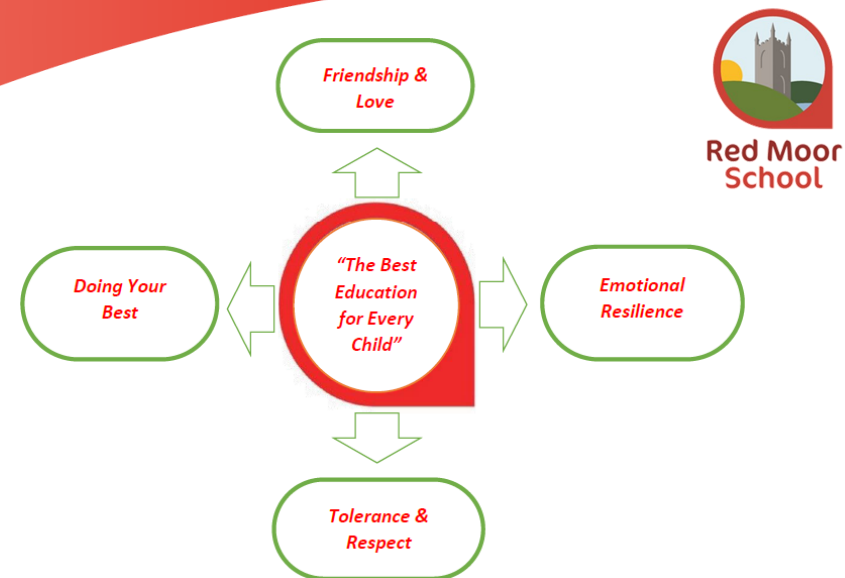


Curriculum Intent

Faculty of English

Head Of Faculty: Rachel Chopping
Date of last review: September 2022

Subjects included: English



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English and Reading

Curriculum Intent

Red Moor School is committed to raising achievement and enabling pupils to recognise their potential and supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

All teachers are teachers of literacy and promote reading in every subject. As such, the staff of Red Moor School are committed to developing literacy and reading skills in all of our pupils, in the belief that it will support their learning and raise standards across the curriculum, because:

- pupils need vocabulary, expression and organisational control to cope with the cognitive demands of subjects;
- reading helps us to learn from sources beyond our immediate experience;
- writing helps us to sustain and order thought;
- language helps us to reflect, revise and evaluate the things we do, and on the things others have said, written or done;
- responding to higher order questions encourages the development of thinking skills and enquiry;
- improving literacy and learning can have an impact on pupils' self-esteem, on motivation and behaviour. It allows pupils to learn independently whilst empowering them.

All schemes of work and most lessons, will include specific literacy and reading objectives. These objectives will inform the lesson focus. Literacy and reading will also form part of lesson plenaries when it is appropriate to the focus of the lesson.

All pupils have equal access to 'literacy and reading across the curriculum' and developmentally appropriate materials. Delivery of lessons will be differentiated appropriately. Resources will be sensitive to the needs and backgrounds of the pupils and will not reflect gender or cultural stereotypes. Resources are monitored annually to ensure content remains relevant and appropriate.

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All pupils attending Red Moor School have emotional, social and mental health difficulties that can lead to behaviours that challenge. These behaviours have proven too severe to have been successfully addressed within mainstream schools. Many of the pupils also have additional needs including; learning difficulties, speech and language difficulties, sensory impairments and/or physical difficulties to varying degrees (see SEN policy).

In the teaching of literacy and reading across the curriculum, it is recognised that all pupils are different, in needs, abilities and learning styles and may develop at much slower or faster rates than others. It is our intention to:

- recognise and address individual needs in planning (considering pupils learning passports)
- provide the opportunity for all students to fulfil their potential; specifically, by providing differentiated resources and learning objectives
- take account of the long term development of each pupil throughout and into the next key stage (target setting)
- allow movement of individual pupils between groups/classes as and when necessary.

We encourage the use of a wide range of resources to enrich students learning. These include books, suitable online materials, DVDs, music, artefacts and CD ROMs. We try to ensure that literacy and reading across the curriculum is an explicit part of the curriculum and thus is a lively, stimulating aspect of every subject which engages all students.

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Teaching and Learning in English

What does excellent teaching and learning look like in English?

We believe excellent teaching helps encourage students to build their confidence and believe in themselves. Where possible, students work in groups to promote **social skills**, **tolerance** and **respect**. Excellent teaching promotes positive relationships and develops **resilience**, allowing students to communicate in a range of situations. Outstanding teaching plans for all students to **achieve their personal best** academically, which means our learning journey aims to prepare students for the Language and Literature GCSE.

How is English taught in the Foundation Curriculum (KS1, 2 & 3)?

