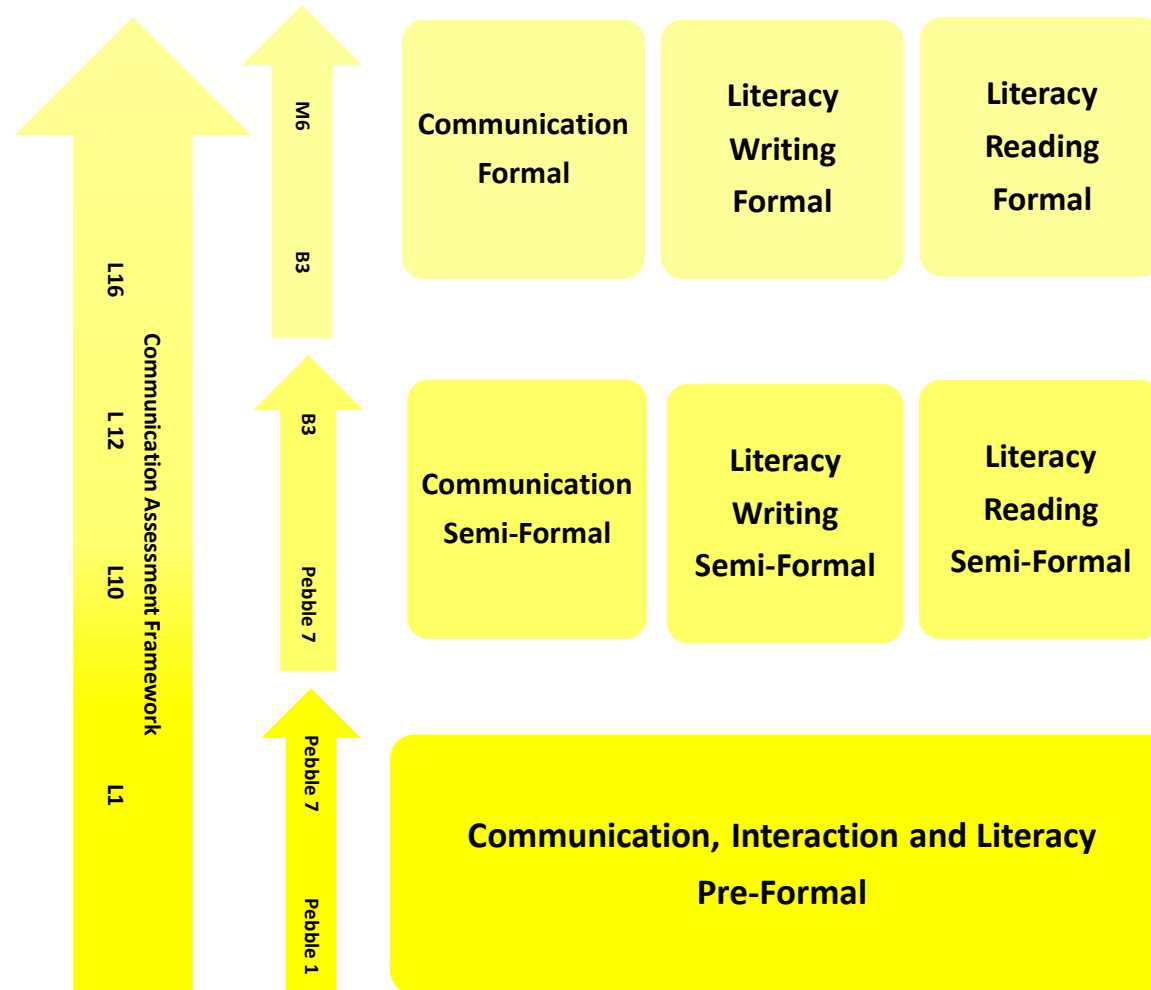


# Literacy Formal Curriculum



# Literacy

## Formal Curriculum

### **Intent - What are we trying to achieve through our curriculum?**

The Formal Pathway curriculum for Literacy is mainly for those pupils at St Giles who have Moderate Learning Difficulties able to access the national curriculum and engaged in subject-specific study. These learners are assessed between Bridging Level 3 and Milestone 6. These learners may have additional sensory impairments, social communication difficulties, specific learning or communication difficulties that impact on their developing literacy skills.

The formal literacy curriculum is taught discretely as a subject, but may also be delivered through cross curricular topic themes. It has been developed alongside the formal curriculum for communication and interaction and is closely linked. Some of our learners may exhibit readiness to read and write at an older age; our expectation is that all students should be provided with opportunities in all aspects of literacy skills assessing through careful observation and multi-agency liaison.

### **Colourful Semantics**

Colourful semantics is used to help learners to develop their grammar. It is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

1. WHO – Orange
2. WHAT DOING – Yellow
3. WHAT – Green
4. WHERE – Blue

This is used to;

- Encourage wider vocabulary
- Make sentences longer

- Helps children to answer questions or generate responses to questions
- Develop use of nouns, verbs, prepositions and adjectives
- Improve story telling skills
- Can be transferred to written sentences and written language comprehension

## **Phonics**

All learners at St Giles are given the opportunity to develop their phonics skills. Learners following the pre-formal curriculum pathway take part in phase one activities from Letters and Sounds. Learners following the semi-formal and formal pathways continue to access Letters and Sounds at phase one to reinforce and further develop their phonic skills as required. They will follow the Read, Write Inc. programme if they show readiness whatever their age. The Read, Write, Inc. scheme is used to teach learners the sounds in English, the letters that represent them, and how to form the letters when writing. 'Decodable' books matched to the phonic programme are used for learners' reading in class and to take home.

The school receives regular visits from RMT trainers who support staff to further develop their teaching of phonics. Parents can access information about the scheme at <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>. Programmes are adjusted to meet the individual needs of learners. Thus new elements of phonics teaching may not be added every day. Instead pupils revisit and review, practise and apply phonics skills according to the pace at which they learn.

## **Reading**

We aim to provide learners with a range of reading materials and learning approaches to support their development of reading skills and promote their access to reading for pleasure.

This may include access to:

- books that focus on specific pupils' own interests and activities to support their motivation and engagement;
- reading materials which provide a carefully structured but extensive range of early reading experiences at appropriate levels of attainment.
- Reading for pleasure which engages individual students and promotes a reading culture

We note that physical access to books can be a barrier for many of our pupils with significant physical and visual disabilities. These pupils may require to have alternative access to books e.g.

- Page fluffers,
- Switch access,

- Books with braille,
- Digital books,
- Audio books.

### **Whole Word Reading**

We recognise that some learners accessing the formal curriculum will learn differently from neuro-typical conventionally developing pupils, and therefore may require personalised teaching approaches that also focuses on other types of information in the reading process e.g. the shapes of whole words. See and Learn Language and Reading is used in the school.

### **The use of Symbols**

We recognise that there may be Some formal learners who understand and enjoy books but can't yet read them independently because due to their visual perceptual difficulties they struggle to decode written text. Accessing symbols to support text may be a helpful strategy. We recognise that symbols should make the meaning of text clearer. It may not be appropriate to symbolise every word in a text or to use very abstract symbols.

### **The Library**

Classes will access the library on Fridays to change books for their classrooms and to support the wider curriculum. It is sometimes used as a storytelling area.

### **Writing**

We aim to support learners to develop their writing skills. We note that physical access to writing tools can be a barrier for many of our pupils with significant physical and visual disabilities. These pupils may require alternative pencil methods to write and/or explore letters and words while focusing the majority of their cognitive energy on text production. This may involve the use of:

- Wooden or magnetic letters,
- Braille
- Symbols,
- iPads and tablets,
- Alphabet Eye Gaze Frames
- alternative keyboards,

- onscreen keyboards,
- word prediction software,
- speech recognition.

### Curriculum Design;

Our Formal Literacy Curriculum aims for there to be a balance of personalised and class activities catering for individual learner’s needs and abilities. MLD learners at in reception and Year 1 follow a literacy curriculum that is informed by the content of the Early Years Foundation Stage for learners aged 40 – 60+ months as well as this document. For learners from Year 2 onwards, it is informed by the National Curriculum. Other curriculum documents that inform practice include the Physical toolkit, B-squared, Bridging the gap, Milestones, and accreditation syllabuses. (AQA unit awards, WJEC Entry pathways 1- 3.

### Implementation - How is our curriculum being delivered?

MLD learners in the Early Years Foundation Stage and Key Stage One follow the Early Years Curriculum Pathway for learners aged 40 – 60+ months. MLD learners from Year 2 onwards will be supported with literacy through the content below.

### Reading

- Reading for Pleasure

Learners from Year 2 onwards may be supported to read for pleasure through:

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Bridging Level 1	Re-read and engage with familiar texts e.g. use book characters in play or conversations or in other areas of the curriculum	Encourage learners to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences.	Provide stories, pictures and puppets which allow learners to experience and talk about how characters feel. Discuss with learners the characters in books being read.

