

Beaucroft progression overview

Expectations of progression and end points are set out within the learning journeys, outcomes of which come from EHCPs, and are therefore entirely individual.

Within each department (key stage) there is examples of each curriculum class set up – pre-formal, semi formal, formal and nurture – and in these different curriculum pathways progress is likely to look different. Pre-formal classes are likely to make lateral progress, consolidating on skills and broadening the regularity of tasks, and the breadth they can achieve these in (with different staff, with different materials etc) In semi-formal and formal classrooms learners may regularly add to skills and expand on these incrementally throughout their journey at Beaucroft. Those following a nurture curriculum may progress along both routes, depending on their needs and individual outcomes set out in their EHCP and learning journey.

From any pathway accreditation can be reached in Seniors and P16 through Personal progress (ASDAN) or Functional Skills/Entry Level Certificate (Pearson) but our primary aim isn't only qualifications, but to prepare our learners for the world beyond Beaucroft, to build life skills enabling them to be as independent as possible, with ways of communicating purposefully, to ensure every person can make their emotional and physical basic needs met (as a minimum – no ceiling is too high to break!)

Four Blocks Literacy Model is the umbrella which spans over all areas of literacy across the main part of the school.

Self-selected reading: <ul style="list-style-type: none">• Reading for pleasure.• Choosing content independently.• Enjoying a range of literary content (magazines, websites, comics, leaflets, signs and symbols).• Every classroom should have a selection of literary items available to their learners.	Shared and guided reading: <ul style="list-style-type: none">• Sharing books with an adult. (including RWInc)• Reading to, and with your class.• Reasons for reading activities – engagement and comprehension.	Writing: <ul style="list-style-type: none">• Mark making/sensory mark making.• Reasons for writing – writing to teachers/office/home/sending and receiving messages (written or sound recorded)• Read Write Inc – mnemonics for letter formation.• See and learn – matching words, seeing words in the community (café/shopping)• Self-authored books	Working with words: <ul style="list-style-type: none">• Read Write Inc programme – phonic awareness, phonic to grapheme correspondence established (what the letter sounds like and looks like)• Blending sounds, decoding, building fluency and accuracy.• Word walls reinforcing phonic knowledge and introducing new vocabulary. Alphabetic order.
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Pre-Formal Curriculum (Sensory)

- Designed to meet the needs of our pupils with severe and complex needs who are working at the lower end of the P Scales.
- This curriculum enables pupils to develop their sense of security in the school environment, which is comprehensible and meaningful to them.
- The focus is on enabling pupils to establish positive, interactive relationships with others and to proactively explore the world around them.
 - All pupils are given maximum opportunities to achieve the highest level of independence possible.
 - Pupils learn best via a multi-sensory approach.

Reading in a pre-formal learning environment

Self-selected reading	Shared and guided reading	Read write Inc	See and Learn	Book bands and levelled books	Accreditation and qualifications	Reading at school	Reading at home
<p>Learners will be given the opportunity to read a book, eBook, magazine, websites online, leaflet etc of their choosing. Self-authored books may also be included. This encourages a love of literacy and a relaxing atmosphere.</p> <p>In a pre-formal curriculum classroom this may include mouthing, handling books, turning pages, tracking eye movements, pointing to pictures or words and wanting to show an adult or friend. This may need to be modelled by staff.</p>	<p>Learners will share books (can include symbols visuals, picture cards, etc) with an adult. They may be able to indicate to you the main character, or a picture of interest, setting or plot.</p> <p>In a pre-formal curriculum classroom, they may be able to point to characters, use symbols to match, vocalisations or signing to communicate a character, something in a picture etc.</p>	<p>From September 2021 there will be 3 sessions per week in EY, Juniors and Middle departments.</p> <p>In a pre-formal classroom this will take the form of listen to storytelling, and sound making vocalisations. (Speaking and listening and using varieties of tech to ensure all can be included e.g big mac buttons, switches and recordable postcards)</p> <p>The emphasis in a pre-formal classroom is on communication and pre-reading skills such as eye tracking, attending stories and songs, and making choices.</p>	<p>See and Learn is a whole word recognition programme that was initially written with learners with Downs Syndrome in mind. This programme can be used at any stage in school if it is appropriate for the individual. It has apps that can be downloaded, and we have some paper resources to support classes available too.</p>	<p>Levelled books are available for all classes to access if appropriate to the student. These books should be building on phonic awareness, decoding skills and be at an accessible level that the child can be challenged but successful in.</p> <p>They may be offered in pre-formal classrooms as part of their self-selected library. They may not be read by the learners themselves but can be explored for their pictures and read aloud by staff if a learner shows interest.</p>	<p>Personal progress will be the focus of study for seniors and P16 students, covering reading skills, mainly on communication, at functional community level.</p> <p>Personal Progress accreditation can be achievable for all our learners, as units can be selected to meet individual's ability level. In P16 the Open award continues this accreditation route.</p>	<p>Reading is recorded during a RWI session and within planning of reasons for reading sessions for example. It is expected that every student will have a reading element to their personal targets and recording of these targets progression will be kept in purple record keeping folders and assessed through B squared termly.</p> <p>(We will not be using yellow reading records from September 2021)</p>	<p>Reading at home is encouraged but not a requirement. We encourage families to read with their children (books from home or from school) and a record of this may be sent via a link book or home/school diary.</p> <p>(We will not be using yellow reading records from September 2021)</p>

