

# Communication, Language, Literacy - Curriculum Mapping

Vision: To meet each student's potential in communication, language and literacy skills.

For each individual to be able to communicate in the best way for them.

Each learner to access language and literacy as independently as possible.

Skill	Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6	Branch 7	Branch 8	Branch 9	Branch 10
<b>Attention and Understanding</b>	<p>Notices Stimuli</p> <p>Responds to close physical contact with a familiar person</p> <p>Responds consistently to one stimulus</p> <p>Responds to familiar voice or other personal identifier</p>	<p>Anticipates within familiar social routines</p> <p>Objects to termination of an interaction</p> <p>Responds to cause and effect</p> <p>Changes behaviour in response to an interesting event nearby</p> <p>Looks backwards and forwards between two objects (knows two objects are present)</p> <p>Changes behaviour in response to familiar sounds or words</p>	<p>Start to understand contextual clues</p> <p>Shows understanding that their action causes a specific effect</p>	<p>Understands single words/sounds signs/symbols in context</p>	<p>Understand 1 key word sentences</p>	<p>Understands 'who' and 'what' in simple questions</p>	<p>Understands 'where' in simple questions</p>	<p>Shows understanding of prepositions such as 'under', 'on top', 'behind'</p> <p>Responds to instructions involving a two part sequence in a range of familiar contexts</p> <p>Focusing attention – still listen or do but can shift own attention</p> <p>Understand 2 key word sentences</p>	<p>Listen and respond to ideas expressed by others in conversations or discussions</p> <p>Understands instructions containing sequencing words such as 'first', 'after' and 'last'</p> <p>Can answer simple questions about a story without props or pictures, to show understanding</p> <p>Demonstrate an understanding of 'how' and questions</p> <p>Has a good understanding of phase 2 initial phonic sounds</p>	<p>Indicate or sign the correct picture or object when the adult says or signs the first sound</p> <p>Indicate or sign the correct letter when the adult says or signs the sound</p> <p>To recognise and communicate every letter of the alphabet</p> <p>Has a good understanding of phase 3 phonics blends</p>
<b>Reading</b>	N/A	<p>Enjoys looking at books and other printed material with familiar people</p>	<p>Starts to show an interest in photographs or pictures</p>	<p>Listens with interest to the noises adults makes when they read stories</p> <p>Handles books and printed material with interest</p>	<p>Interested in books and rhymes and may have favourites</p> <p>Follow what is being read by focusing on text, pictures or sounds</p>	<p>Handles book appropriately</p> <p>Identifies action words or characters by pointing to the right picture</p> <p>Repeats words or phrases from familiar stories or rhymes</p> <p>Can copy simple phonic sounds</p> <p>Can match identical photos, pictures and symbols</p>	<p>Fills in the missing word in a known rhyme, story or game</p> <p>Anticipates key events within familiar rhymes and stories</p> <p>Can recognise their own name in written form</p> <p>Can match letters</p> <p>Knows the sound of some letters of their name and they can find other words starting with the same sound</p> <p>Can turn pages in a paper book one page at a time</p>	<p>Knows that we read from left to right and top to bottom</p> <p>Recognises familiar words, signs and symbols</p> <p>Can retell a story showing awareness of settings, events and principal characters</p> <p>Knows the sound of ten different letters and can find words starting with those sounds</p>	<p>Can read familiar words and cvc words with no symbol or picture support</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Can match cvc words</p>	<p>In a familiar story, jump in with the next phrase when the adult pauses</p> <p>Can read simple sentences with no symbol or picture support</p>
<b>Language and Communication</b>	<p>Responds to some stimuli in a way that can be interpreted as rejection</p> <p>Supported 1:1 turn taking with an adult</p>	<p>Terminates interaction with an adult</p> <p>Responds in ways that can be interpreted as meaning "more"</p> <p>Communicates needs/feelings through crying/babbling/squealing</p> <p>Communicates 'more' and 'no more' through two different consistent actions</p>	<p>In the context of a familiar social game, perseveres by repeating action in order to get reward</p> <p>Attracts Attention</p> <p>Selects from two or more items</p> <p>Communicates choice to attentive adult</p> <p>Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy)</p> <p>Begins to experiment with a range of vocal sounds</p> <p>Takes turns with an adult during vocal interactions</p>	<p>Copies sounds and gestures</p> <p>Deliberately attract attention of another person in order to communicate need</p> <p>Initiates Social Game</p> <p>Develop consistent sounds to communicate with those around them</p> <p>Joint attention</p>	<p>Uses single words/signs/symbols for a range of purposes</p> <p>Copies words or signs</p> <p>Copies rhythms or beats vocally or with an instrument (early phonics)</p>	<p>Combine two words/signs/symbols</p> <p>Begins to talk about people and things that are not present</p> <p>Engages in simple conversation with adults/other children</p> <p>Learns new words/symbols quickly and is able to use them when communicating</p>	<p>Uses language to share experiences, feelings and thoughts</p> <p>Uses a variety of simple questions, e.g. 'what', 'where', 'who'</p> <p>Uses simple sentences</p> <p>Can describe a picture using nouns and verbs</p>	<p>Can retell a simple past event in the correct order using visual support</p> <p>Talks to explain what is happening and predict what might happen next</p> <p>Uses past and present tense.</p> <p>Talks in more complex sentences, using linking words 'and' 'because'</p> <p>Can describe a picture using adjectives</p>	<p>To give explanations in response to why questions</p> <p>Uses language to imagine and recreate roles and experiences with a narrative in play situations</p> <p>Can use language to organise and sequence ideas</p> <p>Initiates conversation, pays attention and takes account of what others say</p>	<p>Uses future tense</p>