We have developed our foundation curriculum by targeting reading and writing using Monster Phonics. The programme 'is designed as a whole-class scheme for children in Reception and Key Stage 1 and as an intervention in Key Stages 1 and 2, with all resources mapped against the Letters & Sounds phases 1 to 6 and the KS1 Spelling Curriculum.'

To help all of our students achieve the **BEST** outcomes, we need to ensure that we are addressing gaps in knowledge, and this is a whole school approach. For this whole school approach to be successful, we are insuring that every member of staff, regardless of their role, understand phonics – right from knowing how to pronounce the letter sounds, to the different ways to spell them, to the technical vocabulary that's goes with this.

In order to develop the foundation curriculum further we have targeted topics of interest for students. This approach will ensure that teaching can be more personalised. Teachers have created schemes of work that target outcomes on our online assessment tool "SOLAR". Teachers are able to pick from a range of texts to ensure a child centred approach and progress against the targets they set.

The key stage 3 curriculum provides a range of reading resources and schemes of work for teachers to deliver. The schemes of work focus on writing, reading and communication and can be evidenced on SOLAR to assess progress. The reading and writing skills developed in these schemes of work prepare students, helping to develop their skills further for the GCSE specification.

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Teaching and Learning in English

How is English taught in the Options curriculum (KS4)?

We offer two GCSEs in English under the EDUQAS exam board. The options curriculum focuses on covering all of the components in Language and Literature. Students read a range of texts in Literature and develop their English skills by analysing and focusing on point, evidence, explain responses. These skills lend themselves to the Language paper and students focus on reading a range of material to prepare themselves for the exam papers in Year 11.

The specification enables learners to:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, linguistic conventions for reading, writing and spoken language

In addition, it enables learners to:

- listen to and understand spoken language, and use spoken Standard English effectively.

As well as reading and writing, students also submit a speaking and listening component. This aims for all students to express ideas, information and feelings using a sophisticated repertoire of vocabulary.

Students are provided with a success framework that highlights the marking criteria, taken from the specification. This encourages students to self/peer assess their work and others. Students are provided with past papers for homework and homework/revision clubs are set up in the spring term to help encourage and support revision.

Teachers delivering GCSE are also given the opportunity to attend annual Eduqas training. The training provides resources, marking experience and the opportunity to build relationships with schools in the county.

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Teaching and Learning in English

How is reading promoted in English?

SOLAR provides a separate mark book whereby all staff members upload evidence to support students' progress with reading, writing and communication. Reading is promoted in every lesson by analysing key words and subject specific terminology. Students are encouraged to read a variety of fiction and non-fiction texts in all subjects and staff evidence this through lesson observations, reading records, display boards and making use of the library facilities.

Red Moor School use "Accelerated Reader", this is to further promote and encourage reading across the school. Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

Red Moor School has access to the myON resource. This gives access to thousands of copies of books in digital format that can be accessed from anywhere with an internet connection. Once students have completed a STAR assessment on Accelerated Reader, this information will feed through to myON and ensure that it is displaying books for them of the correct reading level.

Students who are not making expected progress with reading are offered support through our intervention team. Intervention can take many forms including;

- Paired work with support staff in and out of class.
- One to one in our intervention room...focusing on targets set by the teacher.
- Offsite activities to support students well-being.

Homework and after school clubs are set up to support students engagement outside of school. Furthermore, a well-stocked library with books categorised in reading ages makes texts simpler to access. In addition to this, computer programs such as: Literacy Planet and OSMO can support students who are less able to engage with hard copies of text.

Red Moor staff are dynamic in their teaching, implementing lessons with clear cross curricular links.

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Measuring Impact in English

At Red Moor School , staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment in English. This system uses the Red Moor School Steps Assessment Framework.

The Red Moor School Steps covers a broad range of ability, from the ‘foundation learning skills’ (FLS) that cover early years education, through to the main ‘Steps’ curriculum that take students from year 1 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the English curriculum, helping to ensure that learning builds upon prior attainment.

Each Step of the framework represents the corresponding academic year – so a child working on Step 5 would be working broadly in line with students in year 5 at a mainstream school. A child who masters all 11 steps will be expected to leave the school with an excellent GCSE grade in English.

The expectation for progress for students is that they will master 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes, Functional Skills, ASDANs and Entry Level Qualifications. The aspirational goal for all students is that they leave with GCSEs, or the highest level of appropriate qualifications they can access, within their areas of interest and ability.

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Measuring Impact in English

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on SOLAR. It is our intention to ensure that all children progress at the expected rate so they are able to achieve their personal best.

We have ordered the knowledge and skills in a sequential way and these can be seen on the following pages. They have been split into Reading, Writing and Communication. The steps are sequenced in order, under the assessment objectives covered in the EDUQAS Literature and Language GCSE specifications. All students will have developed an understanding of the skill sets for each assessment objective by the time they have reached Key Stage 4. Students will then further develop these skills for the Summer, Year 11 exams.

