Snail and the Whale' or Under the Sea (Usborne Picture Storybooks) to support my ideas. I can give alternative endings to 'The Snail and the Whale'.</p> <p>Step 6 I can explain what has happened so far in 'The Snail and the Whale'. I can explain how information texts are organised.</p>
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	<p>I can give alternative endings to 'Rain Before Rainbows' 'The Rhythm of the Rain' 'The Squirrel's Busy Year'.</p> <p>Step 6 I can explain what has happened so far in 'Rain Before Rainbows' 'The Rhythm of the Rain' and 'The Squirrel's Busy Year'. I can explain how fiction texts are organised.</p>		<p>I can find words or phrases in a leaflet to support my ideas. I can give alternative endings to 'Town Mouse, Country Mouse'.</p> <p>Step 6 I can explain what has happened so far in 'Town Mouse, Country Mouse'. I can explain how instructions are organised. I can explain how leaflets are organised.</p>	<p>fact files and posters are organised.</p>		
Writing Knowledge	<p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p> <p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p> <p>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.</p> <p>Step 5 I know words that describe the character in a story. 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.</p> <p>Step 6</p>	<p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p> <p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p> <p>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.</p> <p>Step 5 I know words that describe the characters and setting. I know words that can be used as conjunctions to extend my sentences. I know words that can be used as time conjunctions to sequence my story.</p> <p>Step 6 I know how to organise my writing in an appropriate way e.g. paragraphs.</p>	<p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p> <p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p> <p>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.</p> <p>Step 5 I know words that describe the characters, setting or objects. I know words that can be used as conjunctions to extend my sentences. I know words that can be used as time conjunctions.</p> <p>Step 6 I know how to organise my writing in an</p>	<p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p> <p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p> <p>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.</p> <p>Step 5 I know words that describe to enhance my fact file or my poster. I know words that can be used as conjunctions. I know words that can be used to persuade.</p> <p>Step 6 I know how to organise my writing in an appropriate way e.g.</p>	<p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p> <p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p> <p>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.</p> <p>Step 5 I know words that describe the setting of the story. I know words that can be used as conjunctions to extend my sentences. I know words that can be used as time conjunctions.</p> <p>Step 6 I know how to organise my writing in an</p>	<p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p> <p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p> <p>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.</p> <p>Step 5 I know words that describe and when to use it to enhance a poem or information text. I know words that can be used as conjunctions. I know words that can be used as time conjunctions. I know what a rhyming word is.</p> <p>Step 6</p>

	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 how to plan my writing. I know that . ! ? can be used at the end of sentences.	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.	heading, subheadings, bullet points. I know how to plan my writing. I know that . ! ? can be used at the end of sentences.	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 organise my writing in an appropriate way e.g. paragraphs, different poem structures. I know how to plan my writing. I know that . ! ? can be used at the end of sentences. I know how to punctuate a poem.
	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes
Writing Skills	<p>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.</p> <p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase about 'Beeju'. I can write a caption or short phrase about an astronaut. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation to describe 'The Squirrel's Busy Year' 'Rain Before Rainbows' 'The Rhythm of the Rain' or about an astronaut. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>Step 5</p>	<p>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.</p> <p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase in a comic strip. I can hear and write the initial letter sound.</p> <p>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.</p> <p>Step 5 I can write sentences that are in an appropriate sequence to develop my comic strip into an adventure story. I can use simple descriptive words to enhance my story.</p>	<p>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.</p> <p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase to include in a leaflet. I can write phrase for parts of my recipe. I can write a caption or short phrase about 'Town Mouse, Country Mouse'. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation within fiction or nonfiction text e.g. recipe, leaflet. I can begin writing to the next line below the previous line. I can set out my recipe with instructions in a new line. I can use spaces between words more consistently.</p> <p>Step 5</p>	<p>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.</p> <p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation with in my fact file and poster. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>Step 5 I can write sentences that are in an appropriate sequence in my fact file I can use simple descriptive words to enhance my fact file. I can use simple persuasive, words in my poster.</p>	<p>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.</p> <p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase about a character. I can write a caption or short phrase about a character. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation to describe a setting. I can write simple sentences, sometimes using punctuation to write a character description or information text. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>Step 5 I can write sentences that are in an appropriate</p>	<p>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.</p> <p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase as part of an information text. I can write a caption or short phrase alongside a picture to provide information. I can hear and write the initial letter sound.</p> <p>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 use spaces between words more consistently.</p> <p>Step 5 I can write sentences that are in an appropriate sequence. I can use simple descriptive words to</p>

	<p>I can write sentences that are in an appropriate sequence.</p> <p>I can use simple descriptive words to describe 'The Squirrel's Busy Year' 'The Rhythm of the Rain' and 'Rain Before Rainbows.'</p> <p>I can use simple conjunctions in my writing to extend my sentences.</p> <p>I can use time conjunctions in my writing.</p> <p>Step 6</p> <p>I can write sentences that are linked thematically with meaning and purpose.</p> <p>I can use . ? ! in the correct way.</p> <p>I can use expanded noun phrases to describe.</p>	<p>I can use simple conjunctions in my writing to extend my sentences.</p> <p>I can use time conjunctions in my writing to sequence my adventure story.</p> <p>Step 6</p> <p>I can write sentences that are linked thematically with meaning and purpose.</p> <p>I can use . ? ! in the correct way.</p> <p>I can use expanded noun phrases to describe.</p>	<p>I can write sentences that are in an appropriate sequence to provide clear information in my leaflet.</p> <p>I can use simple descriptive words to describe the characters, setting and the main events.</p> <p>I can use simple descriptive words to enhance my instructions.</p> <p>I can use simple descriptive words to make my leaflet more interesting.</p> <p>I can use simple conjunctions in my writing.</p> <p>I can use time conjunctions.</p> <p>Step 6</p> <p>I can write sentences that are linked thematically with meaning and purpose.</p> <p>I can use . ? ! in the correct way.</p> <p>I can use expanded noun phrases to describe.</p>	<p>I can use simple conjunctions in my writing.</p> <p>Step 6</p> <p>I can write sentences that are linked thematically with meaning and purpose.</p> <p>I can use . ? ! in the correct way.</p> <p>I can use expanded noun phrases to describe.</p>	<p>sequence for a description.</p> <p>I can use simple descriptive words to enhance my writing.</p> <p>I can use simple conjunctions in my writing to extend my descriptive writing.</p> <p>I can use time conjunctions.</p> <p>Step 6</p> <p>I can write sentences that are linked thematically with meaning and purpose.</p> <p>I can use . ? ! in the correct way.</p> <p>I can use expanded noun phrases to describe.</p>	<p>enhance my information text.</p> <p>I can use simple conjunctions in my writing.</p> <p>I can use time conjunctions in my writing.</p> <p>Step 6</p> <p>I can write sentences that are linked thematically with meaning and purpose.</p> <p>I can use . ? ! in the correct way.</p> <p>I can use expanded noun phrases to describe.</p>
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Stage 3