<b>Writing</b>	N/A	Engages in the sensory experience of making marks	Holds writing tool using a whole hand grasp and makes random marks with different strokes	Traces horizontal, vertical and circular lines Beginning to use three fingers (tripod grip) to hold writing tools	Copies horizontal, vertical and circular lines Can use a keyboard to match letters and input into the computer or tablet	Can copy line patterns Make marks, with the intention of conveying meaning Can colour in simple pictures staying within the lines	Can copy some letters from their own name accurately Holds pencil near the point between first two fingers and thumb and uses with good control Write or type the correct letter for most of the letters in the alphabet in response to hearing the sound or a single letter sign	To begin to write or type common and cvc words
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## English - Curriculum Mapping

### Vision:

To unlock the wider curriculum, society and develop functional skills in reading, writing, spoken language and digital literacy.

To be as independent as possible in all areas of literacy so each pupil can express themselves to their potential.

Skill	Y1	Y2	Y3/ 4	14+	MOZ	Accreditation/ Enrichment
<b>Reading- Comprehension</b>	Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; being encouraged to link what they read or hear read to their own experiences; becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; recognising and joining in with predictable phrases; learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known; understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events; making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say; explain clearly their understanding of what is read to them.	Develop pleasure in reading, motivation to read, vocabulary and understanding by:listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; discussing the sequence of events in books and how items of information are related; becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales; being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry; discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases; continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading; making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books,	Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and	<b><u>EQUALS Moving on Literacy</u></b> <b>- Sharing Information</b> Letters and Postcards The student will learn about and experience letters and postcards. People and Events The student will learn about and experience people and events. Collecting and Using Information including Surveys and Opinions The student will learn about and experience collecting and using information including surveys and opinions.  <b>- Creating an Interest</b> Poetry, Plays and Songs The student will learn about and experience poetry, plays and songs. Books including Traditional Tales The student will learn about and experience books including traditional tales. Films, Radio, T.V. and Theatre The student will learn about and experience films, radio, T.V. and theatre.  <b>- Literacy for Information</b> Magazines and Newspapers The student will learn about and experience magazines and newspapers. Using a Library The student will learn about and experience using a library. Bibliography and Factual Literature The student will learn about and experience bibliography and factual literature.	To understand the language on simple forms  To name different jobs and the category they are included under To identify different tasks within jobs. To recognise skills and qualities needed for different jobs.  <b>To follow health and safety in the kitchen</b> To follow health and safety in a workplace To understand basic first-aid. <b>Read and follow cleaning packaging instructions</b>  <b>Read and follow instructions on packaging</b> <b>Decide when you need to start preparing your meal</b> <b>Follow laundry instructions</b> <b>Safely use home appliances and equipment</b>	<b>Open Awards Reading</b> <i>14+ / MOZ as appropriate</i>  <b>Entry 1</b> Read and identify short texts that inform Read and identify short texts that describe Read and identify short texts that narrate Read simple sentences containing one clause Read correctly words designated at Entry Level 1 Understand a short piece of text on a simple subject  <b>Entry 2</b> Read and identify short and straightforward texts that instruct Read and identify short and straightforward texts that inform Read and identify short and straightforward texts that describe Read and identify short and straightforward texts that narrate Understand the main points in texts Understand organisational markers in short, straightforward texts Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker) Read and understand sentences with more than one clause Use illustrations, images and captions to locate information Read correctly words designated at Entry Level 2  <b>Entry 3</b> Read and identify straightforward texts that instruct Read and identify straightforward texts that explain Read and identify straightforward texts that