	Listen to stories, poems and other texts with increasing attention and recall	Read rhyming books with plenty of intonation and expression so that the learners tune into the rhythm of the language and the rhyming words.	Regularly include rhyming books as part of the daily book sharing session. Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It's raining, it's pouring as the learners get ready to go outdoors in wet weather).
	Engage in a familiar story using props	Provide story sacks and boxes and make them with the learners for use in the setting and at home. Retell familiar sensory stories or box books.	• Provide story boards and props which support learners to talk about a story's characters and sequence of events.
	Act out/ describe events in stories	Engage with stories through dramatic responses, retelling and interpretations of stories, through drama or call and response.	• Help learners to identify the main events in a story and to enact stories, as the basis for further imaginative play
Bridging Level 2	Demonstrate enjoyment of rhythm and rhyme e.g. choose to play rhyming games or enjoy making up own words that conform to a pattern	Encourage the learners to join in with repetitive rhyming phrases such as 'Run, run as fast as fast as you can, You can't catch me, I'm the Gingerbread man Play with rhyming words throughout the course of the day and have fun with them. Sing or chant nursery rhymes and encourage learners to move in an appropriate way (e.g. rock gently to the beat of 'See Saw Marjorie Daw,' march to the beat of 'Tom, Tom the Piper's Son' and the 'The Grand Old Duke of York, skip to the beat of 'Here we go round the Mulberry Bush'). Listen to and respond rap songs. Adapt rap songs / change words	Regularly include rhyming books as part of the daily book sharing session. Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It's raining, it's pouring as the learners get ready to go outdoors in wet weather). Provide rhyming games from Phase one phonics e.g. Rhyming soup, Rhyming Bingo, Rhyming puppet play. Use multi-media to expose children to creative and engaging ways to rhyme such as rap. Make it engaging with all staff showing enthusiasm and modelling correction of non-rhyming mistakes. Rehearse rhyming word lists (could be picture or symbol / object) to ensure success Allow additional time for explicitly developing auditory processing and discrimination when this is difficult.
	Re-enact a story in role play with puppets/props /costumes/ objects	Model and encourage dramatic retelling of stories. Provide space and time to re-enact stories in a multitude of ways Provide story props to aid retelling of key stories.	Help learners to identify the main events in a story and to enact stories, as the basis for further imaginative play Be creative and engage learners with individual interests.
Bridging Level 3	Sustain interest and makes relevant comments on longer stories read to them	Repeat stories so pupils are familiar with them. Provide learner with vocabulary related to story on communication grid / page. Model comments when reading a story. Record and celebrate learner's comments.	Provide learners with multiple opportunities to read and be read to while at school. Classroom book area that is inviting, organized. Comfy / quiet place to share books. Books that can be accessed independently by readers who struggle to turn pages e.g. PowerPoint book, CD. Access to school library on a Friday.
	Make simple links between texts e.g. recognise books in a series	Model this for learners – "we have read another book about Lola, we have read another book about cars.	

		Support learners to organise books in book corner or during library visit – these books stay together.	
	Develop a sense of what's real and what's fantasy	Model this for learners – this really happened, this is fantasy. Sorting activities – real / fantasy	
	Use a reference book for information i.e. a picture of an insect in science	Model this for the learner – preselected books – which one can we use to find a picture of an insect?	
Milestone Level 1	Become very familiar with key stories, fairy stories and traditional tales and retell them	Model and encourage dramatic retelling of key stories. Provide space and time to re-enact stories in a multitude of ways Provide story props, puppets to aid retelling of key stories. Provide an audience e.g. younger pupil, an assembly.	Provide learners with multiple opportunities to read and be read to while at school. Classroom book area that is inviting, organized. Comfy / quiet place to share books. Books that can be accessed independently by readers who struggle to turn pages e.g. PowerPoint book, CD. Access to school library on a Friday. Adapted / personalised texts to make traditional stories relevant / age appropriate / engaging for learners with ASD
	Show enthusiasm for reading and is motivated to participate in shared sessions.	Find a comfy place. Make sure the learner can see the book. Engage learner to select texts that will interest them – identify and discuss with them. Ensure non-fiction texts are included for learners who prefer this type of genre. Encourage dramatic retelling of key stories. If learner gets fed up with a text, and wants to change it, that's O.K. Help them to think about what they are not enjoying and what sort of book they can choose next time.	
	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Read texts to class / individual pupil – see above.	

- Rhyme

Learners from Year 2 onwards may be supported to develop their understanding of rhyme through:

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Bridging Level 1	Enjoy joining in with rhythm and rhyme activity	Repeat rhythm and rhyme songs, activities, games and books as part of the daily activities and allow familiarity to be developed so that missing words can be filled in / repeated.	Regularly include rhyming books as part of the daily book sharing session. Make sure that singing and rhyming activities are part of the daily routine in a small-group time and that extracts are repeated incidentally as events occur (e.g. It's raining, it's pouring as the learners get ready to go outdoors in wet weather).
	Join in Show awareness of rhyme and alliteration with repeated refrains	Repeat rhyme and alteration refrains regularly and allow pauses during repetition, so that missing words can suggested / filled in.	
	Join in verse with predictable repetition	Repeat rhythm, rhyme and alteration refrains regularly and allow pauses during repetition, so that missing words can suggested / filled in.	
Bridging Level 2	Begin to make up own rhythms and rhymes	Model playing with rhythms and rhymes and allow opportunities for pupils to suggest alternatives. Provide structures for less confident pupils /AAC users to try alternatives. Keep it fun and engaging	Regularly include rhyming books as part of the daily book sharing session. Provide rhyming games from Phase one phonics e.g. Rhyming soup, Rhyming Bingo, Rhyming puppet play. Letter and Sounds p31  Provide a range of rhythm and rhymes to discover what motivates individual learners.
	Recite a simple verse	Build up to reciting a simple verse by learning phrases, then a verse through daily repetition of motivating verses. Gradually encourage building up of chunks that can be recalled and recited.	
Bridging Level 3	Enjoy and join in with familiar poems/rhymes songs and perform /recite favourite refrains or sections independently	Repeat rhythm, rhyme and alteration refrains regularly and allow pauses during repetition, so that missing words can suggested / filled in. Big Mack switches for nonverbal pupils to join in favourite refrains at appropriate times. Read, Write, Inc If learner knows set 1 sounds - learners should know the sounds listed before reading each book use <b>Red Ditty books – check with literacy subject leader</b>	Regularly include rhyming books as part of the daily book sharing session. Provide rhyming games from Phase one phonics e.g. Rhyming soup, Rhyming Bingo, Rhyming puppet play. Letter and Sounds p31 Provide a range of rhythm and rhymes to discover what motivates individual learners.
Milestone 1	Learn to appreciate rhymes and poems, and to recite some by heart	Repeat rhythm, rhyme and alteration refrains regularly and allow pauses during repetition, so that missing words can suggested / filled in. Big Mack switches for nonverbal pupils to join in favourite refrains at appropriate times. Read, Write, Inc If learner knows set 1 sounds - learners should know the sounds listed before reading each book use <b>Red Ditty Level books – check with literacy subject leader</b>	Regularly include rhyming books as part of the daily book sharing session. Provide rhyming games from Phase one phonics e.g. Rhyming soup, Rhyming Bingo, Rhyming puppet play. Letter and Sounds p31 Provide a range of rhythm and rhymes to discover what motivates individual learners.

- Comprehension

Learners from Year 2 onwards may be supported to develop their comprehension skills through:

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Bridging Level 1	Sequence chronologically three events in a story using prompts e.g. pictures or manipulatives	Choose familiar action or event. Involve learner in activity. Use photos to represent three steps of familiar actions or events. Place the three steps sequence in front of the learner in the correct order. Use Makaton and symbols and model the sequence "First, _____. Next, _____. Last, _____," while describing each picture. Ask questions about what happened first, next, and last. Mix up the pictures. Place them back in front of the child. Ask learner to pick out which step was first - place on a sequencing strip. Keep practicing before asking learner to do independently.	Familiar action or event e.g. pouring a drink, brushing teeth Photos of event Sequencing strip to place the photos.
	Understand and use in context some terminology relating to passage of time before, after, later, next		
	Retrieve information from a simple statement – 'the ball is blue – what colour is the ball?'	Emphasise the key word in the statement. My ball is <u>blue</u>	Support statements with Makaton signs for key words. If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.
	Name several characters in story	Ask "who" is in the story – use book illustration, photo, picture to support learner. Use Makaton, symbols, photos to identify the characters as you tell the story Use Colourful semantics – level 1 Introduce WHO (subject) as orange and show on sentence strip. 3. Select a range of photo's/ pictures that the learner can relate to. E.g. family, school or topic /story related. Ask "Who can you see? Ask the learner to select the correct 'who' picture symbol to place on the sentence strip. <a href="http://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/">www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/</a>	Introduce characters in story through small world play, role play, photos, puppets. Choose characters with sensory experience e.g. <u>gingerbread</u> man Use a story based in school so that you can use familiar people / photos of familiar people If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.
In a range of contexts, use a range of verbs to describe and/or demonstrate (role play) actions	Use colourful semantics level 2– yellow "what doing". Use Makaton, symbols, photos to identify the objects as you tell the story Ask "what" an object or a character is - use book illustration, photo, picture to support learner <a href="http://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/">www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/</a>	Introduce object in story through small world play, photos, objects in story sack Use a story based in school so that you can use familiar objects / photos of familiar objects. If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.	