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Assessment Objectives for Literature:

AO1 Read, understand and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations.

AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 Show understanding of the relationships between texts and the contexts in which they were written.

AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Assessment Objectives for Language:

AO1 Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts

AO2 Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4 Evaluate texts critically and support this with appropriate textual references

AO5 Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

Assessment Objectives for Spoken Language:

AO7 Demonstrate presentation skills in a formal setting

AO8 Listen and respond appropriately to spoken language, including to questions and feedback to presentations

AO9 Use spoken Standard English effectively in speeches and presentations.

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‘Reading Snap shot’

SOLAR: Read, understand and respond to texts. AO1 Literature	
Step 1	In a familiar story/rhyme, the pupil can, when being read to by an adult <ul style="list-style-type: none"> • demonstrate understanding, e.g. by answering questions, such as ‘Where is he/she/it?’, ‘What is this?’, ‘Who is this?’, ‘What is he/she doing?’
Step 2	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): <ul style="list-style-type: none"> • respond to questions that require simple recall
Step 3	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): <ul style="list-style-type: none"> • retell some of the story
Step 4	In a familiar book that is read to them, the pupil can: <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences
Step 5	Predicting what might happen from details stated and starting to predict from those that are implied
Step 6	Able to ask questions to improve their understanding of a text
Step 7	Predicting what might happen from details stated and implied
Step 8	Summarise main ideas
Step 9	Pupils take an active part in discussion showing an understanding of ideas and sensitivity to others
Step 10	Some appreciation of how the writer's language choices contribute to the overall effect on the reader
Step 11	Students responses show their appreciation of, and ability to, comment on a range of texts

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Step 3	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): <ul style="list-style-type: none"> talk about events in the story and link them to their own experiences
Step 4	Discussing their favourite words and phrases
Step 5	In a book they can already read fluently they can answer questions and make some inferences
Step 6	Recognising some different forms of poetry (e.g. free verse, narrative poetry)
Step 7	Checking that the book makes sense to them, starting to discuss their understanding and exploring the meaning of words in context
Step 8	Discuss books they read and hear
Step 9	Some evidence of drawing together of comments on how the writer's language choices contribute to the overall effect on the reader e.g. 'all the images of flowers make the events seem less horrific and makes it even sadder'
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Step 11	Begin to reference work correctly

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Step 2	Starting to learn simple rhymes and say out loud
Step 3	Is able to explain clearly their understanding of what is read to them
Step 4	Checking that the text makes sense to them as they read and correcting inaccurate reading
Step 5	Starting to discuss words and phrases that capture the reader's interest and imagination
Step 6	Able to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
Step 7	Explain and discuss their understanding of what they have read, including through formal presentations and debates
Step 8	Build vocabulary, justify views and articulate ideas using Standard English
Step 9	The effect on the reader clearly identified with some explicit explanation as to how that effect has been created
Step 10	Comments begin to develop an interpretation of the text (making connections between insights, teasing out meanings or weighing up evidence)
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Step 6	Able to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
Step 7	Explain and discuss their understanding of what they have read, including through formal presentations and debates
Step 8	Build vocabulary, justify views and articulate ideas using Standard English
Step 9	The effect on the reader clearly identified with some explicit explanation as to how that effect has been created
Step 10	Comments begin to develop an interpretation of the text (making connections between insights, teasing out meanings or weighing up evidence)
Step 11	They select and analyse information and ideas, and comment on how these are conveyed in different texts

Skills and Progression

‘Reading Snap shot’

SOLAR: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts AO1 Language	
Step 1	They recognise at least half the letters of the alphabet by shape, name or sound. They associate sounds with patterns in rhymes, with syllables, and with words or symbols
Step 2	Starting to learn simple rhymes and say out loud
Step 3	Is able to explain clearly their understanding of what is read to them
Step 4	Checking that the text makes sense to them as they read and correcting inaccurate reading
Step 5	Starting to discuss words and phrases that capture the reader's interest and imagination
Step 6	Able to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
Step 7	Explain and discuss their understanding of what they have read, including through formal presentations and debates
Step 8	Build vocabulary, justify views and articulate ideas using Standard English
Step 9	The effect on the reader clearly identified with some explicit explanation as to how that effect has been created
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Skills and Progression

‘Reading Snap shot’

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Step 1	They recognise at least half the letters of the alphabet by shape, name or sound. They associate sounds with patterns in rhymes, with syllables, and with words or symbols
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Step 11	They select and analyse information and ideas, and comment on how these are conveyed in different texts

Skills and Progression

‘Reading Snap shot’