Writing in a pre-formal learning environment

Emergent writing	Predictable chart writing	Read write Inc get writing	Working with words	Developing writing skills with purpose	Accreditation and qualifications	Reasons for writing	Writing at home
<p>Emergent writing/mark-making is encouraged throughout the school. We take the 'alternative pencils' approach to written communication - Learners will be encouraged to mark make with a variety of tools from sand and foam mark making, up to and including keyboard typing, technologies and AAC.</p>	<p>Predictable chart writing sentences can be used to help student to structure writing with support from staff. Matching words (or pictures and symbols) to create a sentence that has the same format as their friends (predictable)</p> <p>In a pre-formal classroom this may take to form of matching photo to photo, symbol to symbol, before beginning any matching word work.</p>	<p>Not applicable for pre-formal learners</p>	<p>Working with words is part of our 4 block literacy umbrella and encourages students to communicate 'I see' 'I hear' 'I want' 'I like' communication, using PECS and developing into written and spoken word made accessible to each student. This can develop further into creating word banks and broadening vocabulary.</p> <p>In a pre-formal classroom this will take the form of communicating needs toilet/nappy, yes/no, I want, more etc</p>	<p>Developing 'writing' to family, friends, and familiar adults with a basic understanding that their communication has meaning (written, verbal or alternative).</p> <p>In a pre-formal classroom the emphasis is on communicating their basic needs, wants and choices, with adult support and using visuals, TOBI's or other objects of reference.</p>	<p>Personal will be the focus of study for seniors and P16 students, covering communication and pre-reading skills, mainly on a functional community level or vocational level.</p> <p>Personal Progress accreditation can be achievable for all our learners, as units can be selected to meet individual's ability level. In P16 the Open award continues this accreditation route.</p>	<p>'Reasons for writing' can be used to communicate in written form and can take any form, from post-it notes and postcards to emails, letters, book or film reviews. We want our students to know writing has a purpose of communicating to others.</p>	<p>We encourage the families we work with (not a requirement) to enable their children to have access to sensory materials at home, this may include sand or foam to make marks in as well as more traditional pencils, pens and crayons.</p>

Speaking and listening (expressive and receptive language) in a pre-formal learning environment

Using our voice (including AAC)	Expressing ourselves	What I hear, and what that means	Developing skills	Preparing for adulthood	Expressing myself at school	Expressing myself at home
<p>Every learner should have a way of using their voice - communicating. Learners will be encouraged to communicate with a variety of tools, including technologies and Alternative and Augmentative Communication (AAC). This may be through the use of TOBIs (True object based icon), Pictures and/or symbols, PECS, communication books, proloquo2go, vocalisations, signing, or speech.</p>	<p>Intensive interaction, PEIC-D as well as sharing/parallel play or reading stories can help to build and foster the bond we have with the learners we work with. Through our expertise in building communication, we encourage all learners to interact with adults and peers, be that verbally or in other ways.</p>	<p>Storytelling, instructions, now and next and offering choices are all ways in which we are likely to talk to our learners. With our support they will learn to understand what these communications mean and begin to respond in a communication exchange.</p>	<p>Learners will practice speaking and listening skills not only in their classrooms, but also at home, and with other care providers (therapy sessions, respite carers) This is vital in building towards a happy and supported adulthood, living as independently as possible.</p>	<p>Being able to express emotions and basic needs is vital to enjoying adulthood. The learners in a pre-formal classroom will likely always be supported in adulthood and they should be able to express their needs, wants, likes, and dislikes adequately. They will also be encouraged to find ways to enjoy leisure time. (Listening to songs, stories, reading magazines, watching and maintaining engagement with a programme of their choice-all pre literacy skills)</p>	<p>Please see expressing myself at home.</p>	<p>Communicating at home and school should run together and communication between adults (parents and staff) should complement this (via link books email or telephone contact). Ensuring communication aids, visuals, symbols and 1st and then boards are available in the same format at home and school is ideal.</p>