	Builds on Stage 2 learning					
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Press Play!</p> <p>Texts:</p> <p>Comprehension text: Songs and raps-chosen artists</p> <p>Persuasive texts: examples of adverts</p>	<p>Stars and Stripes</p> <p>Texts:</p> <p>Class reader: 'Inspiring Native American Stories for Kids'-Ahoj Publications</p> <p>Myth and legend example from Native American lore</p> <p>Information texts about Native Americans</p> <p>Non-Fiction: 'All About America Facts and Fun' - Fran Newman-D'Amico</p>	<p>Urban Life</p> <p>Texts:</p> <p>Class reader: 'Scribbleboy' – Philip Ridley</p> <p>Information text example: 'Banksy (Real-life Stories)' – Hettie Bingham</p>	<p>The Roman Empire</p> <p>Texts:</p> <p>Class reader: 'Roman Tales: The Goose Guards' – Terry Deary</p> <p>Biography stimulus text: 'The Fall of Julius Caesar' – John Dougherty</p> <p>Biography texts: examples of biographies</p> <p>Letter texts: examples of letters</p>	<p>Hubble, Bubble, Toil and Trouble</p> <p>Texts:</p> <p>Class reader: 'George's Marvellous Medicine' – Roald Dahl</p> <p>Scripts examples: extracts of scripts</p> <p>Poems to read: 'Who has seen the wind?' by Christina Rossetti (to explore repetition and personification; 'At the zoo' by William Makepeace Thackeray (to explore alliteration and rhyme); 'Friends' by</p>	<p>Magnificent Machines</p> <p>Texts:</p> <p>Class reader: 'The Iron Man' – Ted Hughes</p> <p>Explanation texts: examples of explanation texts</p>

					Abbie Farwell Brown (to explore simile and metaphor)	
Coverage	Comprehension linked to 'Songs and raps' Communicating about and performing poetry – linked to 'Songs and raps' Communicating about, reading and writing persuasive texts – advertising for a class performance	Comprehension linked to class reader extracts Communicating about and writing diary of a Native American child (using information texts as a research tool) Communicating about, reading and writing a new Native American myths and legend – 'How the Butterfly Created the Rainbow'	Comprehension linked to class reader 'Scribbleboy' extracts Communicating about, reading and writing information texts – fact file about urban art Descriptive writing – describing images painted by Banksy	Comprehension linked to class reader 'Roman Tales' extracts Communicating about, reading and writing information texts – biography of Julius Caesar (using 'The Fall of Julius Caesar' as a stimulus and information gathering) Communicating about, reading and writing letters – letters between Julius Caesar and Cleopatra	Comprehension linked to class reader 'George's Marvellous Medicine' extracts Communicating about, reading and writing fiction - script writing – change an event from 'George's Marvellous Medicine' into a play script and perform Communicating about, reading and writing poetry – language devices for effect when writing a potion poem	Comprehension linked to class reader 'The Iron Man' extracts Communicating about and writing description – descriptive writing of the 'Iron Man' character Communicating about, reading and writing explanation texts – explaining the uses of metal at school
Oracy Opportunities	<ul style="list-style-type: none"> • Use of PECs and symbols • Use of Makaton • Story-telling-sensory stories • Drama • Vocabulary walls • Sentence stems • Partner talk • Say it before you write it • Role play • Thinking frames • Discussions • Would you rather? 					
	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	<p>Step 2 I know simple words to describe ideas and objects in 'Songs and raps'. I know words that relate to people e.g. he/she/I/me/you.</p> <p>Step 3 I can recount a short sequence of events related to 'Songs and raps'. I know how to give an opinion of a poem.</p> <p>Step 4 I know how to ask questions about adverts. I know how to make and express a choice about 'Songs and raps' and adverts.</p> <p>Step 5</p>	<p>Step 2 I know simple words to describe ideas and objects in 'Inspiring Native American Stories for Kids'. I know words that relate to people e.g. he/she/I/me/you.</p> <p>Step 3 I can recount a short sequence of events in 'Inspiring Native American Stories for Kids' and myths. I know how to give an opinion.</p> <p>Step 4 I know how to ask questions about 'Inspiring Native American Stories for Kids' and Native Americans.</p>	<p>Step 2 I know simple words to describe key elements of 'Scribbleboy' and information texts. I know words that relate to people e.g. he/she/I/me/you.</p> <p>Step 3 I can recount a short sequence of events from 'Scribbleboy'. I know how to give an opinion.</p> <p>Step 4 I know how to ask questions to gain information about 'Scribbleboy' and information texts. I know how to make and express a choice.</p> <p>Step 5</p>	<p>Step 2 I know simple words to describe key elements of 'Roman Tales' and biographies. I know words that relate to people e.g. he/she/I/me/you.</p> <p>Step 3 I can recount a short sequence of events from 'Roman Tales'. I know how to give an opinion.</p> <p>Step 4 I know how to ask questions to gain information about 'Roman Tales' and biographies. I know how to make and express a choice.</p> <p>Step 5</p>	<p>Step 2 I know simple words to describe key elements of 'George's Marvellous Medicine' and poetry. I know words that relate to people e.g. he/she/I/me/you.</p> <p>Step 3 I can recount a short sequence of events from 'George's Marvellous Medicine'. I know how to give an opinion.</p> <p>Step 4 I know how to ask questions to gain information about 'George's Marvellous Medicine' and poetry.</p>	<p>Step 2 I know simple words to describe key elements of 'The Iron Man'. I know words that relate to people e.g. he/she/I/me/you.</p> <p>Step 3 I can recount a short sequence of events from 'The Iron Man'. I know how to give an opinion.</p> <p>Step 4 I know how to ask questions to gain information about 'The Iron Man'. I know how to make and express a choice.</p> <p>Step 5</p>

	<p>I know how to make simple inferences when discussing 'Songs and raps' or adverts. I know how to respond to others appropriately when discussing 'Songs and raps' or adverts.</p> <p>Step 6 I know how to ask questions to gain information and clarity about 'Songs and raps' or adverts. I know how to adjust my communication to a situation when I am talking about 'Songs and raps' or adverts.</p> <p>Step 7 I know how to ask relevant questions to develop my understanding when discussing 'Songs and raps' or adverts. I know how to change my tone, volume and intonation when communicating about 'Songs and raps' or adverts.</p>	<p>I know how to make and express a choice.</p> <p>Step 5 I know how to make simple inferences about 'Inspiring Native American Stories for Kids' and myths. I know how to respond to others appropriately.</p> <p>Step 6 I know how to ask questions to gain information and clarity about 'Inspiring Native American Stories for Kids' and Native Americans. I know how to adjust my communication to a situation.</p> <p>Step 7 I know how to ask relevant questions to develop my understanding about 'Inspiring Native American Stories for Kids' and Native Americans. I know how to change my tone, volume and intonation when communicating about 'Inspiring Native American Stories for Kids' and Native Americans.</p>	<p>I know how to make simple inferences using clues in 'Scribbleboy' and information texts. I know how to respond to others appropriately when communicating about 'Scribbleboy' and information texts.</p> <p>Step 6 I know how to ask questions to gain information and clarity when communicating about 'Scribbleboy' and information texts. I know how to adjust my communication to a situation when communicating about 'Scribbleboy' and information texts.</p> <p>Step 7 I know how to ask relevant questions to develop my understanding when communicating about 'Scribbleboy' and information texts. I know how to change my tone, volume and intonation when communicating about 'Scribbleboy' and information texts.</p>	<p>I know how to make simple inferences using clues in 'Roman Tales' and biographies. I know how to respond to others appropriately when communicating about 'Roman Tales' and biographies.</p> <p>Step 6 I know how to ask questions to gain information and clarity when communicating about 'Roman Tales' and biographies. I know how to adjust my communication to a situation when communicating about 'Roman Tales' and biographies.</p> <p>Step 7 I know how to ask relevant questions to develop my understanding of 'Roman Tales' and Julius Caesar. I know how to change my tone, volume and intonation when communicating about 'Roman Tales' and biographies.</p>	<p>I know how to make and express a choice.</p> <p>Step 5 I know how to make simple inferences using clues in 'George's Marvellous Medicine' and poetry. I know how to respond to others appropriately when communicating about 'George's Marvellous Medicine' and poetry.</p> <p>Step 6 I know how to ask questions to gain information and clarity when communicating about 'George's Marvellous Medicine' and poetry. I know how to adjust my communication to a situation when communicating about 'George's Marvellous Medicine' and poetry.</p> <p>Step 7 I know how to ask relevant questions to develop my understanding of 'George's Marvellous Medicine' and poetry. I know how to change my tone, volume and intonation when communicating about 'George's Marvellous Medicine' and poetry.</p>	<p>I know how to make simple inferences using clues in 'The Iron Man'. I know how to respond to others appropriately when communicating about 'The Iron Man'.</p> <p>Step 6 I know how to ask questions to gain information and clarity when communicating about 'The Iron Man'. I know how to adjust my communication to a situation when communicating about 'The Iron Man'.</p> <p>Step 7 I know how to ask relevant questions to develop my understanding of when communicating about 'The Iron Man'. I know how to change my tone, volume and intonation when communicating about 'The Iron Man'.</p>
<p>Communication and Interaction Skills</p>	<p>Step 2 I can communicate using 3 key words when discussing 'Songs and raps' or adverts. I can communicate using simple descriptive words when discussing 'Songs and raps' or adverts. I can use pronouns correctly. I can give simple explanations related to 'Songs and raps' and adverts.</p>	<p>Step 2 I can communicate using 3 key words when discussing 'Inspiring Native American Stories for Kids' and Native Americans. I can communicate using simple descriptive words when discussing 'Inspiring Native American Stories for Kids' and Native Americans. I can use pronouns correctly.</p>	<p>Step 2 I can communicate using 3 key words to comment on 'Scribbleboy' and information texts. I can communicate using simple descriptive words to discuss 'Scribbleboy' and information texts. I can use pronouns correctly. I can give simple explanations when communicating about</p>	<p>Step 2 I can communicate using 3 key words to comment on 'Roman Tales' and biographies. I can communicate using simple descriptive words to discuss 'Roman Tales' and biographies. I can use pronouns correctly. I can give simple explanations when communicating about</p>	<p>Step 2 I can communicate using 3 key words to comment on 'George's Marvellous Medicine' and poetry. I can communicate using simple descriptive words to discuss 'George's Marvellous Medicine' and poetry. I can use pronouns correctly. I can give simple explanations when communicating about</p>	<p>Step 2 I can communicate using 3 key words to comment on 'The Iron Man'. I can communicate using simple descriptive words to discuss 'The Iron Man'. I can use pronouns correctly. I can give simple explanations when communicating about 'The Iron Man'.</p> <p>Step 3</p>