SOLAR: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate AO2 Literature	
Step 1	Pupils understand that words, symbols and pictures convey meaning. They recognize or read a growing repertoire of familiar words or symbols, including their own names
Step 2	Starting to link stories and non-fiction to their own experiences
Step 3	Is checking that the text makes sense to them as they read and correcting inaccurate reading
Step 4	Starting to discuss the sequence of events in books and how items of information are related
Step 5	Starting to identify themes and conventions in a wide range of books
Step 6	Identifying main ideas drawn from more than one paragraph and summarising these
Step 7	Can retrieve and present information from non-fiction
Step 8	Explore the meaning of words in context
Step 9	Viewpoint clearly established and explanation of it developed through close reference to the text
Step 10	Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts
Step 11	They make apt and careful comparisons between texts, including consideration of audience, purpose and form

Skills and Progression

‘Reading Snap shot’

SOLAR: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate AO2 Literature	
Step 1	Pupils understand that words, symbols and pictures convey meaning. They recognize or read a growing repertoire of familiar words or symbols, including their own names
Step 2	Starting to link stories and non-fiction to their own experiences
Step 3	Is checking that the text makes sense to them as they read and correcting inaccurate reading
Step 4	Starting to discuss the sequence of events in books and how items of information are related
Step 5	Starting to identify themes and conventions in a wide range of books
Step 6	Identifying main ideas drawn from more than one paragraph and summarising these
Step 7	Can retrieve and present information from non-fiction
Step 8	Explore the meaning of words in context
Step 9	Viewpoint clearly established and explanation of it developed through close reference to the text
Step 10	Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts
Step 11	They make apt and careful comparisons between texts, including consideration of audience, purpose and form

Skills and Progression

‘Reading Snap shot’

SOLAR: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO2 Language	
Step 1	In a familiar story/rhyme, the pupil can, when being read to by an adult <ul style="list-style-type: none"> • demonstrate understanding, e.g. by answering questions, such as ‘Where is he/she/it?’, ‘What is this?’, ‘Who is this?’, ‘What is he/she doing?’
Step 2	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): <ul style="list-style-type: none"> • respond to questions that require simple recall
Step 3	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): <ul style="list-style-type: none"> • retell some of the story
Step 4	In a familiar book that is read to them, the pupil can: <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences
Step 5	Predicting what might happen from details stated and starting to predict from those that are implied
Step 6	Able to ask questions to improve their understanding of a text
Step 7	Predicting what might happen from details stated and implied
Step 8	Summarise main ideas
Step 9	Pupils take an active part in discussion showing an understanding of ideas and sensitivity to others
Step 10	Some appreciation of how the writer's language choices contribute to the overall effect on the reader
Step 11	Students responses show their appreciation of, and ability to, comment on a range of texts

Skills and Progression

‘Reading Snap shot’

SOLAR: Explain, comment on analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO2 Language	
Step 1	In a familiar story/rhyme, the pupil can, when being read to by an adult <ul style="list-style-type: none"> • demonstrate understanding, e.g. by answering questions, such as ‘Where is he/she/it?’, ‘What is this?’, ‘Who is this?’, ‘What is he/she doing?’
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Step 3	In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group): <ul style="list-style-type: none"> • retell some of the story
Step 4	In a familiar book that is read to them, the pupil can: <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences
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Step 11	Students responses show their appreciation of, and ability to, comment on a range of texts

Skills and Progression

‘Reading Snap shot’

SOLAR: Show understanding of the relationships between texts and the contexts in which they were written. A03 Literature	
Step 3	Can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Step 4	Building up a repertoire of poems learnt by heart, appreciating these and using appropriate intonation to make the meaning clear
Step 5	Starting to read for a range of purposes
Step 6	Can listen to and discuss a range of plays and poetry
Step 7	Developing their familiarity with a wide range of books including texts from other cultures
Step 8	Working at GCSE GRADE 3 (GRADE D)
Step 9	Working at GCSE GRADE 4 (GRADE C)
Step 10	Working at GCSE GRADE 5 (GRADE C+ / B-)
Step 11	Working at GCSE GRADE 6 (GRADE B+)

Skills and Progression

‘Reading Snap shot’

SOLAR: Show understanding of the relationships between texts and the contexts in which they were written. A03 Literature	
Step 3	Can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Step 4	Building up a repertoire of poems learnt by heart, appreciating these and using appropriate intonation to make the meaning clear
Step 5	Starting to read for a range of purposes
Step 6	Can listen to and discuss a range of plays and poetry
Step 7	Developing their familiarity with a wide range of books including texts from other cultures
Step 8	Working at GCSE GRADE 3 (GRADE D)
Step 9	Working at GCSE GRADE 4 (GRADE C)
Step 10	Working at GCSE GRADE 5 (GRADE C+ / B-)
Step 11	Working at GCSE GRADE 6 (GRADE B+)

Skills and Progression

‘Reading Snap shot’

