

# Literacy

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# Speaking-Expressive Communication

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<p><b>CEA1</b> Encounter a wide range of sensory and communicative experiences</p> <p><b>CEA1i</b> Experience intensive interaction.</p>	<p><b>CEM1</b> Intentionally communicate through sensory experiences.</p> <p><b>CEM1i</b> Repeat, copy and imitate single words signs or phrases or use objects of reference or symbols.</p>		<p><b>CEF1</b> Communicates in full sentences Using verbs, prepositions and adjectives in spoken sentences.</p> <p><b>CEF1i</b> Use regular plurals within simple sentences.</p> <p><b>CEF1ii</b> Use the pronouns in the correct context. Begin with describing picture material and generalise into</p>
<p><b>CEA2</b> Experience different people, places and activities leading towards engagement in the environment</p>	<p><b>CEM2</b> Respond with consistency to people, activities, and experiences</p>		
<p><b>CEA3</b> Indicate choices and preferences from a small selection in the child's own way</p>	<p><b>CEM3</b> Communicate choices and preferences from a selection using AAC methods.</p>	<p><b>CSS3</b> Consistently communicate choices independently.</p>	
	<p><b>CEM4</b> Use expressive language at a one key word level for a range of communicative functions using child's preferred communication system. E.g. PECS/ switches/ Proloquo2go</p>	<p><b>CSS4</b> Develop 2-3 word combinations.</p> <p><b>CES4i</b> Use verbs in expressive communication.</p> <p><b>CES4ii</b> Express simple opinions using visual support</p>	<p><b>CEF4</b> Provide a sentence which describes what they have been doing using the past tense of a verb</p> <p><b>CEF4i</b> Use a connective word 'and, to join to phrases together.</p> <p><b>CEF4ii</b> Articulate and justify answers, arguments and opinions.</p>
	<p><b>CEM5</b> Respond to simple verbs in functional activities</p>		

	<b>CEM6</b> Participate for a short period of time, as part of a small group	<b>CES6</b> Answer simple who, what and where questions with visual support. <b>CES6i</b> Participate in group discussions <b>CES6ii</b> Participate in simple role play and performances.	<b>CEF6</b> Answer why and how questions. <b>CEF6i</b> Participate actively in collaborative conversations, staying on topic and initiating and responding to comments <b>CEF6ii</b> Participate in discussions, presentations, improvisations and debates
		<b>CES7</b> Retell a familiar story using visual cues. E.g. sequencing symbols	<b>CEF7</b> Retell a familiar story independently.
		<b>CES8</b> Ask relevant questions in functional activities with support	<b>CEF8</b> Ask relevant questions to extend their knowledge and understanding independently

# Listening-Attention and Listening

All pupils will:-	Most pupils will:-	Some pupils will:-	A few pupils will:-
<b>CAA1</b> Encounter a wide range of sensory and communicative experiences.	<b>CAM1</b> Increase concentration in their chosen activity	<b>CAS1</b> Develop eye contact during conversation	<b>CAF1</b> Maintain attention and participate actively in collaborative conversations
<b>CAA2</b> Show awareness of sensory activities, experiences and people. E.g. To locate and track sounds.	<b>CAM2</b> Use first meanings through conventional communication systems (speech, signs, symbols, AAC	<b>CAS2</b> Increase the amount of time that the child can focus in 1:1 context.	
<b>CAA3</b> Attend and respond to sensory activities, experiences and people. E.g. To begin to co-ordinate looking and listening	<b>CAM3</b> Use conventional communication systems for most interactions	<b>CAS3</b> Increase focus within group activities	
<b>CAA4</b> Attend and respond with some consistency to people, activities and experiences leading towards engagement in the environment. E.g. To listen to speech and a range of other sounds through the use of ICT for example.	<b>CAM4</b> Respond appropriately to simple gestured requests which contain one or two key words, sign or symbol in familiar situations e.g., 'Get your coat', 'Stand up' or 'Clap your hands'.	<b>CAS4</b> Follow requests and instructions with three key words, signs or symbols e.g. 'Give me the little red book'	<b>CAF4</b> Follow requests and instructions with four key words, signs or symbols for e.g. 'Get the big book about dinosaurs from the library'
<b>CAA5</b> Engage purposefully with people and the environment leading towards participation in the environment	<b>CAM5</b> Respond to sound of own name.	<b>CAS5</b> Respond appropriately to questions about familiar or immediate events or experiences using preferred method of communication	<b>CAF5</b> Respond appropriately to questions about why or how e.g. 'Why does a bird make a nest?', 'How do we copy this picture?'
<b>CAA6</b> Communicate intentionally. To work towards active involvement with events and the environment.		<b>CAS6</b> Answer 'who' and 'what questions.'	

<b>CAA7</b> Purposefully and actively involved in communicative interactions and the environment.  E.g. To begin to work on joint attention	<b>CAM7</b> Use first meanings through conventional communication systems (speech, signs, symbols, AAC).		
<b>CAA8</b> Show simple reflex responses to immediate experiences			
<b>CAA9</b> Explore cause and effect	<b>CAM9</b> Develop cause and effect skills.		
	<b>CA10</b> Develop an understanding of a larger vocabulary related to everyday situations. E.g. toilet/ drink etc.		
	<b>CA11</b> Show some awareness of verbs when used in a functional situation.	<b>CAS11</b> Develop comprehension of verbs	
		<b>CAS12</b> Respond to instructions whilst engaged in a second activity	

#### Generics:

- 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

## Early Phonics

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To be uploaded

## Phonics across the School

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To be uploaded

## Reading for Pleasure

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To be uploaded

## Writing

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To be uploaded