	<p>Step 3 I can communicate using short phrases or sentences when discussing 'Songs and raps' or adverts. I can respond to situations in a poem.</p> <p>Step 4 I can explore ideas and contribute to group discussions when discussing 'Songs and raps' or adverts. I can answer literal questions about when discussing 'Songs and raps' or adverts. I can engage in performances of poetry.</p> <p>Step 5 I can give structured descriptions and explanations related to 'Songs and raps' and adverts. I can include more specific vocabulary when discussing 'Songs and raps' or adverts.</p> <p>Step 6 I can organise what I want to say when discussing 'Songs and raps' or adverts. I can speak clearly and confidently when discussing 'Songs and raps' or adverts. I can state preferences and give reasons for this when discussing 'Songs and raps' or adverts.</p> <p>Step 7 I can discuss and propose possible questions and explanations when discussing 'Songs and raps' or adverts. I can make vocabulary choices dependent on context when discussing</p>	<p>I can give simple explanations related to 'Inspiring Native American Stories for Kids' and Native Americans.</p> <p>Step 3 I can communicate using short phrases or sentences when discussing 'Inspiring Native American Stories for Kids' and Native Americans. I can respond to situations in a story or myth.</p> <p>Step 4 I can explore ideas and contribute to group discussions about 'Inspiring Native American Stories for Kids' and Native Americans. I can answer literal questions about 'Inspiring Native American Stories for Kids' and myths. I can engage in role play related to 'Inspiring Native American Stories for Kids' and Native Americans.</p> <p>Step 5 I can give structured descriptions, explanations and narratives related to 'Inspiring Native American Stories for Kids' and Native Americans. I can include more specific vocabulary when discussing 'Inspiring Native American Stories for Kids' and Native Americans.</p> <p>Step 6 I can organise what I want to say when discussing 'Inspiring Native American Stories for Kids' and Native Americans. I can speak clearly and confidently.</p>	<p>'Scribbleboy' and information texts.</p> <p>Step 3 I can communicate using short phrases or sentences when communicating about 'Scribbleboy' and information texts. I can respond to situations in 'Scribbleboy'.</p> <p>Step 4 I can explore ideas and contribute to group discussions about 'Scribbleboy' and information texts. I can answer literal questions about 'Scribbleboy' and information texts. I can engage in role play linked to 'Scribbleboy'.</p> <p>Step 5 I can give structured descriptions and explanations. I can include more specific vocabulary related to 'Scribbleboy' and information texts.</p> <p>Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences related to 'Scribbleboy' and information texts and give reasons for this.</p> <p>Step 7 I can discuss and propose possible questions and explanations related to 'Scribbleboy' and information texts. I can make vocabulary choices dependent on context. I can justify my answers and opinions when communicating about</p>	<p>'Roman Tales' and biographies.</p> <p>Step 3 I can communicate using short phrases or sentences. I can respond to situations 'Roman Tales' and biographies.</p> <p>Step 4 I can explore ideas and contribute to group discussions about 'Roman Tales' and biographies. I can answer literal questions about 'Roman Tales'. I can engage in role play linked to 'Roman Tales'.</p> <p>Step 5 I can give structured descriptions, explanations and narratives. I can include more specific vocabulary related to 'Roman Tales' and biographies.</p> <p>Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences related to 'Roman Tales' and give reasons for this.</p> <p>Step 7 I can discuss and propose possible questions and explanations related to 'Roman Tales' and biographies. I can make vocabulary choices dependent on context. I can justify my answers and opinions when communicating about 'Roman Tales' and biographies.</p>	<p>'George's Marvellous Medicine' and poetry.</p> <p>Step 3 I can communicate using short phrases or sentences when communicating about 'George's Marvellous Medicine' and poetry. I can respond to situations in 'George's Marvellous Medicine' and poetry.</p> <p>Step 4 I can explore ideas and contribute to group discussions about 'George's Marvellous Medicine' and poetry. I can answer literal questions about a 'George's Marvellous Medicine'. I can engage in role play linked to 'George's Marvellous Medicine'.</p> <p>Step 5 I can give structured descriptions, explanations and narratives. I can include more specific vocabulary related to 'George's Marvellous Medicine' and poetry.</p> <p>Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences related to 'George's Marvellous Medicine' and poetry and give reasons for this.</p> <p>Step 7 I can discuss and propose possible questions and explanations related to 'George's Marvellous Medicine' and poetry.</p>	<p>I can communicate using short phrases or sentences when communicating about 'The Iron Man'. I can respond to situations in 'The Iron Man'.</p> <p>Step 4 I can explore ideas and contribute to group discussions about 'The Iron Man'. I can answer literal questions about 'The Iron Man'. I can engage in role play related to 'The Iron Man'.</p> <p>Step 5 I can give structured descriptions, explanations and narratives. I can include more specific vocabulary related to 'The Iron Man'.</p> <p>Step 6 I can organise what I want to say. I can speak clearly and confidently. I can state preferences related to 'The Iron Man' and give reasons for this.</p> <p>Step 7 I can discuss and propose possible questions and explanations related to 'The Iron Man'. I can make vocabulary choices dependent on context. I can justify my answers and opinions when communicating about 'The Iron Man'.</p>
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	<p>'Songs and raps' or adverts. I can justify my answers and opinions when discussing 'Songs and raps' or adverts.</p>	<p>I can state preferences and give reasons for this when discussing 'Inspiring Native American Stories for Kids' and Native Americans.</p> <p>Step 7 I can discuss and propose possible questions and explanations when discussing 'Inspiring Native American Stories for Kids' and Native Americans. I can make vocabulary choices dependent on context when discussing 'Inspiring Native American Stories for Kids' and Native Americans. I can justify my answers and opinions.</p>	<p>'Scribbleboy' and information texts.</p>		<p>I can make vocabulary choices dependent on context. I can justify my answers and opinions when communicating about 'George's Marvellous Medicine' and poetry.</p>	
	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes	Reading Outcomes
Reading Knowledge	<p>Step 2 I know how a character might be feeling in 'Songs and raps'. I know how to open a book and follow the text.</p> <p>Step 3 I know how to correctly track text. I know how to use texts to gain information related to 'Songs and raps' or adverts. I know the terms 'beginning' and 'end' when describing a text.</p> <p>Step 4 I know why events in a text have happened related to 'Songs and raps'. I know how to talk about events in a text and link them to my own experiences related to 'Songs and raps' or adverts.</p> <p>Step 5</p>	<p>Step 2 I know how a character might be feeling in 'Inspiring Native American Stories for Kids'. I know how to open a book and follow the text.</p> <p>Step 3 I know how to correctly track text. I know how to use books to gain information about Native Americans. I know the terms 'beginning' and 'end' when describing a text.</p> <p>Step 4 I know why events in 'Inspiring Native American Stories for Kids' have happened. I know how to talk about events in 'Inspiring Native American Stories for Kids' and link them to my own experiences.</p> <p>Step 5 I know how to relate the feelings of a character in</p>	<p>Step 2 I know how a character might be feeling in 'Scribbleboy'. I know how to open a book and follow the text when reading 'Scribbleboy' and information texts.</p> <p>Step 3 I know how to correctly track text when reading 'Scribbleboy' and information texts. I know how to use books to gain information about Banksy. I know the terms 'beginning' and 'end' when describing a text.</p> <p>Step 4 I know why events in 'Scribbleboy' have happened. I know how to talk about events in 'Scribbleboy' and link them to my own experiences.</p> <p>Step 5</p>	<p>Step 2 I know how a character might be feeling in 'Roman Tales'. I know how to open a book and follow the text when reading 'Roman Tales' and biographies.</p> <p>Step 3 I know how to correctly track text when reading 'Roman Tales' and biographies. I know how to use books to gain information about Julius Caesar. I know the terms 'beginning' and 'end' when describing a text.</p> <p>Step 4 I know why events in 'Roman Tales' have happened. I know how to talk about events in 'Roman Tales' and link them to my own experiences.</p> <p>Step 5 I know how to relate the feelings of a character in</p>	<p>Step 2 I know how a character might be feeling in 'George's Marvellous Medicine'. I know how to open 'George's Marvellous Medicine' and follow the text.</p> <p>Step 3 I know how to correctly track text when reading 'George's Marvellous Medicine' and poetry. I know how to use books to gain information related to 'George's Marvellous Medicine'. I know the terms 'beginning' and 'end' when describing a text.</p> <p>Step 4 I know why events in 'George's Marvellous Medicine' have happened. I know how to talk about events in 'George's Marvellous Medicine' and link them to my own experiences.</p>	<p>Step 2 I know how a character might be feeling in 'The Iron Man'. I know how to open a book and follow the text.</p> <p>Step 3 I know how to correctly track text when reading 'The Iron Man' and explanation texts. I know how to use explanation texts to gain information. I know the terms 'beginning' and 'end' when describing a text.</p> <p>Step 4 I know why events in 'The Iron Man' have happened. I know how to talk about events in 'The Iron Man' and link them to my own experiences.</p> <p>Step 5 I know how to relate the feelings of a character in 'The Iron Man' to my own.</p>