SOLAR: Evaluate texts critically and support with appropriate textual references. A04 Language	
Step 1	Pupils understand that words, symbols and pictures convey meaning. They recognize or read a growing repertoire of familiar words or symbols, including their own names
Step 2	Starting to link stories and non-fiction to their own experiences
Step 3	Is checking that the text makes sense to them as they read and correcting inaccurate reading
Step 4	Starting to discuss the sequence of events in books and how items of information are related
Step 5	Starting to identify themes and conventions in a wide range of books
Step 6	Identifying main ideas drawn from more than one paragraph and summarising these
Step 7	Can retrieve and present information from non-fiction
Step 8	Explore the meaning of words in context
Step 9	Viewpoint clearly established and explanation of it developed through close reference to the text
Step 10	Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts
Step 11	They make apt and careful comparisons between texts, including consideration of audience, purpose and form

Skills and Progression

‘Reading Snap shot’

SOLAR: Evaluate texts critically and support with appropriate textual references. A04 Language	
Step 1	Pupils understand that words, symbols and pictures convey meaning. They recognize or read a growing repertoire of familiar words or symbols, including their own names
Step 2	Starting to link stories and non-fiction to their own experiences
Step 3	Is checking that the text makes sense to them as they read and correcting inaccurate reading
Step 4	Starting to discuss the sequence of events in books and how items of information are related
Step 5	Starting to identify themes and conventions in a wide range of books
Step 6	Identifying main ideas drawn from more than one paragraph and summarising these
Step 7	Can retrieve and present information from non-fiction
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Step 11	They make apt and careful comparisons between texts, including consideration of audience, purpose and form

Skills and Progression

‘Reading Snap shot’

SOLAR: Evaluate texts critically and support with appropriate textual references. A04 Language	
Step 2	Beginning to make predictions on the basis of what they have heard so far
Step 3	Are learning to appreciate rhymes and poems, and to recite some parts by memory
Step 4	Read and perform in plays
Step 5	Starting to recognise some different forms of poetry (e.g. free verse)
Step 6	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Step 7	Starting to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Step 8	Prepare poems/plays to read aloud and perform
Step 9	Comments consider wider implications or significance of information, events or ideas in the text. e.g. tracing how details contribute to overall meaning
Step 10	Increasing ability to draw on knowledge of other sources to develop or clinch an argument e.g. referring to sources beyond the text
Step 11	They identify and analyse argument, opinion and alternative interpretations, making cross references where appropriate

Skills and Progression

‘Reading Snap shot’

SOLAR: Evaluate texts critically and support with appropriate textual references. A04 Language	
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Skills and Progression

‘Reading Snap shot’

SOLAR: Evaluate texts critically and support with appropriate textual references. AO4 Language	
Step 2	Starting to take turns in a group discussion of a story
Step 3	Can draw on what they already know or on background information and vocabulary provided by the teacher
Step 4	Developing fluency and confidence in word reading through re-reading these books
Step 5	Identifying main ideas drawn from more than one paragraph and beginning to summarise these
Step 6	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Step 7	Starting to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Step 8	Discuss authors use of language
Step 9	Some detailed explanation, with appropriate terminology, of how language is used
Step 10	Comments begin to develop precise, perceptive analysis of how language is used e.g. showing how language use reflects Macbeth's changing emotional state
Step 11	Ideas are developed with clarity and detail to aspects of language, structure and presentation

Skills and Progression

‘Reading Snap shot’

SOLAR: Evaluate texts critically and support with appropriate textual references. AO4 Language	
Step 2	Starting to take turns in a group discussion of a story
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Step 11	Ideas are developed with clarity and detail to aspects of language, structure and presentation

Skills and Progression

‘Reading Snap shot’

SOLAR: Evaluate texts critically and support with appropriate textual references. AO4 Language	
Step 2	Developing the ability to listen to others' opinions about the story that has been read to them
Step 3	Is able to discuss the significance of the title
Step 4	Read appropriate non-fiction texts that are structured in different ways
Step 5	Can listen to and starting to discuss a wide range of fiction, non-fiction and reference books or textbooks
Step 6	Identifying how language, structure and presentation contribute to meaning
Step 7	Extract information from text independently with minimal support
Step 8	Show understanding of a text through intonation, tone and volume so that the meaning is clear to an audience
Step 9	Some detailed exploration of how structural choices support the writer's theme or purpose, e.g. tracing how main ideas/characters develop over the text as a whole
Step 10	Responses begin to develop some analytic of evaluative comment on writer's purpose, e.g. showing how the absence of females in Lord Of The Flies affects author's purpose
Step 11	Students confidently sustain their responses to a demanding range of texts across different times and cultures

Skills and Progression

‘Reading Snap shot’

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Skills and Progression

‘Reading Snap shot’