Semi-Formal Curriculum

- Designed to meet the needs of our pupils who learn best when learning is related to their own experience.
- Some pupils may learn through play, some may learn through more functional activities and some may learn through a topic-based approach.
- The curriculum consists of five areas of learning – communication, cognition and learning, SEMH, Independence and Physical and Sensory.
 - The curriculum echoes the ground covered in EYFS but extends across the school where pupils are functioning within the P scales.
 - Older pupils pursue accreditation through ASDAN – Personal Progress.

Reading in a semi-formal learning environment

Self-selected reading	Shared and guided reading	Read write Inc	See and Learn	Book bands and levelled books	Accreditation and qualifications	Reading at school	Reading at home
<p>In all areas of school student will be given the opportunity to read a book, magazine, online, leaflet etc of their choosing. This encourages a love of literacy and a relaxing atmosphere.</p> <p>This may include reading short picture books, reading labels on drawers and around school, reading visual timetables, attending to stories and taking about what they heard/saw.</p>	<p>Learners will share books with an adult or partner. These may be individual books or a class reader. They may be able to tell you the main character, the setting or plot. They will be encouraged to answer comprehension questions (Reasons for reading) Colourful semantics used in reading and reasons for reading. (When? Where? Who?)</p>	<p>From September 2021 there will be 3 sessions per week in EY, Juniors and Middle departments. Learning individual phonic sounds, blending sounds and then building phonological awareness to more complex sounds. (Speaking and listening and using varieties of tech to ensure all can be included), emerging reading and writing skills, and understanding that words carry meaning and can be useful to receive information and give information to others.</p> <p>RWI reading books at correct level (monitored termly) paired with RWI book bag books that can be used at home. Activities and writing work alongside and in tandem with building reading skills.</p>	<p>See and Learn is a whole word recognition programme that was initially written with learners with Downs Syndrome in mind. This programme can be used at any stage in school if it is appropriate for the individual. It has apps that can be downloaded, and we have some paper resources to support classes available too.</p>	<p>Levelled books are available for all classes to access if appropriate to the student. These books should be building on phonic awareness, decoding skills and be accessible level that the child can be challenged but successful in.</p>	<p>Personal progress and entry level certificate/functional skills qualifications will be the focus of study for seniors, and Functionals skills and Open Awards for P16 students, covering reading skills, mainly on a functional community level or vocational level.</p>	<p>Reading is recorded during a RWI session and within planning of reasons for reading sessions for example.</p> <p>It is expected that every student will have a reading element to their personal targets and recording of these targets progression will be kept in purple folders and assessed through B squared termly.</p>	<p>We encourage reading at home but it's not a requirement of the families we work so closely with. We encourage families to read with their children (books from home or from school) and a record of this may be sent via a link book or home/school diary.</p>