		<p>poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say; explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p><b>- Literacy for the Future</b> Form Filling and Personal Details The student will learn about and experience form filling and personal details. This is Me and Personal Statements The student will learn about and experience personal statements. Group Discussions and Debate The student will learn about and experience group discussions and debate.</p> <p><b>Literacy for life and leisure</b> Using Leisure Facilities The student will learn about and experience using leisure facilities. Using the Internet The student will learn about and experience using the internet. Social Sight and Information, Signs including Shopping and Travel The student will learn about and experience social sight and information, signs including shopping and travel.</p>		<p>describe Read and identify straightforward texts that narrate Identify, understand and extract the main points and ideas in and from texts Identify different purposes of straightforward texts Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge spell-checker) Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)</p> <p><b>ASDAN- Towards Independence: Independent Living-Introduction</b></p> <p><b>Open Awards Entry Level Award in Enterprise Skills</b></p> <p><b>Open Awards Entry Level Award in Retail Skills</b></p> <p>Follow instructions to clean a work area</p>
<p><b>Reading- Word reading</b></p>	<p>apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading.</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</p>		<p><b>EQUALS Moving on Literacy</b> <b>- Sharing Information</b> Letters and Postcards The student will learn about and experience letters and postcards. People and Events The student will learn about and experience people and events. Collecting and Using Information including Surveys and Opinions The student will learn about and experience collecting and using information including surveys and opinions.</p> <p><b>- Creating an Interest</b> Poetry, Plays and Songs The student will learn about and experience poetry, plays and songs. Books including Traditional Tales The student will learn about and experience books including traditional tales. Films, Radio, T.V. and Theatre The student will learn about and experience films, radio, T.V. and theatre.</p> <p><b>- Literacy for Information</b> Magazines and Newspapers The student will learn about and experience magazines and newspapers. Using a Library The student will learn about and experience using a library. Bibliography and Factual Literature The student will learn about and experience bibliography and factual literature.</p> <p><b>- Literacy for the Future</b> Form Filling and Personal Details The student will learn about and experience form filling and personal details. This is Me and Personal Statements The student will learn about and experience personal statements.</p>	<p>To understand the language on simple forms To understand basic first-aid</p> <p><b>Read packaging (food, cleaning products, toiletries, medication)</b> <b>Read laundry instructions</b> <b>Follow instructions on home appliances and equipment</b> <b>Read the following personal information: Address</b> <b>Read the following personal information: Date of birth</b> <b>Read the following personal information: Contact number</b> <b>Read the following personal information: Other</b></p>	<p><b>Open Awards Reading (as above)</b></p> <p><b>ASDAN- Towards Independence: Independent Living-Introduction</b></p> <p><b>Open Awards Entry Level Award in Enterprise Skills</b></p> <p><b>Open Awards Entry Level Award in Retail Skills</b></p> <p>Follow instructions to clean a work area</p>