	Use common nouns to correctly identify characters and objects in a book	Use colourful semantics level 3– green “what”. Use Makaton, symbols, photos to identify the objects as you tell the story Ask “what” an object or a character is - use book illustration, photo, picture to support learner <a href="http://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/">www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/</a>	Introduce object in story through small world play, photos, objects in story sack Use a story based in school so that you can use familiar objects / photos of familiar objects. If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.
	Identify the setting in a story	Use colourful semantics level 4– blue “where”. Use Makaton, symbols, photos to identify the setting as you tell the story Ask “where” the story is happening– use book illustration, photo, picture to support learner <a href="http://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/">www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/</a>	Introduce setting in story through small world play, photos. Use a story based in school so that you can use familiar setting / photos of familiar setting. If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.
	Recognise a broader range of emotions e.g. excited, frightened	Use Zones of Regulation to support emotion recognition. Apply to stories in class.	If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.
	Use knowledge of story to assist in decoding text	Support learner with use of illustration and other visual cues e.g. storyboard.	Storyboard, books with illustrations.
	Make attempts to repair misunderstandings without changing the words used for example, by repeating a word with a different intonation or facial expression]	Support the learner to repeat what they have communicated when they have been misunderstood. Suggest they show a specific sign again, or repeat a word. Support the learner is able to use alternative means to help other understand them, for example, repeating a word with a different intonation or facial expression.	Direct observation, planning records and documentation of day to day activities.
Bridging Level 2	With prompting, recall simple details of activities they have been involved in e.g. from earlier in the day or familiar routines	Support the learner to recall the event using all the senses to trigger memories -a photo to look at, an object to touch, a song to listen to or something to smell or taste	Provide sequencing strip, photo sequence, visual timetables, story pathways.
	Using prompts, sequence a short series of events from a story	Choose familiar story, action or event. Involve learner in activity. Use photos to represent steps. Place the steps sequence in front of the learner in the correct order. Use Makaton and symbols and model the sequence “First, Next, Next, Last,” while describing each picture. Ask questions about what happened first, next, and last. Take out two pictures. Which one goes where? Mix up the pictures. Place them back in front of the learner. Ask learner to pick out which step was first - place on a sequencing strip. Keep practicing before asking learner to do independently.	Use role play, puppets, photos, small world play to make and present story scenes with settings and characters. Familiar action or event e.g. pouring a drink, brushing teeth Photos of event Sequencing strip to place the photos. If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.
	Discuss story settings	Discuss where” the story is happening and “what” the learner can see there – colourful semantics level 4Use book illustration, photo, picture to support learner Use colourful semantics – blue “where”, green “what”.	Create a story setting in the classroom e.g. through small world play, play area, interactive display. Make a story telling pathway e.g. Rosie’s walk <a href="https://www.pinterest.com/pin/30751209932029493/">https://www.pinterest.com/pin/30751209932029493/</a>

		Use Makaton, symbols, photos to identify the setting as you tell the story	If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.
	Give a simple description of a character in a story	Use colourful semantics level 5 "Describe" – adjectives to describe the character – purple. <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf</a>	Create a model of the character. Role play and dress up as the character.
	Describe an action of a character	Role play to explore the actions of the character. Use colourful semantics to describe a character's actions using "what doing" level 3 – yellow and – adjectives level 6 <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf</a>	Role play – props Colourful sematic grids
	Begin to respond to who, where and what questions	Model how to ask and answer who, where and what questions by relating to familiar story / event / routine. Use sentences built using colourful semantics to answer these questions.	If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.
	Show empathy by talking about a personal experience	Encourage learner to describe a personal experience and describe how they felt. Model using Zones of Regulation to talk about a personal experience when you felt the same. Reverse	Access visual prompts e.g. sequenced symbolised or photo experience, Zones of regulation, colourful semantics. If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.
	Recognise emotions and begin to give reasons why characters are feeling this way	Model describing emotions of characters. Use Zones of Regulation link to characters in story.	Range of simple texts that link to Zones of regulation. <a href="https://www.theotttoolbox.com/childrens-books-for-zones-of-regulation/">https://www.theotttoolbox.com/childrens-books-for-zones-of-regulation/</a>
	When given two or more choices about what might happen next, give appropriate response	Model two choices about what happens next. Ask learners to choose.	Access visual prompts e.g. sequenced symbolised or photo experience, Zones of regulation, colourful semantics. If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.
	With support from adults, begin to recognise errors that affect meaning e.g. 'the cot sat on the mat'	Model the sentences using symbols / photos / objects. Choice of two colourful sematic sentences and photo. Which one matches the photo?	Colourful sematic sentences – Levels 2 – 6 Props
<b>Bridging Level 3</b>	Begin to use appropriate story language to sequence events e.g. once upon a time, in the beginning, the end	Choose familiar simple story. Use photos / pictures to represent three or four main events. Place the steps sequence in front of the learner in the correct order. Use Makaton and symbols and model the sequence "First, _____. Next, _____. Last, _____," Then replace these with story language while describing each picture e.g. once upon a time, in the beginning, the next day, the end. Ask questions about what happened first, next, and last. Mix up the pictures. Place them back in front of the child. Ask learner to pick out which step was first - place on a sequencing strip. Keep practicing before asking learner to do independently.	Traditional familiar stories and rhymes - these might be adapted for older learners to make them more age appropriate. Sequencing strips. Vocabulary – symbolised where appropriate Vocabulary in communication book / on communication board. Props linked to a story Classroom display showing simple sequence of story – using sequence strip or story mountain, Story telling pathways showing sequence - <a href="https://www.pinterest.com/pin/30751209932029493/">https://www.pinterest.com/pin/30751209932029493/</a> Story maps - <a href="https://www.readingrockets.org/strategies/story_sequence">https://www.readingrockets.org/strategies/story_sequence</a>

		Link to 3 part story mountain or map - <a href="https://www.imagineforest.com/blog/story-mountain/">https://www.imagineforest.com/blog/story-mountain/</a>	
	Re-tell parts of a story	Use sequence or story mountain created above to support the learner to retell a part of the story encouraging use of story book language. Use role play, puppets to support retelling.	
	Discuss and compare story settings	Use simple familiar stories to compare e.g. Humpty Dumpty sat on a wall, Jack and Jill went up a hill.	Traditional familiar stories and rhymes Picture only books – e.g. <a href="https://www.readingrockets.org/booklists/our-favorite-wordless-picture-books">https://www.readingrockets.org/booklists/our-favorite-wordless-picture-books</a>
	Be able to give a meaningful verbal narrative from a picture only book	Model and then create a story sequence for the wordless book Model narration Ask learner to fill in the gaps as you retell. Ask learner to complete sequence without support – non-verbal learner to build narrative using communication aid and /or signing to fill in gaps. Then to sequence resulting narrative.	Vocabulary available to support learner as appropriate e.g. communication book / board / device / word bank / colourful semantic phrases – level 5 /6 / 7 <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf</a>
	<ul style="list-style-type: none"> <li>• Answer questions about a text</li> <li>• Discuss why an event occurred</li> <li>• Begin to respond to how and why questions</li> </ul>	<p>Support the learner to identify the main events using the story sequence created with the learner.</p> <p>Model the answer to a why question about the text e.g. Start by having learners <b>fill in the end of a sentence and build up</b> – e.g. Goldilocks couldn't eat the porridge because it was too <b>(hot)</b> Goldilocks couldn't eat the porridge <b>(because it was too hot)</b> Why couldn't Goldilocks eat the porridge? <b>(because it was too hot)</b></p> <p>Model why sentences using 'to' and 'so' as well – e.g. Why did Red Riding Hood go to the wood? To visit her Grandmother. Why did the goats want to cross the bridge? So they could eat the grass.</p> <p>Model the answer to how questions in a similar way – e.g. The wolf got into the house by climbing down the <b>(chimney).</b> The wolf got into the house <b>(by climbing down the chimney).</b> How did the wolf get into the house? <b>(by climbing down the chimney).</b></p> <p>Practice these skills using examples from real life e.g. why do you wear headphones?</p>	Practice using real life examples . Visual sequencing tool to support answers to a familiar story. Vocabulary available to support learner as appropriate e.g. communication book / board / device / word bank