SOLAR: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO3 Language	
Step 2	Developing the ability to listen to others' opinions about the story that has been read to them
Step 3	Is able to discuss the significance of the title
Step 4	Read appropriate non-fiction texts that are structured in different ways
Step 5	Can listen to and starting to discuss a wide range of fiction, non-fiction and reference books or textbooks
Step 6	Identifying how language, structure and presentation contribute to meaning
Step 7	Extract information from text independently with minimal support
Step 8	Show understanding of a text through intonation, tone and volume so that the meaning is clear to an audience
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Skills and Progression

‘Reading Snap shot’

SOLAR: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts AO3 Language	
Step 2	Developing the ability to listen to others' opinions about the story that has been read to them
Step 3	Is able to discuss the significance of the title
Step 4	Read appropriate non-fiction texts that are structured in different ways
Step 5	Can listen to and starting to discuss a wide range of fiction, non-fiction and reference books or textbooks
Step 6	Identifying how language, structure and presentation contribute to meaning
Step 7	Extract information from text independently with minimal support
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Skills and Progression Writing 'Snap shot'

SOLAR: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO6 Language	
Step 1	Develop descriptive vocabulary
Step 2	Introducing the full stop in modelled sentences
Step 3	The pupil can spell a few common exception words (e.g. I, the, he, said, of)
Step 4	The pupil can form lower-case letters in the correct direction, starting and finishing in the right place
Step 5	The pupil can, after discussion with the teacher write about real events, recording these simply and clearly
Step 6	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Step 7	Use the first three letters of a word to check spelling
Step 8	Check writing for correct spelling and punctuation
Step 9	Material is clearly controlled and sequenced
Step 10	Generally successful and consistent control of appropriate level of formality and varied range of stylistic devices to achieve intended effect, e.g. direct address to the reader or taking the reader into their confidence
Step 11	Students writing shows control of a range of styles and maintains the interest of the reader throughout

Skills and Progression Writing 'Snap shot'

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Skills and Progression Writing 'Snap shot'

SOLAR: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO4 Literature	
Step 1	Develop descriptive vocabulary
Step 2	Introducing the full stop in modelled sentences
Step 3	The pupil can spell a few common exception words (e.g. I, the, he, said, of)
Step 4	The pupil can form lower-case letters in the correct direction, starting and finishing in the right place
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Skills and Progression Writing 'Snap shot'

SOLAR: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO4 Literature	
Step 1	Can copy words using the 10+ graphemes already taught
Step 2	Able to repeat a simple sentence out loud
Step 3	Can sit correctly at a table, holding a pencil comfortably and with improving control
Step 4	Be able to say the letters of the alphabet in order
Step 5	Discussing and starting to record ideas
Step 6	In narratives, can create a plot
Step 7	Identifying the purpose of their writing and starting to select the appropriate form
Step 8	When writing use linking, organisational and presentational devices
Step 9	Generally correct spelling of ambitious and common words
Step 10	Characters and settings are developed in their narrative writing
Step 11	Students show creativity in selecting specific features or expressions to convey effects and interest the reader

Skills and Progression Writing 'Snap shot'

SOLAR: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO4 Literature	
Step 1	Can copy words using the 10+ graphemes already taught
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Skills and Progression Writing 'Snap shot'

SOLAR: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. AO6 Language	
Step 1	Can copy words using the 10+ graphemes already taught
Step 2	Able to repeat a simple sentence out loud
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Step 10	Characters and settings are developed in their narrative writing
Step 11	Students show creativity in selecting specific features or expressions to convey effects and interest the reader

Skills and Progression Writing 'Snap shot'

SOLAR: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. A05 Language	
Step 1	Contributes to story ideas
Step 2	To continue to develop new and adventurous vocabulary
Step 3	Discuss what they have written with the teacher or other pupils
Step 4	Some correct use of exclamation marks and question marks
Step 5	Discuss writing and beginning to learn from its structure and grammar
Step 6	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
Step 7	Continue to distinguish between homophones
Step 8	Ensures correct subject and verb agreement and distinguishes between spoken and written language
Step 9	Vocabulary chosen generally appropriate to purpose and audience
Step 10	Paragraphing across the text is integral to meaning and purpose, e.g.
Step 11	In non-fiction, they express complex ideas clearly and present them coherently

Skills and Progression Writing 'Snap shot'

SOLAR: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. A05 Language	
Step 1	Contributes to story ideas
Step 2	To continue to develop new and adventurous vocabulary
Step 3	Discuss what they have written with the teacher or other pupils
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Step 5	Discuss writing and beginning to learn from its structure and grammar
Step 6	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
Step 7	Continue to distinguish between homophones
Step 8	Ensures correct subject and verb agreement and distinguishes between spoken and written language
Step 9	Vocabulary chosen generally appropriate to purpose and audience
Step 10	Paragraphing across the text is integral to meaning and purpose, e.g.
Step 11	In non-fiction, they express complex ideas clearly and present them coherently