				<p>Group Discussions and Debate The student will learn about and experience group discussions and debate.</p> <p><b>Literacy for life and leisure</b> Using Leisure Facilities The student will learn about and experience using leisure facilities. Using the Internet The student will learn about and experience using the internet. Social Sight and Information, Signs including Shopping and Travel The student will learn about and experience social sight and information, signs including shopping and travel.</p>		
<p><b>Spoken Language</b></p>	<p>listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.</p>	<p>Listen and respond appropriately to adults &amp; peers 2. Ask relevant questions to extend their understanding and knowledge 3. Use relevant strategies to build their vocabulary 4. Articulate and justify answers, arguments and opinions 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 7. Use spoken language to develop understanding through speculating, hypothesising, imagining &amp; exploring ideas 8. Speak audibly and fluently with an increasing command of standard English 9. Participate in discussions, presentations, performances, role play, improvisations and debates 10. Gain, maintain and monitor the interest of the listener(s) 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others 12. Select and use appropriate registers for effective communication</p>	<p>To follow the different Moving On Zone routines and practices To take responsibility for a class based job To be able to engage with unfamiliar people To be responsible/ independently carry out/ school related tasks eg. filling up the washing liquid bottles, exchanging tea-towels To be responsible for a different school related task To take part in interviews/ To understand what is involved in an interview and how to present oneself and behave in an interview. To learn about the different post school providers and what they can offer To learn about the post school providers that they are more interested in To be able to engage with unfamiliar people To practise communicating in different social situations. To experience different work environments/ To prepare for a work experience placement To name different jobs and the category they are included under To reflect on their work related activities that they have completed in school. To visit Opportunities Fair at Askham Bryan college To experience using different facilities in the local community. To use the internal phone system to make an appointment and take a message. To ask / answer questions to their peers To understand basic first-aid. To express an opinion / preference and give reasons where appropriate To be able to use a public bus</p>	<p><b>Open Awards Speaking and Listening</b> <i>14+/ MOZ as appropriate</i></p> <p><b>Entry 1</b> Partake in discussions that include simple narratives Partake in discussions that include information and instructions Partake in discussions that include short statements, explanations, discussions, questions and exchanges Say the names of the letters of the alphabet Identify and extract the main information from short statements and explanations Respond to questions about specific information Make clear statements about basic information Follow single-step instructions Make requests and ask straightforward questions Communicate feelings and opinions on straightforward topics Understand and participate in simple discussions or exchanges with another person about a straightforward topic</p> <p><b>Entry 2</b> Partake in discussions that include short narratives, explanations and instructions Partake in discussions, straightforward information and instructions Identify and extract the main information from short explanations Make requests and ask clear questions appropriately in different contexts Respond appropriately to straightforward questions</p> <p><b>Entry 3</b> Partake in straightforward narratives, accounts, explanations and discussions Partake in discussions that include instructions, information and descriptions Identify and extract the relevant information and detail from straightforward explanations Make requests and ask concise questions using appropriate language in different contexts Respond appropriately to questions on a range of straightforward topics Follow and understand the main points of discussions Make relevant contributions to group discussions about straightforward topics</p>		

					<p>To identify different tasks within jobs. To recognise skills and qualities needed for different jobs. To share their personal experiences and be able to speak in front of a group. To independently participate in transition days at their chosen destinations.</p> <p><b>Go shopping and ask for help if needed</b> <b>Demonstrate who you would contact if something went wrong in the home</b> <b>Show you can use a telephone by completing the following: Dial a number</b> <b>Show you can use a telephone by completing the following: Answer the phone</b> <b>Show you can use a telephone by completing the following: Take a message accurately</b> <b>Show you can use a telephone by completing the following: Give a message accurately</b> <b>Show you know how to contact the emergency services</b></p> <p>Identify why the venue is suitable Identify what customers need to know Identify a way to advertise a sale Demonstrate good customer service Identify which aspect of the project they enjoyed</p> <p><b>Introduction to Barista Skills</b> Give an example of a responsibility relating to health and safety and food hygiene for a) Employers b) Employees State the benefits to organisations of providing excellent customer service</p>	<p>SMARTWAYS- Radio ASDAN- Towards Independence: Independent Living-Introductions</p> <p>Open Awards Entry Level Award in Enterprise Skills Open Awards Entry Level Award in Retail Skills</p> <p>Give examples of different jobs in retail State the skills needed for one job of the jobs in retail</p> <p>Identify a role (paid/ voluntary) that matches your skills in retail Give an example of a task they participated in when working in retail Give an example of something they learned whilst working in retail Identify something they did well Identify something they might do better Identify one thing they enjoyed about working in retail Give a reason for keeping a retail environment clean and tidy Identify who to ask for help in case of an accident or emergency</p>
<p><b>Writing-Transcription</b></p>	<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: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules write from memory simple</p>	<p>spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>	<p>use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>EQUALS Moving on Literacy</b> <b>- Sharing Information</b> Letters and Postcards The student will learn about and experience letters and postcards. People and Events The student will learn about and experience people and events. Collecting and Using Information including Surveys and Opinions The student will learn about and experience collecting and using information including surveys and opinions.</p> <p><b>- Creating an Interest</b> Poetry, Plays and Songs The student will learn about and experience poetry, plays and songs. Books including Traditional Tales The student will learn about and experience books including traditional tales. Films, Radio, T.V. and Theatre The student will learn about and experience films, radio, T.V. and theatre.</p> <p><b>- Literacy for Information</b> Magazines and Newspapers</p>	<p>To be able to write personal information To be able to record dates on the calendar / diary To write sentences about personal experiences To identify jobs &amp; activities that they would like to try. To complete a record of their work experience. To complete a CV with support. To create a leavers' book about their time at Applefields School.</p> <p><b>Make a list of suitable foods for packed lunch</b> <b>Make a list of things you need</b> <b>Show you know the following personal information: Address</b> <b>Show you know the following personal information: Date of birth</b> <b>Show you know the following personal information: Contact number</b> <b>Show you know the following personal information: Other</b> List own retail skills</p>	<p>Open Awards Writing 14+ / MOZ as appropriate</p> <p><b>Entry 1</b> Write short simple texts such as messages and notes Punctuate simple sentences with a capital letter and a full stop Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns Use lower-case letters when there is no reason to use capital letters Write the letters of the alphabet in sequence and in both upper and lowercase Communicate information in words, phrases and simple sentence Spell correctly words designated at Entry Level 1</p> <p><b>Entry 2</b> Write short, straightforward texts such as letters, e-mails and simple narratives Use basic punctuation correctly (e.g. full stops, capital letters, question marks and exclamation marks) Form regular plurals Use lower-case letters when there is no reason to use capital letters Use the first and second letters to sequence words in alphabetical order</p>