Writing in a semi-formal learning environment

Emergent writing	Predictable chart writing	Read write Inc get writing	Working with words	Developing skills	Accreditation and qualifications	Reasons for writing	Writing at home
<p>Emergent writing/mark-making is encouraged throughout the school. Learners will be encouraged to mark make with a variety of tools, including technologies.</p> <p>Where students begin to make marks that are representative of letters staff may use the 'Stealing letters' technique to highlight formations close to letter shapes.</p>	<p>Predictable chart writing sentences can be used to help student to structure writing with support from staff. Matching words (or pictures and symbols) to create a sentence that has the same format as their friends (predictable)</p>	<p>RWInc 'Get Writing' will be trailed. This will run in tandem with the reading aspect of Read write Inc. Support sheets may be sent home so families are aware of their child's learning, but is not a requirement to complete. (not appropriate for pre-formal learners)</p>	<p>Working with words is part of our 4 block literacy umbrella and encourages students to communicate 'I see' 'I hear' 'I want' 'I like' communication, using PECS and developing into written and spoken word made accessible to each student. This may be using programmes such as See and Learn (whole word recognition programme). RWInc work also comes under this banner.</p> <p>This can develop further into creating word banks and broadening vocabulary.</p> <p>Colourful semantics can be used to engage learners in creating sentences, placing words in a coloured pattern so they make sense (when, where, who? Etc)</p>	<p>Developing writing skills for middle, seniors and P16 students. Writing may take the form of filling in forms, writing to work placements, writing to family or friends, keeping a log of work placement activities. These will form part of Personal progress and functional skills qualifications as well as wider work within topics. Their writing will show a growing comprehension of the given subject. E.g. instruction, creative writing, recording events (weekend news etc)</p>	<p>Personal progress and entry level certificate/functional skills qualifications will be the focus of study for seniors, and Functional skills and Open Award for P16 students, covering reading skills, mainly on a functional community level or vocational level.</p>	<p>Reasons for Writing can be used to communicate in written form and can take any form, from post-it notes and postcards to emails, letters, book or film reviews. We want our students to know writing has a purpose of communicating to others.</p>	<p>We encourage the families we work with (not a requirement) to enable their children to have access to materials at home, this may include sand or foam to make marks in as well as more traditional pencils, pens and crayons.</p>

Speaking and listening (expressive and receptive language) in a semi-formal environment

Using our voice (including AAC)	Expressing ourselves	What I hear, and what that means	Developing skills	Preparing for adulthood	Expressing myself at school	Expressing myself at home
<p>Every learner should have a way of using their voice - communicating. Learners will be encouraged to communicate with a variety of tools, including technologies and Alternative and Augmentative Communication (AAC). This may be through the use of TOBIs (True object based icon), Pictures and/or symbols, PECS, communication books, proloquo2go, vocalisations, signing, or speech.</p>	<p>Intensive interaction, PEIC-D as well as sharing/parallel play or reading stories can help to build and foster the bond we have with the learners we work. With our expertise in building communication, we encourage all learners to interact with adults and peers, be that verbally or in other ways.</p>	<p>Storytelling, instructions, now and next and offering choices are all ways in which we are likely to talk to our learners. With our support they will learn to understand what these communications mean and begin to respond in a communication exchange.</p>	<p>Learners will practice speaking and listening skills not only in their classrooms, but also at home, and with other care providers (therapy sessions, respite carers) This is vital in building towards a happy and supported adulthood, living as independently as possible.</p>	<p>Being able to express emotions and basic needs is vital to enjoying adulthood. The learners should be able to express their needs, wants, likes and dislikes adequately. They will also be encouraged to find ways to enjoy leisure time. (listening to songs, stories, reading magazines, watching and maintaining engagement with a programme of their choice-all pre literacy skills)</p>	<p>Please see expressing myself at home.</p>	<p>Communicating at home and school should run together and communication between adults (parents and staff) should complement this (via link books email or telephone contact). Ensuring communication aids, visuals, symbols and 1st and then boards are available in the same format at home and school is ideal.</p>

Formal Curriculum

- Designed to meet the needs of our pupils who are functioning within the National Curriculum.
- The curriculum has been modified and adapted for pupils considering their developmental needs as well as their SEN.
- Life skills and independence skills form a large part of the curriculum and links are made to practical activities.
 - The curriculum is further enhanced by elements of the Nurture Curriculum according to individual needs.
 - Older pupils pursue accreditation pathways in Literacy and Numeracy Functional Skills.