Skills and Progression Writing 'Snap shot'

SOLAR: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. A05 Language	
Step 1	Pupils can identify or write these 10+ graphemes on hearing corresponding phonemes
Step 2	Pupils can make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences
Step 3	Demonstrate their use of new and adventurous vocabulary
Step 4	Can begin to correct own mistakes with support
Step 5	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
Step 6	Assessing the effectiveness of their own and others' writing and suggesting improvements
Step 7	Describing settings, characters and atmosphere and integrating dialogue to convey character
Step 8	Ensures the correct and consistent tense throughout a piece of writing
Step 9	A range of features clearly signal overall direction of the text for the reader
Step 10	Imaginative and generally successful adaptation of a wide range of forms and conventions to suit variety of purposes and audiences, e.g. deliberate reference to other texts or textual conventions for effect and emphasis
Step 11	Students writing is original, and has shape and impact

Skills and Progression Writing 'Snap shot'

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Skills and Progression Writing 'Snap shot'

SOLAR: Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. A05 Language	
Step 1	Have experienced different forms of writing, e.g. story, list, invitation, letter
Step 2	Developing the confidence to say aloud their phrase or short sentence
Step 3	Re-reading what they have written to check that it makes sense
Step 4	Use coordinating conjunctions in sentences
Step 5	Starting to understand rules for paragraphs e.g. narratives
Step 6	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
Step 7	Write legibly, fluently and with increasing speed
Step 8	Perform own compositions
Step 9	Syntax and full range of punctuation consistently accurate in a variety of sentence structures with occasional errors in ambitious structures, e.g. some use of semicolons not always accurate
Step 10	A variety of sentence types deployed judiciously across the text to achieve purpose and overall effect with rare loss of control
Step 11	Sentence structure is imaginative, precise and accurate, matched to the writer's purpose and intended effect on the reader

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Skills and Progression Writing 'Snap shot'

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Step 1	Pupils can write a caption or short phrase using the graphemes that they already know
Step 2	Pupils can identify or write these 20+ graphemes on hearing the corresponding phonemes
Step 3	To practise writing from memory simple sentences dictated by the teacher
Step 4	Discuss their ideas for writing, noting ideas including new vocabulary
Step 5	Pupils can, after discussion with the teacher write simple, coherent narratives about personal experiences and those of others (real or fictional)
Step 6	Organising paragraphs around a theme
Step 7	Identifying the audience for their writing, starting to selecting the appropriate form
Step 8	Integrates dialogue into narratives to enhance character and advance the action
Step 9	Syntax and full range of punctuation consistently accurate in a variety of sentence structures with occasional errors in ambitious structures, e.g. some use of semicolons not always accurate
Step 10	A range of features employed to shape/craft sentences that have individual merit and contribute to overall development of the text, e.g. secure control of complex verb
Step 11	Imaginative, well controlled structuring of subject matter and management of paragraphing providing textual coherence

Skills and Progression Writing 'Snap shot'

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Skills and Progression Communication 'Snap shot'

SOLAR: Demonstrate presentation skills in a formal setting AO7 Language Listen and respond appropriately to spoken language, including to questions and feedback to presentations AO8 Language Use spoken Standard English effectively in speeches and presentations AO9 Language	
Step 1	Answers why questions about a story
Step 2	Shows excitement when recalling a pleasant experience
Step 3	Starting to separate words with spaces
Step 4	Communication - Communicate experiences, thoughts and feelings, linking ideas e.g. can communicate outside of their own interests
Step 5	Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because and although
Step 6	Communication - Begins to express straight forward ideas/information and feelings
Step 7	Starting to recognise vocabulary and structures that are appropriate for formal speech and writing
Step 8	Communication - Begins to express sophisticated ideas/information and feelings using a range of vocabulary
Step 9	Information demonstrates some fluency

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Skills and Progression Communication 'Snap shot'

SOLAR: Use spoken Standard English effectively in speeches and presentations AO9 Language	
Step 1	Answers why questions about a story
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Step 4	Communication - Communicate experiences, thoughts and feelings, linking ideas e.g. can communicate outside of their own interests
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Step 6	Communication - Begins to express straight forward ideas/information and feelings
Step 7	Starting to recognise vocabulary and structures that are appropriate for formal speech and writing
Step 8	Communication - Begins to express sophisticated ideas/information and feelings using a range of vocabulary
Step 9	Information demonstrates some fluency

Skills and Progression Communication 'Snap shot'

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Step 9	Information demonstrates some fluency

Skills and Progression Communication 'Snap shot'