	<p>I know how to relate the feelings of a character in a poem 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.</p> <p>Step 6 I know some key features of poetry and persuasive texts related to adverts. I know how to find out the meaning of new words when reading 'Songs and raps' or adverts.</p> <p>Step 7 I know the main purpose of a text. I know how to summarise the main points from a text when reading 'Songs and raps' or adverts.</p>	<p>'Inspiring Native American Stories for Kids' 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.</p> <p>Step 6 I know some key features of myths and diaries. I know how to find out the meaning of new words.</p> <p>Step 7 I know the main purpose of a text. I know how to summarise the main points from 'Inspiring Native American Stories for Kids' and information texts.</p>	<p>I know how to relate the feelings of a character in 'Scribbleboy' 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.</p> <p>Step 6 I know some key features of information texts. I know how to find out the meaning of new words.</p> <p>Step 7 I know the main purpose of a text. I know how to summarise the main points from 'Scribbleboy' and information texts.</p>	<p>'Roman Tales' and biographies 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.</p> <p>Step 6 I know some key features of biographies and letters. I know how to find out the meaning of new words.</p> <p>Step 7 I know the main purpose of a text. I know how to summarise the main points from 'Roman Tales' and biographies.</p>	<p>Step 5 I know how to relate the feelings of a character in 'George's Marvellous Medicine' 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.</p> <p>Step 6 I know some key features of poems and scripts. I know how to find out the meaning of new words.</p> <p>Step 7 I know the main purpose of a text. I know how to summarise the main points from 'George's Marvellous Medicine' and poetry.</p>	<p>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.</p> <p>Step 6 I know some key features of explanation texts. I know how to find out the meaning of new words.</p> <p>Step 7 I know the main purpose of a text. I know how to summarise the main points from 'The Iron Man' and explanation texts.</p>
<p>Reading Skills</p>	<p>Step 2 I can predict the end of a sentence. I can relate a story to my own experience when reading 'Songs and raps' or adverts.</p> <p>Step 3 I can respond to questions that require simple recall when reading 'Songs and raps' or adverts. I can describe and explain events when reading 'Songs and raps' or adverts. I can identify the subject of an advert. I can recognise the category of a text.</p> <p>Step 4 I can give a simple character description from a poem. I can listen and discuss a range of poems and adverts.</p> <p>Step 5</p>	<p>Step 2 I can predict the end of a sentence. I can relate a story to my own experience when reading 'Inspiring Native American Stories for Kids'.</p> <p>Step 3 I can respond to questions that require simple recall when reading about 'Inspiring Native American Stories for Kids' and myths. I can describe and explain events in 'Inspiring Native American Stories for Kids'. I can identify the subject of an information text. I can recognise the category of a text.</p> <p>Step 4 I can give a simple character description from 'Inspiring Native</p>	<p>Step 2 I can predict the end of a sentence. I can relate 'Scribbleboy' to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall when reading 'Scribbleboy' and information texts. I can describe and explain events in 'Scribbleboy' and information texts. I can identify the subject of an information text. I can recognise the category of a text.</p> <p>Step 4 I can give a simple character description from 'Scribbleboy'. I can listen and discuss a range of texts, including 'Scribbleboy' and information texts.</p>	<p>Step 2 I can predict the end of a sentence. I can relate 'Roman Tales' to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall when reading 'Roman Tales' and biographies. I can describe and explain events in 'Roman Tales'. I can identify the subject of a non-fiction text. I can recognise the category of a text.</p> <p>Step 4 I can give a simple character description from 'Roman Tales'. I can listen and discuss a range of texts, including 'Roman Tales', biographies and letters.</p> <p>Step 5</p>	<p>Step 2 I can predict the end of a sentence. I can relate 'George's Marvellous Medicine' to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall when reading 'George's Marvellous Medicine' and poetry. I can describe and explain events in 'George's Marvellous Medicine'. I can identify the subject of a poem. I can recognise the category of a text.</p> <p>Step 4 I can give a simple character description from 'George's Marvellous Medicine'. I can listen and discuss a range of texts, including</p>	<p>Step 2 I can predict the end of a sentence. I can relate 'The Iron Man' to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall when reading 'The Iron Man'. I can describe and explain events in 'The Iron Man'. I can identify the subject of explanation texts. I can recognise the category of explanation texts.</p> <p>Step 4 I can give a simple character description from 'The Iron Man'. I can listen and discuss a range of texts, including 'The Iron Man' and explanation texts.</p>