	<p>In books read to them, state why a character acted in a particular way</p> <p>Explain the action of a story character</p> <p>In books read to them, state why a character changed their views or actions</p>	<p>Revisit the character's actions using role play, illustrations, colourful semantics sentences describing a character's actions using "what doing" level 3– yellow and – adjectives level 6 <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-antics-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-antics-level-5.pdf</a></p> <p>Model the answer to a why question about the character e.g. Start by having learners <b>fill in the end of a sentence and build up</b> – see above</p>	<p>Vocabulary available to support learner as appropriate e.g. communication book / board / device / word bank</p>
	<p>Give a simple opinion on a character with reference to the text</p>	<p>Model giving a simple opinion about a character. Start by having learner <b>fill in the end of a sentence and build up</b> – e.g. I think the wolf is <b>(bad)</b> I think <b>(the wolf is bad)</b> What do you think about the wolf? <b>I think the wolf is bad)</b></p>	<p>Vocabulary available to support learner as appropriate e.g. communication book / board / device / word bank</p> <p>Colourful sematic boards with Describe words – Level 5 U adjectives to describe the character – purple. <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-antics-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-antics-level-5.pdf</a></p>
	<p>Give simple explanation of choice of what will happen next when given two possible scenarios</p> <p>Use own experiences and prior knowledge to make simple predictions and inferences</p> <p>Discuss how a character might act</p>	<p>Revise story sequence with two possible outcomes using visual techniques.</p> <p>Model opinion about which one will happen. Start by having learner <b>fill in the end of a sentence and build up</b> – e.g. I think the wolf will <b>(die)</b> I think <b>(the wolf will die)</b> What do you think about the wolf? <b>I think the wolf will die)</b> I think the wolf will die because of the <b>fire.</b> I think the wolf will die <b>because of the fire.</b> Why will the wolf die? <b>I think the wolf will die because of the fire.</b></p>	<p>Vocabulary available to support learner as appropriate e.g. communication book / board / device / word bank</p> <p>Classroom display showing simple sequence of story – using sequence strip or story mountain, Story telling pathways showing sequence - <a href="https://www.pinterest.com/pin/30751209932029493/">https://www.pinterest.com/pin/30751209932029493/</a> Story maps - <a href="https://www.readingrockets.org/strategies/story_sequence">https://www.readingrockets.org/strategies/story_sequence</a></p> <p>Role play to explore the actions of the character. Use colourful semantics to describe a character's actions using "what doing" level 3– yellow and – adjectives level 6 <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-antics-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-antics-level-5.pdf</a></p>
	<p>Understand and apply simple prepositions in context --- 'is the goat on the bridge or under the bridge?'</p>	<p>Use small world play to practice understanding of prepositions – use three to four word level – e.g. 'Put the biscuits on the table' Put the goat under the bridge. Use small blue preposition to add to colourful semantic sentence e.g. The <b>goat</b> is on the bridge.</p>	<p>Small world play Role play Vocabulary available to support learner as appropriate e.g. communication book / board / device / word bank Colourful semantics level 6 / 7</p>
	<p>Begin to discriminate between real and nonsense words</p>	<p>Support learners to apply their decoding skills to any unfamiliar word may it be real or nonsense. Practice their decoding skills by sounding out the letters in 'Alien / Nonsense words'</p>	<p>Include as part of phonic sessions.</p>
Milestone 1	<p>Discuss word meanings, linking new meanings to those already known</p>	<p>Pre-learn new vocabulary using a range of techniques – see PowerPoint Pre-learning Vocabulary and Mind Maps saved in T:\Teacher 2022-2023\Curriculum\Formal\Teaching new words</p>	<p>Provide learners with multiple opportunities to read and be read to while at school. Classroom book area that is inviting, organized. Comfy / quiet place to share books. Books that can be accessed independently by readers who struggle to turn pages e.g. PowerPoint book, CD.</p>

		Any unfamiliar words encountered need to be discussed so that learners are able to link new vocabulary to words they already know.	Access to school library on a Friday. To build the vocabulary of Year 1 pupils, children need access to a range of texts with vast and varied vocabulary within them.
Retell familiar key stories  Recognise and join in with predictable phrases  Draw on what they already know or on background information and vocabulary provided by the teacher		Use visual sequence of story or story mountain to support the learner to retell a familiar key story encouraging use of story book language and repeated predictable phrases. Remind learners about reading a book with a 'storyteller voice' as with Read, Write Inc books Use role play, puppets to support retelling.	Traditional familiar stories and rhymes - these might be adapted for older learners to make them more age appropriate. Sequencing strips. Vocabulary – symbolised where appropriate Vocabulary in communication book / on communication board. Props linked to a story Classroom display showing simple sequence of story – using sequence strip or story mountain, Story telling pathways showing sequence - <a href="https://www.pinterest.com/pin/30751209932029493/">https://www.pinterest.com/pin/30751209932029493/</a> Story maps - <a href="https://www.readingrockets.org/strategies/story_sequence">https://www.readingrockets.org/strategies/story_sequence</a>
Consider the particular characteristics of key stories, fairy tales and traditional tales		Look at and compare story maps / mountains / pathways of key stories. Identify common <ul style="list-style-type: none"> <li>• Set phrases at beginning and / or end</li> <li>• Repetition – repeated phrases</li> <li>• Characters who possess magic powers</li> <li>• Heroes</li> <li>• Villains</li> <li>• Settings – castle / forest</li> </ul>	
Make simple inferences on the basis of what is being said and done		Revise story sequence and offer more than one possible outcome using visual techniques.  Model opinion about which one will happen. Start by having learner <b>fill in the end of a sentence and build up</b> – e.g. I think the wolf will <b>(die)</b> I think <b>(the wolf will die)</b> What do you think about the wolf? <b>I think the wolf will die)</b> I think the wolf will die because of the <b>fire.</b> I think the wolf will die <b>because of the fire.</b> Why will the wolf die? <b>I think the wolf will die because of the fire.</b>	
Clearly explain their understanding of what is read to them  Discuss the significance of the title and events  Participate in discussion about		Give learners the opportunity to prepare their comments to participate in the discussion e.g. give them a question to prepare – Why did Willie Wonka put golden tickets in his chocolate bars? -Why is the story called Stone Soup? Model more than one opinion with the learner – see above Help them to record key words to support them in discussion – e.g. "I think" "because"	Provide learners with multiple opportunities to read and be read to while at school. Classroom book area that is inviting, organized. Comfy / quiet place to share books. Books that can be accessed independently by readers who struggle to turn pages e.g. PowerPoint book, CD. Access to school library on a Friday. Adapted / personalised texts to make traditional stories relevant / age appropriate / engaging for learners with ASD

	what is read to them, taking turns and listening to what others say	Non-verbal learners may want to record their opinion on a big mac. Use a visual cue to support listening and turn taking e.g. a talking stick to pass back and forth to signal whose turn it is to speak and / or “listen” and “talk” signs to hold up during discussions to cue a learner when it’s their turn and when to wait and listen.	
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- Word Reading

Learners from Year 2 onwards may be supported to develop their reading accuracy and decoding through:

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Bridging Level 1	Recognise half of the letters of the alphabet by shape or sound	Play games like word letter bingo to develop learner’s phoneme-grapheme correspondence. Speed sounds – RWI - Set 1 Sounds m a s d t i n p g o, c k u b, - link to letter sound practice sheets for these sounds Do not use letter names at this early stage.	Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Letters and Sounds Phase one activities Read Write Inc. – set one
	Relate letter sound and name	Speed sounds - RWI	
	Discriminate between p and d	Use RWI rhymes to help children form the letters correctly. Use pictures, marble runs for each sound to help recognise the sound and then form the shape of the sound	
	Read, Write, Inc. - Set 1 Sounds m a s d t i n p g o, c k u b, are taught in the following order together with rhymes to help learners form the letters correctly and instantly recognise them.	Learners use pictures for each sound to help recognise the sound and then form the shape of the sound ready for blending. Play games like word letter bingo to develop learner’s phoneme-grapheme correspondence. Use “Fred talk” - Model oral blending of sounds to make words in everyday contexts, e.g. ‘sit on your m-a-t hat?’ <a href="https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&amp;slide=2">https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&amp;slide=2</a>	
	Demonstrate ability to discriminate phonemes	Play games like word letter bingo to develop learner’s phoneme-grapheme correspondence.	
	Identify the initial sounds of spoken words and written words	Use Speed Sounds to support this.	
	Recognises and count syllables in words	Letter and Sounds Phase one – Playing with words p31	