Reading in a formal learning environment

Self-selected reading	Shared and guided reading	Read write Inc	See and Learn	Book bands and levelled books	Accreditation and qualifications	Reading at school	Reading at home
<p>In all areas of school student will be given the opportunity to read a book, magazine, online, leaflet etc of their choosing. This encourages a love of literacy and a relaxing atmosphere.</p> <p>This may include reading books and novels, reading magazines, websites, leaflets etc</p>	<p>Learners will share books with an adult or partner. These may be individual books or a class reader. They may be able to tell you the main character, the setting or plot. They will be encouraged to answer comprehension questions (Reasons for reading) They will be encouraged to predict the sequence of the story, infer meaning, discuss the authors choice of vocabulary. It may also include performance (retelling or interpreting through drama) Colourful semantics used in reading and reasons for reading. (When? Where? Who?)</p>	<p>From September 2021 there will be 3 sessions per week in EY, Juniors and Middle departments.</p> <p>Formal learners will learn phonemes and graphemes, and then consolidate their practice of decoding and increase fluency of reading, including reading 'in their head'/silent reading.</p> <p>RWI reading books at correct level (monitored termly) paired with RWI book bag books that can be used at home. Activities and writing work alongside and in tandem with building reading skills.</p> <p>Pupils may move beyond this reading scheme when they are competent readers and feel confident to read books of their choice.</p>	<p>See and Learn is a whole word recognition programme that was initially written with learners with Downs Syndrome in mind. This programme can be used at any stage in school if it is appropriate for the individual. It has apps that can be downloaded, and we have some paper resources to support classes available too.</p>	<p>Levelled books are available for all classes to access if appropriate to the student. These books should be building on phonic awareness, decoding skills and be accessible level that the child can be challenged but successful in.</p> <p>Pupils may move beyond these bands when they are competent readers and feel confident to try books of their choice.</p>	<p>Personal progress and entry level certificate/functional skills qualifications will be the focus of study for seniors, and Functionals skills and Open Awards for P16 students, covering reading skills, mainly on a functional community level or vocational level.</p>	<p>Reading is recorded during a RWI session and within planning of reasons for reading sessions for example.</p> <p>It is expected that every student will have a reading element to their personal targets and recording of these targets progression will be kept in purple folders and assessed through B squared termly.</p>	<p>We encourage reading at home but it's not a requirement of the families we work so closely with. We encourage families to read with their children (books from home or from school) and a record of this may be sent via a link book or home/school diary.</p>

Writing in a formal learning environment

Expanding writing practice	Predictable chart writing	Read write Inc get writing	Working with words	Developing skills	Accreditation and qualifications	Reasons for writing	Writing at home
<p>Students in a formal learning environment are likely to have some writing skills, and these should be built upon (Including using AAC and computer keyboard access)</p> <p>Writing should increasingly take different forms and purposes: planning, drafting and editing text, increased awareness of conventional spelling and grammar, and the use of punctuation.</p>	<p>Predictable chart writing sentences can be used to help student to structure writing with support from staff. Matching words to create a sentence that has the same format as their friends (predictable)</p> <p>This may also include the use of Clicker (computer programme) in their work.</p>	<p>RWInc 'Get Writing' will be trailed. This will run in tandem with the reading aspect of Read write Inc. Support sheets may be sent home so families are aware of their child's learning, but is not a requirement to complete.</p>	<p>Working with words is part of our 4 block literacy umbrella. In a formal learning environment, learners will be creating word banks and broadening vocabulary. Using dictionaries and thesauri to solidify their understanding. Colourful semantics can be used to engage learners in creating sentences, placing words is a coloured pattern so they make sense (when, where, who? Etc)</p>	<p>Developing writing skills for middle, seniors and P16 students. Writing may take the form of filling in forms, writing to work placements, writing to family or friends, keeping a log of work placement activities. These will form part of Personal progress and functional skills qualifications as well as wider work within topics. Their writing will show a growing comprehension of the given subject. E.g. instruction, creative writing, recording events (weekend news etc)</p>	<p>Personal progress and Entry level certificate/functional skills entry level qualifications will be the focus of study for seniors, and Functional skills and Open Award for P16 students, covering reading skills, mainly on a functional community level or vocational level.</p>	<p>Reasons for Writing can be used to communicate in written form and can take any form, from post-it notes and postcards to emails, letters, book or film reviews. We want our students to know writing has a purpose of communicating to others.</p>	<p>We encourage the families we work with (not a requirement) to enable their children to have access to materials at home, this may include sand or foam to make marks in as well as more traditional pencils, pens and crayons.</p>

Speaking and listening (expressive and receptive language) in a formal environment

Using our voice (including AAC)	Expressing ourselves	What I hear, and what that means	Developing skills	Preparing for adulthood	Expressing myself at school	Expressing myself at home
<p>Every learner should have a way of using their voice - communicating.</p> <p>Learners will be encouraged to communicate with purpose and consider the audience they are addressing. They should be able to show they can discuss topics (also listening to other's opinions) and justify their thinking, through references to a text, or linking to prior knowledge.</p>	<p>With our expertise in building communication, we encourage all learners to interact with adults and peers, be that verbally or in other ways.</p> <p>Emotional literacy and having the vocabulary to express how they feel, make choices and conduct themselves is a learning focus going through their teens and forward to adulthood.</p>	<p>As our communication exchanges become more complex, they require deeper inference skills. Learners should be confident at listening to and following instruction (possibly multi step), discussing topics and using language appropriately and socially with friends.</p>	<p>Learners will practice speaking and listening skills not only in their classrooms, but also at home, and with other care providers (therapy sessions, respite carers)</p> <p>This is vital in building towards a happy and supported adulthood, living as independently as possible.</p>	<p>Being able to express emotions and basic needs is vital to enjoying adulthood. They will also be encouraged to find ways to enjoy leisure time (listening to songs, stories, reading magazines, watching and maintaining engagement with a programme of their choice-all pre literacy skills)</p>	<p>Please see expressing myself at home.</p>	<p>Communicating at home and school should run together and communication between adults (parents and staff) should complement this (via link books email or telephone contact). Ensuring communication aids, visuals, symbols and 1st and then boards are available in the same format at home and school is ideal.</p>