	<p>I can state what I think might happen next in a poem. I can find words or phrases in a poem or advert to support my ideas. I can give alternative endings to a poem.</p> <p>Step 6 I can explain what has happened so far in a poem. I can explain how poems or adverts are organised.</p> <p>Step 7 I can justify my opinion with references to a poem or advert. I can make inferences when reading 'Songs and raps' or adverts independently. I can retrieve and record information from persuasive texts.</p>	<p>American Stories for Kids'. I can listen and discuss a range of texts.</p> <p>Step 5 I can state what I think might happen next in 'Inspiring Native American Stories for Kids'. I can find words or phrases in 'Inspiring Native American Stories for Kids' to support my ideas. I can give alternative endings to a myth.</p> <p>Step 6 I can explain what has happened so far in 'Inspiring Native American Stories for Kids'. I can explain how information texts are organised.</p> <p>Step 7 I can justify my opinion with references to about 'Inspiring Native American Stories for Kids' and myths. I can make inferences when reading 'Inspiring Native American Stories for Kids' and information texts independently. I can retrieve and record information from information texts.</p>	<p>Step 5 I can state what I think might happen next in 'Scribbleboy'. I can find words or phrases in 'Scribbleboy' and information texts to support my ideas. I can give alternative endings to a chapter in 'Scribbleboy'.</p> <p>Step 6 I can explain what has happened so far in 'Scribbleboy'. I can explain how information texts are organised.</p> <p>Step 7 I can justify my opinion with references to 'Scribbleboy' and information texts. I can make inferences when reading 'Scribbleboy' and information texts independently. I can retrieve and record information from information texts.</p>	<p>I can state what I think might happen next in 'Roman Tales'. I can find words or phrases in 'Roman Tales' to support my ideas. I can give alternative endings to a text.</p> <p>Step 6 I can explain what has happened so far in 'Roman Tales'. I can explain how biographies and letters are organised.</p> <p>Step 7 I can justify my opinion with references to 'Roman Tales' and biographies. I can make inferences when reading 'Roman Tales', biographies and letters independently. I can retrieve and record information from non-fiction texts.</p>	<p>'George's Marvellous Medicine' and poetry.</p> <p>Step 5 I can state what I think might happen next in 'George's Marvellous Medicine'. I can find words or phrases in a 'George's Marvellous Medicine' and poetry to support my ideas. I can give alternative endings to a text.</p> <p>Step 6 I can explain what has happened so far in 'George's Marvellous Medicine'. I can explain how poems and scripts are organised.</p> <p>Step 7 I can justify my opinion with references to 'George's Marvellous Medicine' and poetry. I can make inferences when reading 'George's Marvellous Medicine' and poetry independently.</p>	<p>Step 5 I can state what I think might happen next in 'The Iron Man'. I can find words or phrases in 'The Iron Man' to support my ideas. I can give alternative endings to a text.</p> <p>Step 6 I can explain what has happened so far in 'The Iron Man'. I can explain how explanation texts are organised.</p> <p>Step 7 I can justify my opinion with references to 'The Iron Man'. I can make inferences when reading 'The Iron Man' independently. I can retrieve and record information from explanation texts.</p>
	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes
Writing Knowledge	<p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p>	<p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p>	<p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p>	<p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p>	<p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p>	<p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p>

	<p>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.</p> <p>Step 5 I know words that describe. I know words that can be used as conjunctions. I know words that can be used to persuade.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Step 6 I know how to layout a script or a poem. I know how to plan my writing. I know that . ! ? can be used at the end of sentences.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Writing Skills	<p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase when writing an advert. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation, when writing an advert.</p>	<p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase when writing a diary or myth. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation, writing a diary or myth.</p>	<p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase when writing a description or fact file. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation, when</p>	<p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase when writing a biography or letter. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation, writing a biography or letter.</p>	<p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase when writing a script or poem. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation, when writing a script or poem.</p>	<p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase when writing a script or poem. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation, when</p>

	<p>I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>Step 5 I can write sentences that are in an appropriate sequence when writing an advert. I can use simple descriptive words. I can use simple conjunctions in my writing. I can use some persuasive words in my writing.</p> <p>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 an advert.</p> <p>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 an advert. I can use apostrophes for contraction and possession.</p>	<p>I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>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.</p> <p>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 diary or myth.</p> <p>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 diary or myth. I can use apostrophes for contraction and possession.</p>	<p>writing a description or fact file. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>Step 5 I can write sentences that are in an appropriate sequence when writing a description or fact file. I can use simple descriptive words. I can use simple conjunctions in my writing.</p> <p>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 Banksy images.</p> <p>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 information texts and descriptions. I can use apostrophes for contraction and possession.</p>	<p>I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>Step 5 I can write sentences that are in an appropriate sequence writing a biography or letter. I can use simple descriptive words. I can use simple conjunctions in my writing. I can use time conjunctions in my writing.</p> <p>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 Julius Caesar.</p> <p>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 biography and letters. I can use apostrophes for contraction and possession.</p>	<p>I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>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 devices in poetry. I can use stage directions in script writing.</p> <p>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 poem.</p> <p>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 script. I can use apostrophes for contraction and possession.</p>	<p>describing and explaining. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>Step 5 I can write sentences that are in an appropriate sequence when describing and explaining. I can use simple descriptive words. I can use simple conjunctions in my writing. I can use conjunctions to explain my ideas.</p> <p>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 Iron Man'.</p> <p>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.</p>