	sentences dictated by the teacher that include words using the GPCs and common exception words taught so far			<p>The student will learn about and experience magazines and newspapers. Using a Library The student will learn about and experience using a library. Bibliography and Factual Literature The student will learn about and experience bibliography and factual literature.</p> <p><b>- Literacy for the Future</b> Form Filling and Personal Details The student will learn about and experience form filling and personal details. This is Me and Personal Statements The student will learn about and experience personal statements. Group Discussions and Debate The student will learn about and experience group discussions and debate.</p> <p><b>Literacy for life and leisure</b> Using Leisure Facilities The student will learn about and experience using leisure facilities. Using the Internet The student will learn about and experience using the internet. Social Sight and Information, Signs including Shopping and Travel The student will learn about and experience social sight and information, signs including shopping and travel.</p>		<p>Communicate information using words and phrases appropriate to audience and purpose Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) Write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses Use adjectives and simple linking words in the appropriate way</p> <p><b>Entry 3</b> Write short, straightforward texts such as narratives, instructions, explanations and reports) Use a range of punctuation correctly (e.g. full stops, questions marks, exclamation marks and commas) Form irregular plurals Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles) Use the first, second and third place letters to sequence words in alphabetical order Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth) Write text of an appropriate level of detail and of appropriate length (including where this is specified) Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points Write in compound sentences and paragraphs where appropriate Use language appropriate for purpose and audience Spell correctly words designated at Entry Level 3</p> <p><b>ASDAN- Towards Independence: Independent Living-Introductions</b></p>
<b>Writing- Handwriting</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 to practise these.	form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<p><b>EQUALS Moving on Literacy</b> <b>- Sharing Information</b> Letters and Postcards The student will learn about and experience letters and postcards. People and Events The student will learn about and experience people and events. Collecting and Using Information including Surveys and Opinions The student will learn about and experience collecting and using information including surveys and opinions.</p> <p><b>- Creating an Interest</b> Poetry, Plays and Songs The student will learn about and experience poetry, plays and songs. Books including Traditional Tales The student will learn about and experience books including traditional tales. Films, Radio, T.V. and Theatre The student will learn about and experience films, radio, T.V. and theatre.</p>	<p>To be able to write personal information To be able to record dates on the calendar / diary To write sentences about personal experiences To complete a record of their work experience. To complete a CV with support. To create a leavers' book about their time at Applefields School.</p> <p><b>Make a list of suitable foods for packed lunch</b> <b>Make a list of things you need</b></p> <p><b>Show you can write a letter or fill in a form accurately.</b> List own retail skills</p>	<p><b>Open Awards Writing</b> (see above <b>ASDAN- Towards Independence: Independent Living-Introductions</b></p> <p><b>Open Awards Entry Level Award in Enterprise Skills</b> <b>Open Awards Entry Level Award in Retail Skills</b> List own retail skills</p>