Nurture Curriculum (Self-directed)

- Designed to focus on raising self-esteem and reducing anxieties within a calm and low stress environment.
 - The curriculum is pupil led and focuses on individual interests and area of strength.
- Individual 'Roots and Fruits' documents support the planning of interventions. Strategies and activities for individual pupils.
- Strategies used for individuals include the use a 'small garden' – a planned and controlled intervention. It provides a safe and successful starting point on which to develop positive behaviours and feelings.

The curriculum for those learners in a nurture environment may take aspects of all other curriculum environments (pre-formal, semi-formal and formal).

The literacy curriculum supports their emotional enrichment, their expression and management of their emotional regulation and mental health. There is opportunity for reading and writing for purpose that is tailored to meet their needs specifically. Communication is key, and only when this is secure can learners be confident to move to building reading and writing skills. Accreditation is open to all students, including those in a nurture classroom setting.

National Curriculum progression overview for English (mainstream model)

Recommendation for end of ELG (40-60+ months): hears and says initial sounds, links letters to sounds, use vocab and speech increasingly influenced by their experience of books, enjoys, and continues a rhyming string, can segment sounds in simple words. Give meaning to marks they make as they draw, write and paint, beginning to name and sound the alphabet, use some clearly identifiable letters to communicate meaning, represent some sounds correctly in a sequence, writes own names as well as labels and captions, attempts to write short sentences on meaningful contexts.

Recommendation for end of NC KS1: understand that letters represent sounds in spoken language, continue to learn new grapheme-phoneme correspondence, shares and discusses a wide range of quality books to develop their love of reading and broaden their vocabulary. Increase physical skills needed for writing (fine motor play), develop oral language skills and vocabulary. Pupils should listen to and discuss a range of stories, poems, plays and information books. Orally compose sentences and then write them down, form individual letters correctly, make phonically plausible attempts to spell words they have not yet learned, become increasingly fluent in reading, retell familiar stories, be aware of common exception words and begin to learn these.

Recommendation for end of NC KS2: read books, focussing on understanding rather than decoding individual words, develop breadth and depth of reading to become independent, fluent, and enthusiastic readers who read widely and frequently, they should be learning to justify their views about what they have read, write down ideas with increasing accuracy and good sentence punctuation, more varied grammar, vocabulary, and narrative structures, joined handwriting, decode unfamiliar words correctly.

Recommendations for end of NC KS3: Read fluently and with understanding, developing the habit of reading widely and often for pleasure and information. Acquire a wide range of vocabulary, understanding of grammar and English conventions. Build an understanding of our rich literary heritage. Write clearly, accurately, and coherently, adapting their style for context, audience, and purpose. Discuss, elaborate, and explain their ideas and understanding. Competent in speaking and listening, making formal presentations, also taking part in debate.

Recommendations for end of NC KS4: read easily and fluently with good understanding. Develop their understanding of the nuances of meaning and develop their use of figurative language. Understand terminology including linguistic and literary terms. Pupils should be challenged through opportunity to increased breadth and depth in reading and writing.

NC Areas of study: phonics, grapheme/phoneme correspondence, reading, reading comprehension, songs, stories, fairy tales, traditional tales, expanding vocabulary, spellings, grammar, punctuation, handwriting, including lowercase, capital letters and numerals, composition- drafting, editing, final copy. Dictionary and thesaurus use, writing for different purposes – letters, reports, recounting, diary, playscripts, instructions, persuasion, complaint, praise and promoting, advertising. Poetry, drama. Grammar vocabulary, including – plurals, phases, conjunctions, clauses, tenses, nouns, verbs, adjectives, adverbs, prefixes, suffixes, synonyms, antonyms, metaphors, and similes.