Stage 4 Pre-Entry Level

	Builds on Stage 2 learning		
	Autumn	Spring	Summer
Topic	Text: 'The Invisible' – Tom Percival	Text: 'Book of very silly poems' – Michael Rosen	Text: 'We're All Wonders' – R J Palacio
Coverage	<p>Comprehension linked to 'The Invisible'</p> <p>Spoken language work - role play of family having to pack things to move</p> <p>Spoken language work – discussion about what their own homes are like</p> <p>Descriptive writing – description of a cold snowy day, inside and outside</p> <p>Communicating about and writing letters – writing a letter to an old neighbours after they have moved house</p> <p>Communicating about and writing a report – non-chronological report about people who help others in the community</p> <p>AQA UAS:</p> <p>Pre-EL: 110454 EVERYDAY ENGLISH: WRITING WITH SUPPORT (UNIT 1)</p> <p>or</p> <p>Pre-EL: 111664 ENGLISH: USING COLOURFUL SEMANTICS TO STRUCTURE SENTENCES</p> <p>or</p> <p>EL: 115543 ENGLISH: WRITING</p>	<p>Comprehension linked to a range of short texts at appropriate level</p> <p>Comprehension linked to poems</p> <p>Spoken language work – performing poetry</p> <p>Spoken language work – giving opinions about poems</p> <p>Descriptive writing – using adjectives and language devices in poetry</p> <p>Communicating about and writing poetry – writing short poems based on examples from 'Book of very silly poems'</p> <p>AQA UAS:</p> <p>Pre-EL: 110505 INTRODUCTION TO READING</p> <p>or</p> <p>Pre-EL: 105263 RESPONDING TO POETRY</p> <p>or</p> <p>EL: 118965 INTRODUCTION TO POETRY FEATURES AND REVIEWING POEMS</p>	<p>Comprehension linked to 'We're all wonders'</p> <p>Spoken language work – role play events from 'We're All Wonders'</p> <p>Spoken language work – discuss what they are good at, how are they a 'wonder'</p> <p>Communicating about, reading and writing an explanation text – explain the feelings of different characters as different points in the story</p> <p>Communicating about, reading and writing a diary entry for Auggie and Daisy's trip to space</p> <p>Communicating about and writing narratives – story writing based on another place Auggie and Daisy can blast off to</p> <p>AQA UAS:</p> <p>Pre-EL: 110452 EVERYDAY ENGLISH: SPEAKING, LISTENING AND COMMUNICATING WITH SUPPORT (UNIT 1)</p> <p>or</p> <p>Pre-EL: 73608 COMMUNICATION SKILLS</p> <p>or</p> <p>EL: 115530 ENGLISH: SPEAKING, LISTENING, COMMUNICATING</p>
Oracy Opportunities	<ul style="list-style-type: none"> • Use of PECs and symbols • Use of Makaton • Story-telling-sensory stories • Drama • Vocabulary walls • Sentence stems • Partner talk • Say it before you write it • Role play • Thinking frames • Discussions (where possible) • Would you rather? (where possible) • Debates (where possible) • Presentations (where possible) 		
Communication and Interaction Knowledge	Communication and Interaction Outcomes	Communication and Interaction Outcomes	Communication and Interaction Outcomes
	<p>Step 1</p> <p>I know the names of common objects in 'The Invisible'. I know 'what' 'where' and 'who' are question words. I know when a story teller changes the story.</p> <p>Step 2</p> <p>I know simple words to describe characters from 'The Invisible'.</p>	<p>Step 1</p> <p>I know the names of common objects from short texts and poems. I know 'what' 'where' and 'who' are question words. I know when a story teller changes the story.</p> <p>Step 2</p>	<p>Step 1</p> <p>I know the names of common objects in 'We're All Wonders'. I know 'what' 'where' and 'who' are question words. I know when a story teller changes the story.</p> <p>Step 2</p>

	<p>I know words that relate to people e.g. he/she/ll/me/you.</p> <p>Step 3 I can recount a short sequence of events in 'The Invisible'. I know how to give an opinion about 'The Invisible'.</p> <p>Step 4 I know how to ask questions about 'The Invisible'. I know how to make and express a choice.</p> <p>Step 5 I know how to make simple inferences when discussing 'The Invisible'. I know how to respond to others appropriately when discussing 'The Invisible'.</p>	<p>I know simple words to describe items from short texts and poems. I know words that relate to people e.g. he/she/ll/me/you.</p> <p>Step 3 I can recount a short sequence of events from short texts and poems. I know how to give an opinion about short texts and poems.</p> <p>Step 4 I know how to ask questions about short texts and poems. I know how to make and express a choice related to short texts and poems.</p> <p>Step 5 I know how to make simple inferences when discussing short texts and poems. I know how to respond to others appropriately when discussing short texts and poems.</p>	<p>I know simple words to describe characters in 'We're All Wonders'. I know words that relate to people e.g. he/she/ll/me/you.</p> <p>Step 3 I can recount a short sequence of events from 'We're All Wonders'. I know how to give an opinion about 'We're All Wonders'.</p> <p>Step 4 I know how to ask questions about 'We're All Wonders'. I know how to make and express a choice.</p> <p>Step 5 I know how to make simple inferences when discussing 'We're All Wonders'. I know how to respond to others appropriately when discussing 'We're All Wonders'.</p>
Communication and Interaction Skills	<p>Step 1 I can answer simple what 'where' and 'who' questions about 'The Invisible'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'The Invisible' using a single word answer.</p> <p>Step 2 I can communicate using 3 key words about 'The Invisible'. I can communicate using simple descriptive words about fairies and characters in 'The Invisible'. I can use pronouns correctly. I can give simple explanations.</p> <p>Step 3 I can communicate using short phrases or sentences about 'The Invisible'. I can respond to situations in 'The Invisible'.</p> <p>Step 4 I can explore ideas and contribute to group discussions about 'The Tear Thief'. I can answer literal questions about 'The Invisible'. I can engage in role play based on 'The Invisible'.</p> <p>Step 5 I can give structured descriptions and explanations related to 'The Invisible'. I can include more specific vocabulary when discussing 'The Invisible'.</p>	<p>Step 1 I can answer simple what 'where' and 'who' questions about short texts and poems. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about short texts and poems using a single word answer.</p> <p>Step 2 I can communicate using 3 key words related to short texts and poems. I can communicate using simple descriptive words about items from short texts and poems. I can use pronouns correctly. I can give simple explanations.</p> <p>Step 3 I can communicate using short phrases or sentences about short texts and poems. I can respond to situations in 'short texts and poems'.</p> <p>Step 4 I can explore ideas and contribute to group discussions about short texts and poems. I can answer literal questions about short texts and poems. I can engage in performances of poetry.</p> <p>Step 5 I can give structured descriptions and explanations related to short texts and poems. I can include more specific vocabulary when discussing short texts and poems.</p>	<p>Step 1 I can answer simple what 'where' and 'who' questions about 'We're All Wonders'. I can combine 2 words, signs or symbols. I can use two word combinations verb+noun. I can answer a question about 'We're All Wonders' using a single word answer.</p> <p>Step 2 I can communicate using 3 key words about 'We're All Wonders'. I can communicate using simple descriptive words about 'We're All Wonders'. I can use pronouns correctly. I can give simple explanations.</p> <p>Step 3 I can communicate using short phrases or sentences about 'We're All Wonders'. I can respond to situations in 'We're All Wonders'.</p> <p>Step 4 I can explore ideas and contribute to group discussions about 'We're All Wonders'. I can answer literal questions about 'We're All Wonders'. I can engage in role play based on 'We're All Wonders'.</p> <p>Step 5 I can give structured descriptions and explanations related to 'We're All Wonders'. I can include more specific vocabulary when discussing 'We're All Wonders'.</p>
	Reading Outcomes	Reading Outcomes	Reading Outcomes
Reading	Step 1	Step 1	Step 1