		<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190537/Letters_and_Sounds_-_Phase_One.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190537/Letters_and_Sounds_-_Phase_One.pdf</a> Gather a set of familiar objects with names that have varying syllable patterns (e.g. pencil, umbrella, camera). Show the objects, name them and talk about what they are used for. Encourage them to think about how the name of the object sounds and feels as they say it. Clap the syllables out as you say each word.	
	Uses multisensory approaches such as switches, cued articulation and signing alphabet (where applicable)	<a href="https://www.soundsforliteracy.co.uk/cued-articulation.html">https://www.soundsforliteracy.co.uk/cued-articulation.html</a> <a href="https://ruid.org.uk/wp-content/uploads/2020/05/Fingerspelling-Alphabet-Card.pdf">https://ruid.org.uk/wp-content/uploads/2020/05/Fingerspelling-Alphabet-Card.pdf</a>	
Bridging Level 2	Recognise all the letters of the alphabet by shape or sound	Play games like word letter bingo to develop learner's phoneme-grapheme correspondence. Speed sounds – RWI Do not use letter names at this early stage.	Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Use Letters and Sounds –Phase one activities as required to revise / support phonic awareness Read, write inc. – set one sounds
	Read, Write, Inc. - Set 1 Sounds f e l h sh, r j v y w, th z ch qu x ng nk, are taught in the following order together with rhymes to help learners form the letters correctly and instantly recognise them. Learners learn to blend these sounds.	Fred talk Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' Model to learners how simple words can be segmented into sounds and blended together to make words.	
	Continue to discriminate between p, d and b	Use RWI rhymes to help children form the letters correctly. Use pictures, marble runs for each sound to help recognise the sound and then form the shape of the sound	
	With help, read some final consonant clusters – ng, nk	Read, Write Inc set 1 'special friends' Speed sounds	
	With help, use letter sounds to decode a wider range of cvc words	Fred talk - Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' Model to learners how simple words can be segmented into sounds and blended together to make words.	
	Identify the final sounds of spoken words and written words	Use Fred talk to support this	
	May begin to build words using multisensory approaches such as manipulating wooden letters	Use Fred talk to support this	
Bridging Level 3	Read Write Inc Recognise Set 1 (see above) and Set 2 see below ay, ee, igh, ow (as in blow) oo (as in zoo) oo (as in look), ar, or, air, ir, ou (as in out), oy.	Complete Set 1 Read Write Inc Follow the Read Write Inc programme – Set 2 There are 12 Set 2 'speed sounds' that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. Follow the scheme: Complete the Speed Sounds practice sheets for the Speed Sounds they have learnt.	Follow the Read Write Inc Scheme Adapt for non-verbal and readers who have sensory loss using appropriate access advice and equipment – e.g. cued articulation .

	<p>Have some awareness of alternative spellings for the same sound</p> <p>Embed oral segmenting and blending and demonstrate this ability in reading unfamiliar words</p> <p>Demonstrate ability to substitute phonemes in cvc words to make real and nonsense words</p> <p>Recognise phonemes in vc, cvc and ccvc words, including medial vowels</p> <p>With help, use letter sounds to decode a simple sentence</p> <p>Shows awareness of punctuation e.g. simple boundaries between sentences</p> <p>Begin to use punctuation to convey meaning e.g. read a sentence punctuated with! or ? with appropriate emphasis/intonation</p>	<p>Read the books at Red Ditty level, then Green level and then Purple level, in order.</p> <p>Read each book at least three times: once to read the words correctly, a second time with more fluency, and a third time in a 'storyteller voice' that shows their understanding.</p>	
Milestone 1	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read other words of more than one syllable that contain taught GPCs, including some compound words</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand</p>	<p>Complete Set 2 Read Write</p> <p>Follow the Read Write Inc. scheme Set 3</p> <p>ea (as in tea), oi (as in spoil), a–e (as in cake), i–e (as in smile), o–e (as in home), u–e (as in huge), aw (as in yawn), are (as in care), ur (as in nurse), er (as in letter), ow (as in brown), ai (as in snail), oa (as in goat), ew (as in chew), ire (as in fire), ear (as in hear), ure (as in pure).</p> <p>Complete the Speed Sounds practice sheets for the Speed Sounds learnt.</p> <p>Read the books at Pink level, then Orange level and then Yellow level, in order.</p> <p>Read each book at least three times: once to read the words correctly, a second time with more fluency, and a third time in a 'storyteller voice' that shows their understanding.</p>	<p>Continue to access Phase one phonics letters and Sounds e.g. to explore syllables</p> <p>Follow the Read Write Inc Scheme</p> <p>Adapt for non-verbal and readers who have sensory loss using appropriate access advice and equipment – e.g. cued articulation .</p>

	that the apostrophe represents the omitted letter(s)		
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- Word Reading

Learners from Year 2 onwards may be supported to develop their word reading through:

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Bridging Level 1	Match key words	Help learners to understand what a word is by using names and labels and by pointing out words in the environment and in books. It may be appropriate to use See and Learn Phrases 1 – activity 2 Matching sight words – <b>see Literacy subject leader before doing this</b> See and Learn Phrases 1 – activity 2 Matching sight words <a href="https://www.seeandlearn.org/en-gb/language-and-reading/phrases-1/">https://www.seeandlearn.org/en-gb/language-and-reading/phrases-1/</a>	Provide varied texts and encourage learners to use all their skills including their phonic knowledge to decode words. Create an environment rich in print where learners can learn about words, e.g. using names, signs, posters. Symbolise these words as appropriate to support learners. Use pointer or card to follow the words in a book from left to right without losing the spot.
	Begin to match upper and lower case	Magnetic letters	
	Recognise or read a growing repertoire of familiar words or symbols	Help learners to understand what a word is by using names and labels and by pointing out words in the environment and in books. It may be appropriate to use See and Learn Phrases 1 – activity 2 Matching sight words – <b>see Literacy subject leader before doing this</b> <a href="https://www.seeandlearn.org/en-gb/language-and-reading/phrases-1/">https://www.seeandlearn.org/en-gb/language-and-reading/phrases-1/</a>	
	Distinguish between print or symbols and pictures in texts	Focus on meaningful print such as a learner’s name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.	
	Uses one-to-one correspondence to support reading	Model pointing as a strategy to promote one-to-one-correspondence. Hand over hand. Pointing, or one-to-one correspondence, helps beginning readers make text-to-word connections. It also helps students with directionality, visual tracking and keeping their place while reading.	
Bridging Level 2	Build sight vocabulary through using common themes such as colours or animals	Introduce Read Write Inc. red words if learner knows the set 1 sounds listed before reading each Red Ditty book – <b>check with literacy subject leader</b>	Provide varied texts and encourage learners to use all their skills including their phonic knowledge to decode words. Provide topic based word banks. Make and provide topic based, illustrated picture dictionaries.

	Recognise familiar words in a range of contexts and text types	Incorporate social sight words in reading activities to focus learners on subjects and topics relevant to their experience - these could be words on packaging, on mobile phones, television, on the high street, or perhaps on forms.	Follow Read Write Inc scheme
	Match lower- and upper-case letters with greater consistency	Precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.	
	Choose a correct cvc word to match a simple picture	Link to Fred talk - Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' Model to learners how simple words can be segmented into sounds and blended together to make words.	
	Swift recall of up to 20 CEW /or should we also include HFW too such as: the, to, I, go, no, said	Use Read Write Inc scheme to teach red words at appropriate level for pupil	
	Able to read simple word strings using familiar words e.g. mum and dad, my dog,	Use Fred talk and blending to support recognition of these words.	
Bridging level 3	Apply knowledge/ awareness of onset and rime to read one syllable words	Read Write Inc scheme – set 2	Provide varied texts and encourage learners to use all their skills including their phonic knowledge to decode words. Provide topic based word banks. Make and provide topic based, illustrated picture dictionaries. Follow Read Write Inc scheme
	Swift recall of up to 50 high frequency words and begin to apply in context	Use Read Write Inc scheme to teach red words at appropriate level for pupil	
	Match lower- and upper-case letters consistently	Use precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.	
	Begin to use more targeted approaches to develop phonological awareness and word recognition where the child is struggling to make progress using approaches	It may be appropriate to adapt Read Write Inc. to meet learners individual needs e.g. cued articulation <a href="https://www.soundsforliteracy.co.uk/cued-articulation.html">https://www.soundsforliteracy.co.uk/cued-articulation.html</a> signing <a href="https://rnid.org.uk/wp-content/uploads/2020/05/Fingerspelling-Alphabet-Card.pdf">https://rnid.org.uk/wp-content/uploads/2020/05/Fingerspelling-Alphabet-Card.pdf</a> use of communication aid / book	

	used for all pupils. This may include more specialised diagnostic assessments to identify strengths and underlying difficulties.	It may be appropriate to use See and Learn Phrases 1 – activity 2 Matching sight words – see <b>Literacy subject leader</b> before doing this <a href="https://www.seeandlearn.org/en-gb/language-and-reading/phrases-1/">https://www.seeandlearn.org/en-gb/language-and-reading/phrases-1/</a>	
Milestone 1	Read common exception words	Learn the appropriate Read Write Inc words – complete set 2 and set 3	Follow Read Write Inc scheme

## Writing

- **Transcription – Handwriting**

Note - If a pupil has a disability that physically prevents them from developing handwriting skills, even with reasonable adjustments in place, this curriculum area may be replaced by **alternative pencil methods** (different methods of accessing writing that may involve the use of ICT).