				<p><b>- Literacy for Information</b> Magazines and Newspapers The student will learn about and experience magazines and newspapers. Using a Library The student will learn about and experience using a library. Bibliography and Factual Literature The student will learn about and experience bibliography and factual literature.</p> <p><b>- Literacy for the Future</b> Form Filling and Personal Details The student will learn about and experience form filling and personal details. This is Me and Personal Statements The student will learn about and experience personal statements. Group Discussions and Debate The student will learn about and experience group discussions and debate.</p> <p><b>Literacy for life and leisure</b> Using Leisure Facilities The student will learn about and experience using leisure facilities. Using the Internet The student will learn about and experience using the internet. Social Sight and Information, Signs including Shopping and Travel The student will learn about and experience social sight and information, signs including shopping and travel.</p>		
<b>Writing-Composition</b>	write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.	develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<p><b>EQUALS Moving on Literacy</b></p> <p><b>- Sharing Information</b> Letters and Postcards The student will learn about and experience letters and postcards. People and Events The student will learn about and experience people and events. Collecting and Using Information including Surveys and Opinions The student will learn about and experience collecting and using information including surveys and opinions.</p> <p><b>- Creating an Interest</b> Poetry, Plays and Songs The student will learn about and experience poetry, plays and songs. Books including Traditional Tales The student will learn about and experience books including traditional tales. Films, Radio, T.V. and Theatre The student will learn about and experience films, radio, T.V. and theatre.</p> <p><b>- Literacy for Information</b> Magazines and Newspapers The student will learn about and experience magazines and newspapers. Using a Library</p>	To be able to write personal information To be able to record dates on the calendar / diary To write sentences about personal experiences To complete a record of their work experience. To complete a CV with support. To create a leavers' book about their time at Applefields School. List own retail skills	<p>Open Awards English</p> <p>Open Awards Entry Level Award in Enterprise Skills</p> <p>Open Awards Entry Level Award in Retail Skills</p> <p>List own retail skills</p>

		read aloud what they have written with appropriate intonation to make the meaning clear.		<p>The student will learn about and experience using a library. Bibliography and Factual Literature The student will learn about and experience bibliography and factual literature.</p> <p><b>- Literacy for the Future</b> Form Filling and Personal Details The student will learn about and experience form filling and personal details. This is Me and Personal Statements The student will learn about and experience personal statements. Group Discussions and Debate The student will learn about and experience group discussions and debate.</p> <p><b>Literacy for life and leisure</b> Using Leisure Facilities The student will learn about and experience using leisure facilities. Using the Internet The student will learn about and experience using the internet. Social Sight and Information, Signs including Shopping and Travel The student will learn about and experience social sight and information, signs including shopping and travel.</p>		
<b>Writing- Vocabulary, grammar and punctuation</b>	develop their understanding of the concepts: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' use the grammatical terminology	develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	develop their understanding of the concepts; extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 i indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	<p><b>EQUALS Moving on Literacy</b></p> <p><b>- Sharing Information</b> Letters and Postcards The student will learn about and experience letters and postcards. People and Events The student will learn about and experience people and events. Collecting and Using Information including Surveys and Opinions The student will learn about and experience collecting and using information including surveys and opinions.</p> <p><b>- Creating an Interest</b> Poetry, Plays and Songs The student will learn about and experience poetry, plays and songs. Books including Traditional Tales The student will learn about and experience books including traditional tales. Films, Radio, T.V. and Theatre The student will learn about and experience films, radio, T.V. and theatre.</p> <p><b>- Literacy for Information</b> Magazines and Newspapers The student will learn about and experience magazines and newspapers. Using a Library The student will learn about and experience using a library. Bibliography and Factual Literature The student will learn about and experience bibliography and factual literature.</p>	<p>To be able to write personal information To be able to record dates on the calendar / diary To write sentences about personal experiences</p> <p>List own retail skills</p>	<p>Open Awards English</p> <p>Open Awards Entry Level Award in Enterprise Skills</p> <p>Open Awards Entry Level Award in Retail Skills</p> <p>List own retail skills</p>



				<p><b>- Literacy for the Future</b> Form Filling and Personal Details The student will learn about and experience form filling and personal details. This is Me and Personal Statements The student will learn about and experience personal statements. Group Discussions and Debate The student will learn about and experience group discussions and debate.</p> <p><b>Literacy for life and leisure</b> Using Leisure Facilities The student will learn about and experience using leisure facilities. Using the Internet The student will learn about and experience using the internet. Social Sight and Information, Signs including Shopping and Travel The student will learn about and experience social sight and information, signs including shopping and travel.</p>		
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