<p>Knowledge</p>	<p>I know some of the letters in my name. I know the characters in 'The Invisible'. I know that pictures tell stories.</p> <p>Step 2 I know how a character might be feeling in 'The Invisible'. I know how to open a book and follow the text.</p> <p>Step 3 I know how to correctly track text. I know how to use 'The Invisible' to gain information. I know the terms 'beginning' and 'end' when describing 'The Invisible'.</p> <p>Step 4 I know why events in 'The Invisible' have happened. I know how to talk about events in 'The Invisible' and link them to my own experiences.</p> <p>Step 5 I know how to relate the feelings of a character in 'The Invisible' 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.</p>	<p>I know some of the letters in my name. I know the characters in short texts and poems. I know that pictures tell stories.</p> <p>Step 2 I know how a character might be feeling in short texts and poems. I know how to open a book and follow the text.</p> <p>Step 3 I know how to correctly track text. I know how to use books to gain information when reading short texts and poems. I know the terms 'beginning' and 'end' when describing a text.</p> <p>Step 4 I know why events in short texts and poems have happened. I know how to talk about events in short texts and poems and link them to my own experiences.</p> <p>Step 5 I know how to relate the feelings of a character in short texts and poems 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.</p>	<p>I know some of the letters in my name. I know the characters in 'We're All Wonders'. I know that pictures tell stories.</p> <p>Step 2 I know how a character might be feeling in 'We're All Wonders'. I know how to open a book and follow the text.</p> <p>Step 3 I know how to correctly track text. I know how to use books to gain information when reading 'We're All Wonders'. I know the terms 'beginning' and 'end' when describing 'We're All Wonders'.</p> <p>Step 4 I know why events in 'We're All Wonders' have happened. I know how to talk about events in 'We're All Wonders' and link them to my own experiences.</p> <p>Step 5 I know how to relate the feelings of a character in 'We're All Wonders' 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.</p>
<p>Reading Skills</p>	<p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story.</p> <p>Step 2 I can predict the end of a sentence. I can relate 'The Invisible' to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall about 'The Invisible'. I can describe and explain events in 'The Invisible'. I can identify the subject of a short text. I can recognise the category of a short text.</p> <p>Step 4 I can give a simple character description from 'The Invisible'. I can listen and discuss a range of texts.</p> <p>Step 5 I can state what I think might happen next in 'The Invisible'. I can find words or phrases in 'The Invisible' to support my ideas. I can give alternative endings to an event in 'The Invisible'.</p>	<p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story.</p> <p>Step 2 I can predict the end of a sentence. I can relate short texts and poems to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall related to short texts and poems. I can describe and explain events in short texts and poems. I can identify the subject of short texts and poems. I can recognise the category of a short text or poem.</p> <p>Step 4 I can give a simple character description from short texts and poems. I can listen and discuss a range of texts and poems.</p> <p>Step 5 I can state what I think might happen next in short texts and poems. I can find words or phrases in short texts and poems to support my ideas.</p>	<p>Step 1 I can identify letters and symbols. I can focus on what is being read looking at the picture relating to the story.</p> <p>Step 2 I can predict the end of a sentence. I can relate 'We're All Wonders' to my own experience.</p> <p>Step 3 I can respond to questions that require simple recall related to 'We're All Wonders'. I can describe and explain events in 'We're All Wonders'. I can identify the subject of a text. I can recognise the category of a text.</p> <p>Step 4 I can give a simple character description from 'We're All Wonders'. I can listen and discuss a range of texts.</p> <p>Step 5 I can state what I think might happen next in 'We're All Wonders'. I can find words or phrases in 'We're All Wonders' to support my ideas. I can give alternative endings to an event in 'We're All Wonders'.</p>

		I can give alternative endings to an event in short texts and poems.	
	Writing Outcomes	Writing Outcomes	Writing Outcomes
Writing Knowledge	<p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p> <p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p> <p>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.</p> <p>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 and description.</p>	<p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p> <p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p> <p>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.</p> <p>Step 5 I know words that describe. I know words that can be used as conjunctions. I know words that can be used to create poems.</p>	<p>Step 1 I know how to hold a pencil with sufficient grip. I know what hand I like to use for writing.</p> <p>Step 2 I know to leave spaces between groups of letters. I know what letters look like.</p> <p>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.</p> <p>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.</p> <p>Step 5 I know words that describe and explain. I know words that can be used as conjunctions. I know words that can be used to tell an effective story.</p>
Writing Skills	<p>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.</p> <p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase when describing or writing a letter and report. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation, describing or writing a letter and report. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>Step 5 I can write sentences that are in an appropriate sequence when writing a letter and report. I can use simple descriptive words. I can use simple conjunctions in my writing.</p>	<p>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.</p> <p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase to describe or explain. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation, to describe or in poetry. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>Step 5 I can write sentences that are in an appropriate sequence when writing a poem. I can use simple descriptive words. I can use simple conjunctions in my writing.</p>	<p>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.</p> <p>Step 2 I can make some marks and letters that convey meaning. I can copy simple shapes. I can trace letter shapes.</p> <p>Step 3 I can write a caption or short phrase when writing an explanation, diary and story. I can hear and write the initial letter sound.</p> <p>Step 4 I can write simple sentences, sometimes using punctuation, when writing an explanation, diary and story. I can begin writing to the next line below the previous line. I can use spaces between words more consistently.</p> <p>Step 5 I can write sentences that are in an appropriate sequence when writing an explanation, diary and story. I can use simple descriptive words.</p>

	I can use facts in my writing.	I can use poetic devices in my writing.	I can use simple conjunctions in my writing. I can use interesting word choices in my writing.
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Stage 4 Entry Level

Builds on Stage 3 learning			
	Autumn	Spring	Summer
Topic	Text: 'A Street Cat Named Bob' – James Bowen	Text: EL past papers and practice papers for reading assessment 'Book of very silly poems' – Michael Rosen	Text: 'Wonder' – R J Palacio
Coverage	Comprehension linked to 'A Street Cat Named Bob' Spoken language assessment – role play of argument between family members (EL coursework) Spoken language assessment – group discussion about the issue of homelessness in London (EL coursework) Descriptive writing – description of a night sleeping outside in the cold Communicating about and writing letters – writing a letter from a homeless person (EL coursework) Communicating about and writing a report – non-chronological report about homelessness issue in London (EL coursework)	Comprehension linked to a range of short literary and non-fiction texts in practice for EL Reading Assessment papers Comprehension linked to 'Book of very silly poems' Spoken language assessment - favourite poems by Michael Rosen (EL coursework) Descriptive writing – using adjectives and language devices in poetry Communicating about and writing poetry – writing short poems based on examples from 'Book of very silly poems' (Choose best one for EL coursework)	Comprehension linked to 'Wonder' Spoken language assessment – role play: hot seating characters (EL coursework) Spoken language assessment – discussion: opinions, thoughts and feelings of 'Wonder' relating to own experiences as applicable (EL coursework) Communicating about, reading and writing an explanation text: a precept of themselves (similar to p65 in 'Wonder') Communicating about, reading and writing a diary entry from a character (EL coursework) Communicating about and writing narratives – story writing to retell an event from 'Wonder' from another character's point of view (EL coursework)
Oracy Opportunities	<ul style="list-style-type: none"> • Use of PECs and symbols • Use of Makaton • Story-telling-sensory stories • Drama • Vocabulary walls • Sentence stems • Partner talk • Say it before you write it • Role play • Thinking frames • Discussions • Would you rather? • Debates • Presentations 		
	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 what a discussion is. I know how to speak so I can be heard most of the time.	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.	Entry Level 1 I know what hotseating is. I know what a discussion is. I know how to speak so I can be heard most of the time.

	<p>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.</p> <p>Entry Level 2 I know how to add some detail to a role play about a family argument. I know how to add some detail to a discussion about homelessness. 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 and discussion.</p> <p>Entry Level 3 I know how to add detail to my role play about a family argument. I know how to add detail to a discussion about homelessness. 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.</p>	<p>I know how to convey simple meanings relevant to a situation and audience.</p> <p>Entry Level 2 I know how to add some detail to a discussion about my favourite poem. 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.</p> <p>Entry Level 3 I know how to add detail to my contributions in a discussion about my favourite poem.. 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.</p>	<p>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.</p> <p>Entry Level 2 I know how to add some detail to a hot seating role play and a discussion about 'Wonder'. 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 and a discussion about 'Wonder'.</p> <p>Entry Level 3 I know how to add detail to my hot seating role play and a discussion about 'Wonder'. 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.</p>
<p>Communication and Interaction Skills</p>	<p>Entry Level 1 I can speak briefly and make basic contributions to a role play about a family argument. I can speak briefly and make basic contributions to a discussion about homelessness. 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 and discussion.</p> <p>Entry Level 2 I can make some contributions to a role play about a family argument. I can make some contributions a discussion about homelessness. 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 and discussion. I can use simple vocabulary to generally suit the situation and audience.</p> <p>Entry Level 3 I can make developed contributions to the role play about a family argument. I can make developed contributions to a discussion about homelessness. 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.</p>	<p>Entry Level 1 I can speak briefly and make basic contributions to a discussion about my favourite poem. 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.</p> <p>Entry Level 2 I can make some contributions to a discussion about my favourite poem. 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. I can use simple vocabulary to generally suit the situation and audience.</p> <p>Entry Level 3 I can make developed contributions to a discussion about my favourite poem. 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</p>	<p>Entry Level 1 I can speak briefly and make basic contributions to a hot seating role play and a discussion about 'Wonder'. 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 and a discussion about 'Wonder'.</p> <p>Entry Level 2 I can make some contributions to a hot seating role play and a discussion about 'Wonder'. 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 hot seating role play and a discussion about 'Wonder'. I can use simple vocabulary to generally suit the situation and audience.</p> <p>Entry Level 3 I can make developed contributions to a hot seating role play and a discussion about 'Wonder'. 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</p>