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Bridging Level 1	Use appropriate pencil grip	<a href="https://www.nhsggc.org.uk/kids/resources/ot-activityinformation-sheets/holding-a-pencil/">https://www.nhsggc.org.uk/kids/resources/ot-activityinformation-sheets/holding-a-pencil/</a>	Provide personalised writing materials for those pupils who will be able to handwrite e.g. pencil grips, triangular pencils, writing slopes. OT for motor function to advise. Activities to develop a "correct pencil grasp" – see OT Provide writing resources for both indoor and outdoor play. For pupils unable to learn to hand write provide sensory activities to enable them to understand how the letter is shaped and alternative pencil methods to enable them to write e.g. keyboard, clicker 7, switching, onscreen keyboard, eye pointing or gesturing to vocabulary in communication books or boards, high tech communication devices e.g. grid player 3 on an iPad.
	Begin to use anticlockwise movements and retrace vertical lines to support letter formation	Use Write Dance to support specific movements developing physical skills including, balance, coordination, flexibility and stamina. Use Read Write inc resources to trace letter shapes as appropriate for set 1 sounds.	
	Write some familiar letters with increasingly accurate letter formation	Practise handwriting as part of daily Read Write Inc phonics sessions - speed sounds practice sheets	
	Copy own name from a model	Support learners in recognising and writing their own names.	
Bridging Level 2	Aware of the need to use appropriate resources or re-organise own writing space and sit comfortably to write (e.g. left-	Keep Writing Materials Accessible Demonstrate Writing in Daily Life Include Writing in Play	Provide personalised writing materials for those pupils who will be able to handwrite e.g. pencil grips, triangular pencils, writing slopes. OT for motor function to advise.

	handed learner knows when to sharpen a pencil]		Provide writing resources for both indoor and outdoor play. For pupils unable to learn to hand write provide sensory activities to enable them to understand how the letter is shaped and alternative pencil methods to enable them to write e.g. keyboard, clicker 7, switching, onscreen keyboard, eye pointing or gesturing to vocabulary in communication books or boards, high tech communication devices e.g. grid player 3 on an iPad.
	Position written letters correctly using guide lines	Practise handwriting as part of Read Write Inc phonics sessions - speed sounds practice sheets Learners are taught how to form letters using a handwriting phrase to help. See <a href="https://abbotsphonics.files.wordpress.com/2013/02/hand-writing-phrases1.pdf">https://abbotsphonics.files.wordpress.com/2013/02/hand-writing-phrases1.pdf</a> for phrases and explanation of how to teach.	
	Begin to put spaces between some words	Practise handwriting as part of daily Read Write Inc phonics sessions -speed sounds practice sheets	
	Record 15 letter shapes legibly – use set 1 letter sounds	Learners are taught how to form letters using a handwriting phrase to help. See <a href="https://abbotsphonics.files.wordpress.com/2013/02/hand-writing-phrases1.pdf">https://abbotsphonics.files.wordpress.com/2013/02/hand-writing-phrases1.pdf</a>	
	Write own name legibly, using upper case for initial letter	Practise handwriting as part of daily Read Write Inc phonics sessions - speed sounds practice sheets	
<b>Bridging level 3</b>	Record all letter shapes legibly Ascenders and descenders are distinguished Use spaces between many words	Practise handwriting as part of Read Write Inc phonics sessions - speed sounds practice sheets Learners are taught how to form letters using a handwriting phrase to help. See <a href="https://abbotsphonics.files.wordpress.com/2013/02/hand-writing-phrases1.pdf">https://abbotsphonics.files.wordpress.com/2013/02/hand-writing-phrases1.pdf</a> for phrases and explanation of how to teach	Provide writing resources for both indoor and outdoor play. For pupils unable to learn to hand write provide sensory activities to enable them to understand how the letter is shaped and alternative pencil methods to enable them to write e.g. keyboard, clicker 7, switching, onscreen keyboard, eye pointing or gesturing to vocabulary in communication books or boards, high tech communication devices e.g. grid player 3 on an iPad.
<b>Milestone 1</b>	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families'(i.e. Letters that are formed in similar ways) and practise these	Practise handwriting as part of Read Write Inc phonics sessions - speed sounds practice sheets Learners are taught how to form letters using a handwriting phrase to help. See <a href="https://abbotsphonics.files.wordpress.com/2013/02/hand-writing-phrases1.pdf">https://abbotsphonics.files.wordpress.com/2013/02/hand-writing-phrases1.pdf</a> for phrases and explanation of how to teach	Provide writing resources for both indoor and outdoor play. For pupils unable to learn to hand write provide sensory activities to enable them to understand how the letter is shaped and alternative pencil methods to enable them to write e.g. keyboard, clicker 7, switching, onscreen keyboard, eye pointing or gesturing to vocabulary in communication books or boards, high tech communication devices e.g. grid player 3 on an iPad.

## Writing

- **Transcription - spelling**

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Bridging Level 1	Begin to write name from memory or order wooden or magnetic letters in order for first name	Precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.	Provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Provide writing resources for both indoor and outdoor play.  Communication boards, books, aids that are regularly updated to enable learner to access appropriate simple naming symbols / words. Symbols faded / removed as learner recognises whole words.
	Consistently use known initial phonemes when writing words	RWI - Set 1 Sounds m a s d t i n p g o, c k u b Talk to learners about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.	
	Spell first name correctly	Precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.	
	Symbol users: • recognise a growing number of familiar words • begin to match whole word /symbol for surname	Support learners in recognising and writing their own names. Model lesson content using naming symbols on learner's own communication board / book / aid Support learners to identify symbols / whole words using own communication board / book / aid Update communication board / book / aid	
Bridging Level 2	Make plausible phonetical attempts for spelling unfamiliar words	Demonstrate writing so that learners can see spelling in action. Use Read, Write, Inc. - Set 1 Sounds m a s d t i n p g o c k u b f e l h r sh, r j v y w, th z ch qu x ng nk, contexts Fred Talk – Continue to demonstrate how to orally blend the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes). Support and scaffold individual learners' writing as opportunities arise.	Provide regular systematic synthetic phonics sessions using Read, Write, Inc. These will be multisensory in order to capture their interests, sustain motivation and reinforce learning. Provide word banks and writing resources for both indoor and outdoor play. Plan fun activities and games that help learners create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.

	<p>Begin to use simple spelling patterns to attempt words [e.g. <i>cat</i>, Regularly write initial sounds ch/sh/th <i>sat, pat, mat</i>]</p>	<p>Speed sounds – RWI Set 1 Sounds m a s d t i n p g o c k u b f e l h r sh, r j v y w, th z ch qu x ng nk, Contexts. Do not use letter names. Play games like word letter bingo to develop learner’s phoneme-grapheme correspondence Fred talk RWI Model oral blending of sounds to make words in everyday contexts, e.g. ‘Can you get your h-a-t hat?’ Model to learners how simple words can be segmented into sounds and blended together to make words. Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.</p>	<p>Communication boards, books, aids that are regularly updated to enable learner to access appropriate simple naming symbols / words. Symbols faded / removed as learner recognises whole words.</p>
	<p>Spell correctly 10 high frequency words in context</p>	<p>Precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.</p>	
	<p>Symbol users:</p> <ul style="list-style-type: none"> <li>• recognise a growing number of HFW</li> <li>• can pick out surname</li> </ul>	<p>Model lesson content using naming symbols on learner’s own communication board / book / aid Support learners to identify symbols / whole words using own communication board / book / aid Update communication board / book / aid</p>	
<p><b>Bridging level 3</b></p>	<p>Show increasing accuracy in spelling VC, CVC and CCVC words, including medial vowels and final phonemes Show developing awareness of consonant clusters and applying this to spellings Use RWI set 1 phonemes when writing and begin to use RWI Set 2 phonemes when writing Write first name and surname Spell correctly 20 HFW/CEW in context</p>	<p>Complete and use Set 1 phonemes Read Write Inc Follow the Read Write Inc programme – Set 2 There are 12 Set 2 ‘speed sounds’ that are made up of two or three letters which represent just one sound, e.g. ay as in play, ee as in tree and igh as in high. Follow the scheme: Complete the Speed Sounds practice sheets for the Speed Sounds they have learnt.</p> <p>Learn to spell red words for set 1 and set 2 Read write inc.</p>	<p>Precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.</p>