SOLAR: Listen and respond appropriately to spoken language, including to questions and feedback to presentations AO8 Language	
Step 1	Listen and respond appropriately to spoken language, including to questions and feedback to presentations
Step 2	Joins in with familiar songs and stories
Step 3	Joining clauses using and
Step 4	Starting to use expanded noun phrases for description and specification with support [for example, the blue butterfly, plain flour, the man in the moon]
Step 5	Using adverbs to express time, place and cause (e.g. then, next, soon, therefore)
Step 6	Communication - Makes an attempt to organise and structure a presentation
Step 7	Communication - Listens to questions and feedback responding formally and in some detail
Step 8	Structures writing using a range of layout devices e.g. sub-headings, tables
Step 9	Vocabulary used is appropriate and engages audience or reader

Skills and Progression Communication 'Snap shot'

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Skills and Progression Communication 'Snap shot'

SOLAR: Use spoken Standard English effectively in speeches and presentations. AO9 Language	
Step 1	Answers simple why question (why did you do that? Why are you sad?)
Step 2	Remembers some details of a story
Step 3	Communication - Engage with others e.g. agree or disagree with a comment or an idea
Step 4	Communication - Choose appropriate vocabulary including adjectives and adverbs according to audience and purpose
Step 5	Using prepositions to express time, place and cause (e.g. before, after, during, in, because of)
Step 6	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Step 7	Links ideas across paragraphs using adverbials of number (e.g. second) and of tense (he had seen her before)
Step 8	Use a full range of punctuation
Step 9	Consistent tenses used throughout
Step 10	Vocabulary consistently matched to purpose and audience, often ambitious and varied
Step 11	Communication - Expresses, listens and responds to ideas and feelings using a wide range of vocabulary

Skills and Progression Communication 'Snap shot'

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Skills and Progression Communication 'Snap shot'

SOLAR: Use spoken Standard English effectively in speeches and presentations AO9 Language	
Step 1	Can explain how they completed a task
Step 2	Looks at the person who is speaking
Step 3	Communication - Use appropriate personal pronouns and begin to use different language to adults and peers
Step 4	To be able to identify the 4 types of sentence: statement, question, exclamation or command
Step 5	Introduction to paragraphs as a way to group related material and begin to use headings and sub-headings to aid presentation e.g. non-fiction writing
Step 6	Uses fronted adverbials [for example, Later that day, I heard the bad news]
Step 7	Indicating degrees of possibility using adverbs (e.g. perhaps)
Step 8	Uses passive verbs to affect presentation of information in a sentence
Step 9	Consistent tenses used throughout
Step 10	Information is clearly structured in logical pathway
Step 11	Vocabulary, punctuation and grammar enhance the narrative

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Skills and Progression Communication 'Snap shot'

SOLAR: Demonstrate presentation skills in a formal setting AO7 Language	
Step 1	Asks questions that relate to the topic discussed
Step 2	Listens and responds to questions from familiar adults without interruption
Step 3	Know the terminology: singular, plural, sentence punctuation, question mark, exclamation mark
Step 4	Communication - Take turns making more helpful and extended contributions
Step 5	Choosing pronouns appropriately to avoid repetition
Step 6	Appropriate choice of pronouns and nouns within sentences to aid cohesion and avoid repetition
Step 7	Communication - Expresses challenging ideas/information/feelings using a range of vocabulary
Step 8	Understands the terminology- ellipsis, hyphen
Step 9	Punctuation is used to emphasize point or emotion
Step 10	Communication - Expressing, listening and responding to sophisticated ideas and feelings, using imaginative/ambitious vocabulary whilst engaging the audience/listener
Step 11	Wide ranging vocabulary used imaginatively and with precision

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Skills and Progression Communication ‘Snap shot’

SOLAR: Demonstrate presentation skills in a formal setting AO7 Language	
Step 1	Communicates in a range of situations i.e. outside, during play, during work sessions
Step 2	Hold and say a sentence using a growing range of vocabulary
Step 3	How the prefix un- changes the meaning of verbs [negation, for example, unkind, or undoing: untie the boat]
Step 4	Know terminology: noun phrase, statement, exclamation, command, compound, past tense, noun, question, suffix, adjective, verb, tense (present) apostrophe
Step 5	Communication - Listen carefully in a range of different contexts e.g. in familiar and unfamiliar settings, in a range of group sizes and to a range of familiar and unfamiliar speakers
Step 6	Uses the grammatical terminology - determiner and adverbial accurately and appropriately in their writing and reading
Step 7	Working at GCSE GRADE 2 (GRADE E)
Step 8	Working at GCSE GRADE 3 (GRADE D)
Step 9	Working at GCSE GRADE 4 (GRADE C)
Step 10	Working at GCSE GRADE 5 (GRADE C+ / B-)
Step 11	Working at GCSE GRADE 6 (GRADE B+)

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