	I can convey meaning using some developed vocabulary		
	Reading Outcomes	Reading Outcomes	Reading Outcomes
Reading Knowledge	<p>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 'A Street Cat Named Bob' with support.</p> <p>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 'A Street Cat Named Bob' with a little support at times.</p> <p>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 'A Street Cat Named Bob' independently.</p>	<p>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 text with support.</p> <p>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 short texts and poems with a little support at times.</p> <p>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 short texts and poems independently.</p>	<p>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 'Wonder' with support.</p> <p>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 'Wonder' with a little support at times.</p> <p>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 'Wonder' independently.</p>
Reading Skills	<p>Entry Level 1 I can read from 'A Street Cat Named Bob' with support. I can identify different types of texts with support. I can identify explicit information and ideas 'A Street Cat Named Bob' with support. I can identify facts and opinions in texts with support. I can infer meanings from 'A Street Cat Named Bob' with support. I can use context to help establish sense with support. I can comment on some language choices in 'A Street Cat Named Bob' with support.</p> <p>Entry Level 2 I can read from 'A Street Cat Named Bob' 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 'A Street Cat Named Bob' 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 'A Street Cat Named Bob' with a little support at times.</p>	<p>Entry Level 1 I can read a range of non-fiction and literary texts, including short texts and poems. I can identify different types of short texts and poems with support. I can identify explicit information and ideas in short texts and poems. I can identify facts and opinions in short texts and poems with support. I can infer meanings from short texts and poems with support. I can use context to help establish sense with support. I can comment on some language choices in short texts and poems with support.</p> <p>Entry Level 2 I can read a range of non-fiction and literary texts, including short texts and poems, with a little support at times. I can identify different types of short texts and poems with a little support at times. I can identify explicit information and ideas in 'short texts and poems with a little support at times.</p>	<p>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 'Wonder' with support. I can identify facts and opinions in texts with support. I can infer meanings from 'Wonder' with support. I can use context to help establish sense with support. I can comment on some language choices in 'Wonder' with support.</p> <p>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 'Wonder' with a little support at times. I can identify facts and opinions in texts with a little support at times.</p>

	<p>I can use context to help establish sense with a little support at times. I can comment on some language choices in 'A Street Cat Named Bob' with a little support at times.</p> <p>Entry Level 3 I can read from 'A Street Cat Named Bob' independently. I can identify different types of texts independently. I can identify explicit information and ideas in 'A Street Cat Named Bob' independently. I can identify facts and opinions in texts independently. I can infer meanings from 'A Street Cat Named Bob' independently. I can use context to help establish sense independently. I can comment on some language choices in 'A Street Cat Named Bob' independently.</p>	<p>I can identify facts and opinions in short texts and poems with a little support at times. I can infer meanings from short texts and poems 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 short texts and poems with a little support at times.</p> <p>Entry Level 3 I can read a range of short texts and poems independently. I can identify different types of short texts and poems independently. I can identify explicit information and ideas in short texts and poems independently. I can identify facts and opinions in short texts and poems independently. I can infer meanings from short texts and poems independently. I can use context to help establish sense independently. I can comment on some language choices in short texts and poems independently.</p>	<p>I can infer meanings from 'Wonder' 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 'Wonder' with a little support at times.</p> <p>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 'Wonder' independently. I can identify facts and opinions in texts independently.</p> <p>I can infer meanings from 'Wonder' independently. I can use context to help establish sense independently. I can comment on some language choices in "Wonder" independently.</p>
	Writing Outcomes	Writing Outcomes	Writing Outcomes
Writing Knowledge	<p>Entry Level 1 I know how to write simple sentences when describing or writing a letter or report. I know what audience means.</p> <p>Entry Level 2 I know the order I write my ideas is important. I know how to write descriptions, letters and reports. I know how to explain my opinion. I know how to use conjunctions to connect ideas some of the time.</p> <p>Entry Level 3 I know how to use the main features of descriptions, letters and reports. I know how to change my writing depending on the audience. I know how to give clear statements of opinion with some explanation.</p>	<p>Entry Level 1 I know what a subheading is. I know how to write simple sentences, including to describe and in poetry. I know what audience means.</p> <p>Entry Level 2 I know the order I write my ideas is important. I know how to write descriptions and poems. I know how to explain my opinion. I know how to use conjunctions to connect ideas some of the time.</p> <p>Entry Level 3 I know a range of organisational features, such as sub headings, bullet points, paragraphs and different layout features of a poem. I know how to use the main features of descriptions and poetry appropriately. I know how to change my writing depending on the audience. I know how to give clear statements of opinion with some explanation.</p>	<p>Entry Level 1 I know how to write simple sentences when writing an explanation, diary and story. I know what audience means.</p> <p>Entry Level 2 I know the order I write my ideas is important. I know how to write an explanation, diary and story. I know how to explain my opinion. I know how to use conjunctions to connect ideas some of the time.</p> <p>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 explanations, diaries 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.</p>
Writing Skills	<p>Entry Level 1 I can write simple meanings that can be understood when describing or writing a letter or report. 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 letter or report. I can use . ? and ! accurately some of the time.</p>	<p>Entry Level 1 I can use sub headings and verses 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 or poetic phrases. I can write a series sentences to describe or create a poem.</p>	<p>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 explanation, diary and 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.</p>

	<p>Entry Level 2 I can write with clarity most of the time when describing or writing a letter or report. I can communicate the overall meaning in descriptions, letters and reports. 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 descriptions, letters and reports. I can give statements of opinion give some explanation on simple issues. I can use . ? and ! accurately most of the time.</p> <p>Entry Level 3 I can use paragraphs when describing or writing a letter or report. I can write with clarity. I can use the main features of descriptions, letters and reports appropriately. I can write letter or report using a logical sequence of events and with some detail. I can use some detail when writing a description of a night sleeping outside. I can use . ? and ! accurately and consistently.</p>	<p>I can use . ? and ! accurately some of the time.</p> <p>Entry Level 2 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 both descriptions and poems. 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 and poems. I can give statements of opinion give some explanation on simple issues. I can use . ? and ! accurately most of the time.</p> <p>Entry Level 3 I can use different organisational features to suit to purpose of the task, such as sub headings, bullet points, clear order, paragraphs and different layout features of a poem. I can write with clarity. I can use the main features of descriptions and poetry appropriately. I can write poetry using appropriate order and vocabulary. I can write descriptions and poems using a logical sequence of sentences and with some detail. I can use . ? and ! accurately and consistently.</p>	<p>Entry Level 2 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 an explanation, diary and 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.</p> <p>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 explanations, diaries and stories appropriately. I can write explanations using appropriate order and vocabulary. I can write stories and diaries using a logical sequence of events and with some detail. I can use . ? and ! accurately and consistently.</p>
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