	Symbol users - consistently recognise first and surname recognise 20 HFW/CEW in context		Access technology to support learners with additional difficulties e.g. Access to Braille, symbolised text, word prediction software.
Milestone 1	<p>Spell: Words containing each of the 40+ phonemes already taught Common exception words The days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Apply simple spelling rules and guidance: Division of words into syllables Compound words Words containing sounds in Read Write Inc sets 1, 2 and 3</p> <p>Add prefixes and suffixes: Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un–and how the prefix un– changes the</p>	<p>Complete and use Set 1 and set 2 phonemes Read Write Inc Follow the Read Write Inc programme – Set 3 These are ea: cup of tea, oi: spoil the boy, a-e: make a cake, i-e: nice smile, o-e: phone home, u-e: huge brut, aw: yawn at dawn, are: share and care, ur: purse for a nurse, er: a better letter ow: brown cow ai: snail in the rain oa: goat in a boat ew: chew the stew ire: fire fire! ear: hear with your ear ure: sure it’s pure? tion: (celebration) tious / cious: (scrumptious / delicious e: he me we she be It is important that the speed sounds are practised in the correct order. The table above shows you, a Follow the scheme: Complete the Speed Sounds practice sheets for the Speed Sounds they have learnt.</p> <p>Learn to spell red words for set 1 , 2 and set 3Read write inc.</p>	<p>Precision teaching - a method of planning a teaching programme to meet the needs of an individual learner who is experiencing difficulty with acquiring some skills. It has an inbuilt monitoring function and provides a means of evaluating the effectiveness of what is being taught.</p> <p>Access technology to support learners with additional difficulties e.g. Access to Braille, symbolised text, word prediction software.</p>

	<p>meaning of verbs and adjectives          using –ing, –ed, –er and –est          where no change is needed in the spelling of root words</p>		
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## Writing

- Composition

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Bridging Level 1	Record word strings with some recognisable letters and words	Support learner to work on speed sounds practice sheets for letters RWI - Set 1 Sounds m a s d t i n p g o, c k u b	<p>Colourful semantic activities related to class themes – level 1,2, 3 and 4 Clicker 7</p> <p>Provide writing activities for meaningful purposes, e.g. a shopping list, message for parents, labelling classroom equipment or environment, or reminders, poems and short stories, writing down ideas suggested by the children – link to role play and learners’ interests.</p> <p>Provide activities during which children will experiment with writing, for example, leaving a message.</p> <p>Include opportunities for writing during role-play and other activities.</p> <p>Provide writing materials for indoor / outdoor play.</p>
	Talk to an adult about what they want to write	Model writing for a purpose, e.g. a shopping list, message for parents in home school book, or reminder for class	
	Make a contribution to a group story during shared writing or story telling	Model writing poems and short stories, writing down ideas suggested by the children.	
	Use meaningful phrases to convey ideas and information	<p>Use colourful semantics with a pupil to support phrase building. Ask “who” is in the story – use book illustration, photo, picture to support learner.</p> <p>Use Makaton, symbols, photos to identify the characters as you tell the story</p> <p>Use Colourful semantics – level 1 WHO (subject) orange level 2– yellow “what doing”, level 3– green “what doing, level 4– blue “where”.</p> <p><a href="http://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/">www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/</a></p>	
Correctly order a sequence of three events: first, next, last	Choose familiar action or event. Involve learner in activity. Use photos to represent three steps of familiar actions or events.		

		Place the three steps sequence in front of the learner in the correct order. Use Makaton and symbols and model the sequence “First, _____. Next, _____. Last, _____,” while describing each picture. Ask questions about what happened first, next, and last. Mix up the pictures. Place them back in front of the child. Ask learner to pick out which step was first - place on a sequencing strip. Keep practicing before asking learner to do independently.	
	Write a list {e.g. shopping, animals in a zoo}	Support the learner to create and then use a list e.g. packing a bag for a school trip, going to the supermarket and identifying the aisles needed.	
	Label objects or features of a simple diagram	Model labelling a picture / simple diagram before asking learner to do this. It may be appropriate to use symbolised text. Apply to classroom environment e.g. labelling drawers, classroom areas.	
Bridging Level 2	Record ideas using groups of letters with spaces in between to resemble words	Support and scaffold individual children’s writing as opportunities arise.	Provide word banks and writing resources. Colourful semantic activities related to class themes – level 5 and 6 Clicker 7 Provide a range of opportunities to write for different purposes about things that interest children. Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop. Model story telling frequently in class. Stories are universal and common across all cultures – Choose stories that are representative of learners cultural background, Involve family members.
	Verbally describe a familiar character using phrases or simple sentences	Use colourful semantics level 5 “Describe” – adjectives to describe the character – purple. <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf</a> Use colourful semantics to describe a character’s actions using “what doing” level 3 – yellow and – adjectives level 6 <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf</a>	
	Add information when questioned about content	Model with small group adding to group writing – what colour shall we make her dress? Add a describing word to a colourful semantic phrase – see above.	
	Increasingly, use story language in own dictated writing.	Model repeated familiar phrases when telling a story in class e.g. once upon a time, Long, long ago, they all lived happily ever after. Encourage learner to use similar phrases when telling a story.	

	<p>Attempt to record simple captions/phrases to describe a picture [e.g. red ball / dog on mat]</p>	<p>Use colourful semantics level 5 "Describe" – adjectives to describe the character – purple.  <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf</a>  Use colourful semantics to describe a character's actions using "what doing" level 3– yellow and – adjectives level 6  <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf</a></p>	
Bridging Level 3	<p>Record simple captions/phrases to describe a picture [e.g. red ball / dog on mat] which can be read without mediation</p> <p>Compose a simple sentence orally or by using symbols or resources [e.g. widget symbols, colourful semantics] which may require some mediation</p> <p>Read back captions and sentences scribed or written independently</p>	<p>Use colourful semantics level 5 "Describe" – adjectives to describe the character – purple.  <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf</a>  Use colourful semantics to describe a character's actions using "what doing" level 3– yellow and – adjectives level 6  <a href="http://www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf">www.integratedtreatmentservices.co.uk/wp-content/uploads/2014/08/Colourful-semantic-level-5.pdf</a></p>	<p>Opportunities for play – play areas set up a s a familiar setting  Colourful semantics  Clicker 7  Widgit software</p> <p>Photos for now / next and before / after activities to teach past tense  Visual timetables to support this.</p>
	<p>Create an imaginary, place, event or person</p>	<p>Provide props to support role play to develop imaginary place, event or person. To begin with these are likely be realistic and within the learner's experience – e.g. in the doctor's surgery, in the classroom, on the bus. Introduce more open-ended resources as imagination and social skills develop so they can imagine what it is like to be someone else.  Vocabulary to support development of place, event or person.</p>	
	<p>Begin to show awareness of tense</p>	<p>Use before &amp; after pictures – Now/ Next to teach past tense  Model the correct past tense use of the word the learner provides. Tell them that it's something that already happened, so you have to change the word – e.g. Look, she is running! (Show second picture) Oh no! What happened?</p>	

		<p>Child: Fall down!          You're right, she fell. Listen, that's something that already happened, so we're going to change it. Instead of "fall", we're going to say "fell". Listen, she fell.          Child: She fell.          Retell Past Events – e.g. birthday party, school trip – use visual prompts. Use the same cues as above, telling them that it's something that already happened so we have to change the word. What Did You Do Today?          At the end of the day, try asking the learner what they did today. Focus on them using the past tense version of verbs to describe some of the actions they have done. Then ask what they are doing now - focus on present tense verbs to describe them.</p>	
	<p>Begin to use familiar rhymes and patterns in stories in own writing</p>	<p>Revisit Letters and Sounds - Phase 1 – Aspect 4          Do activities such as silly soup and rhyming bingo, rhyming puppets with the learner. Support them to use the rhymes generated in their writing.</p>	<p><a href="http://www.york.org.uk/Downloads%20Old/EarlyYears/Phase%20one%20resources/Aspect%204%20-%20Activity%20cards.pdf">www.york.org.uk/Downloads%20Old/EarlyYears/Phase%20one%20resources/Aspect%204%20-%20Activity%20cards.pdf</a></p>
Milestone 1	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discussing what they have written with the teacher or other pupils</li> <li>• reading aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>• Sequence sentences to form short narratives</li> </ul>	<p>Use format of colourful semantics level 3 to 4 to support construction of sentence orally – e.g. who / what doing/ what/ where.</p> <p>Use a big mac or recording device to record the sentence if the learner has memory issues. They can press it to help them recall the sentence they have thought of.</p> <p>Link to RWI "story teller" voice.</p> <p>Use a story map, pathway, first / next / finally or story mountain to support the reader to develop and then sequence 3 or more sentences.</p>	<p>Colourful semantic resources          Access to vocabulary bank, communication book, communication board          Big mac or other recording device</p>

## Writing

- Composition - Grammar & Vocabulary

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Bridging Level 1	Writing draws mainly on spoken language	Use Siri or other speech to text apps to record learner's speech. Read back to pupil and add / amend. Adult write phrases generate using learner's communication book or grid.	Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.
	Use common verbs and nouns in simple phrases or captions	Use colourful semantics level 1, 2, 3 and 4 with a pupil to support phrase building. <a href="http://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/">www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/</a>	Model writing poems and short stories, writing down ideas suggested by the children.
	Verbally use some appropriate pronouns	Support the learner to point to the correct picture when we use a pronoun, for example: "he" or "she". Show photos of child and child's friend – "I am" "he is". <a href="https://www.speechandlanguagekids.com/5-steps-to-teach-he-and-she/">https://www.speechandlanguagekids.com/5-steps-to-teach-he-and-she/</a>	Provide activities during which children will experiment with writing, for example, leaving a message. Include opportunities for writing during role-play and other activities.
Bridging Level 2	Begin to suggest suitable adjectives to describe common nouns [e.g. <i>red car, big dog, hard apple</i> ]	Use colourful semantics level 5 with a pupil to support phrase building. <a href="http://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/">www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/</a>	Provide word banks and writing resources. Clicker 7
	Use symbols to sequence a Subject-Verb-Object sentence with adult support	Use colourful semantics with a pupil to support phrase building.	Provide a range of opportunities to write for different purposes about things that interest children.
	Use simple topic related vocabulary when writing simple captions or phrases	Build into colourful semantics, word bank or communication book / grid.	Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.
Bridging Level 3	Begin to use simple adjectives in independent writing	Recall colourful semantics level 5 to support phrase building. Using "Describe" <a href="http://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/">www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/</a>	Provide word banks and writing resources. Clicker 7 Provide a range of opportunities to write for different purposes about things that interest children.

		Use colourful semantics board without vocabulary to support learner to write sentences independently e.g. Describe /who / what doing/ what/ where or who / what doing/ Describe / what/ where. Have word bank, communication book, communication board with adjectives available.	Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.
	Able to sequence and record a Sentence-Verb-Object sentence independently	Use colourful semantics board without vocabulary to support learner to write sentences independently e.g. who / what doing/ what Have word bank, communication book, communication board with vocabulary available for learner to use independently	
	In speech, use conjunctions for cause [e.g. <i>because</i> when linking ideas]	Model use of 'because' when linking ideas. Start by having <b>learner fill in the end of a sentence and build up</b> – e.g. I think the wolf will die because of the <b>(fire)</b> . I think the wolf will die <b>(because of the fire)</b> . Why will the wolf die? <b>(I think the wolf will die because of the fire.)</b>	
Milestones 1	Join words and join clauses using 'and' in writing	Teach the two ways the word "and" can be used <ul style="list-style-type: none"> <li>It can be used to add some more information. For example: My monster likes ice-cream and ketchup.</li> <li>The word and can also be used to join two different clauses together. For example: My monster went upstairs and hid behind the toilet.</li> </ul>	Use scaffolds and story texts to identify examples of use of "and"

• Composition - Punctuation

Assessment Framework Level	Curriculum Content The learner is learning to;	What the adult working with the learner does	Enabling Responsive Environment Learning Opportunities / What is provided
Bridging Level 1	With prompting, begin to use capital letters at the start of a sentence	Use colourful semantics level 3 and 4 and clicker 7 grids with a pupil to support sentence building. Use	Model writing with learners, drawing attention to use of full stops and question marks. – introduce Kung Fu punctuation

		and draw attention to capital letter at start of sentence.	<p>Clicker 7 grids  <a href="https://www.tes.com/teaching-resource/kung-fu-punctuation-7199328">https://www.tes.com/teaching-resource/kung-fu-punctuation-7199328</a></p>
	Recognise a full stop and question mark	Use colourful semantics level 3 and 4 and clicker 7 grids with a pupil to support sentence building. Use and draw attention to capital letter at start of sentence and full stop at the end.	
	Shows increasing awareness and use of basic punctuation, although not used correctly	See above	
	Knows their name starts with a capital letter	Encourage learners to recall their own and friends' names. Draw attention to capital letters – use Kung Fu punctuation to demarcate capital letters in reading and writing.	
Bridging Level 2	Begin to suggest suitable adjectives to describe common nouns [e.g. <i>red car, big dog, hard apple</i> ]	Use colourful semantics with a pupil to support phrase building.	Provide word banks and writing resources. Clicker 7
	Use symbols to sequence a Subject-Verb-Object sentence with adult support	Use colourful semantics with a pupil to support phrase building.	Provide a range of opportunities to write for different purposes about things that interest children.
	Use simple topic related vocabulary when writing simple captions or phrases	Create, model and use symbolised clicker 7 grids, word banks, topic word communication boards and pages, colourful semantic phrases with topic related vocabulary.	Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.
Bridging Level 3	Begin to add full stops at the end of sentences	Use "Kung Fu" punctuation - encourage learner to read simple sentences aloud and perform a basic action (like a chopping motion) when they think they have reached the end of a sentence. Use sentences constructed by the learner and emphasise the full stop. Add a full stop key to Clicker grids. Spot full stops when reading together	<p><a href="https://www.tes.com/teaching-resource/kung-fu-punctuation-7199328">https://www.tes.com/teaching-resource/kung-fu-punctuation-7199328</a></p> <p>Clicker 7</p>
	Use 's' to denote plural	Plural Nouns in Two-Word Phrases Use sets of two pictures of the same thing. One picture should have just one of the item and the other picture should have 2 of the item. For example, one picture could be a single banana, and the other picture should be two bananas. Ask the learner to point to the single picture and say "one banana". Then point to the double picture and say "two bananas". You will probably have to say this for the learner for a while so they can hear what it's supposed to sound like. Exaggerate the -s at the end so he can hear it. Keep doing this until the learner can do this with any	

		<p>picture. Make sure you only use regular plurals that require a –s at the end instead of pictures like “foot/feet”. Use the singular or plural words in carrier phrases e.g. “I see a banana” “I see a bunch of bananas”. Get out a book and start reading. Whenever you see plural nouns, ask a question like “what are those?” and see if the learner includes the plural –s at the end. If not, gently remind them by catching it like this “Oh listen! That picture has three cars so we need to say carssss”.</p>	
	Show some awareness of capital letters for proper nouns and sometimes use them in their own writing	<p>Use “Kung Fu” punctuation - encourage learner to read simple sentences aloud and perform a basic action (Fingertips touching to create a capital ‘A’ shape, and bow.) when they spot a capital letter.</p> <p>Use sentences constructed by the learner and emphasise the capital letter.</p>	
Milestone 1	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<p>Use “Kung Fu” punctuation - encourage learner to read simple sentences aloud and perform basic actions;</p> <ul style="list-style-type: none"> <li>• (Fingertips touching to create a capital ‘A’ shape, and bow.) when they spot a capital letter.</li> <li>• (like a chopping motion) when they think they have reached the end of a sentence and see or need a full stop</li> <li>• Draw the shape of a question mark in the sky, finish with a punch forward (full stop) at the bottom.</li> <li>• Draw a straight line down in the sky, finish with a punch forward (full stop) at the bottom for an exclamation mark.</li> </ul>	<a href="https://westendinschools.org.uk/s/Kung-Fu-Punctuation-Resource.pdf">https://westendinschools.org.uk/s/Kung-Fu-Punctuation-Resource.pdf</a>
	Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’		
	Leave spaces between words	<p>Place pompoms or counters between each word.</p> <p>Use a lolly stick or finger to place between words.</p> <p>Put a sticker on the space bar on a keyboard to encourage the learner to use it.</p> <p>Model how to do this. Every time you write something slowly model how to write a word, put your finger down, and write the next. Mention finger spaces / use of space bar every time you use them.</p> <p>Encourage and praise if a child uses a finger space or presses the space bar let them know how proud you are.</p> <p>Play "Sentence Doctor." The adult writes a sentence either with no spaces, with spaces that are TOO LARGE, or with</p>	

		inconsistent spaces. The learners play the doctor going up to perform surgery to fix the sick sentence and make it better.	
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### **Impact - What difference is our curriculum making?**

Our ambition is for learners following the formal curriculum to be the best readers and writers that they can be.

Progress for these learners from year 2 onwards is assessed using Bridging Level and Milestone descriptors developed by Croydon and through formative assessment of progress towards individual EHCP Communication outcomes. This progress is recorded on learner's timelines.

Learners working in Key Stage 4 work towards WJEC Entry Level awards that recognise their progress towards literacy outcomes: