Kingsland School

English: Progression Map

Subject–specific curriculum

Key Vocabulary is identified in **bold** This is the typical vocabulary teachers will use in lessons Some of this vocabulary may be used by pupils whose expressive language is at an appropriate level, but the expectation of pupils to do this will be judged by teachers with the overall communication needs of each pupil in mind The aim is to support pupils to understand some of this vocabulary over time

NB Whilst the coverage of knowledge & skills is the same between the SLD and subject-specific SCERTS curriculum pathways, SCERTS literacy teaching will often be within a functional context in line with the overall aims and approaches of subject-specific SCERTS-based teaching

English progression map:– subject-specific curriculum **Spoken Language—Receptive**

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts
Receptive Language—Listening. Children begin to understand conventional communication, including words, symbols, signs and VOCA. They: ♦ follow the basic rules of communication, with the support of symbols or verbal prompts, *for example: l**ooking** or turning towards someone who is speaking, **listening** to an adult in a familiar group activity, stilling or quietening when spoken to* ♦ understand and respond to simple greetings, *for example in morning routine, on the corridor* ♦ follow simple **instructions** given in familiar contexts, *for example 'coat on', 'sit down'* ♦ show understanding of **questions** in familiar contexts, *for example **point** to a symbol to make a choice, say what the weather is like* ♦ respond correctly to **questions** at Blanks Level 1 (naming), *for example 'find the cat'*	**Receptive Language—Listening. Children understand language that contains more than one information carrying word. They:** ♦ **take turns** in a structured group activity, *for example playing a table top game* ♦ work co-operatively with a small adult led group, *for example planting seeds* ♦ follow i**nstructions** containing up to three key (information carrying) words or *for example 'put the pencil in the box'* ♦ show understanding of positional prepositions, *for example in, on, under, behind* ♦ show understanding of **questions** at Blanks Level 2 (describing), *for example 'find the ball that is red and blue'*	**Receptive Language—Listening. Children listen to and demonstrate understanding of language within a range of different contexts They:** ♦ **listen** and respond appropriately to a range of adults and peers at school and in the community, within familiar contexts, *for example in the classroom, in assembly, at swimming, on off site visits* ♦ maintain attention during a **conversation** between a partner or in a group within a structured activity ♦ answer **questions** in an adult led discussion and listen to the **answers** from others ♦ demonstrate understanding of more complex language, for example **questions** and **instructions** containing up to four key words—*for example 'if you have finished your dinner you can get your coat and go outside', 'give Thomas the ball, hoop and bat'* ♦ show understanding of more complex positional **prepositions**, *for example next to, in between, in front of* ♦ show understanding of **questions** at Blanks level 3 (retelling) *for example 'what will happen next?'* ♦ show understanding, with the support of adult verbal prompting or symbol cues, of **questions** at Blanks Level 4 (justifying), *for example 'what will happen if we… '*

English progression map:– subject-specific curriculum

Spoken Language—Expressive

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts
Expressive Language—speaking. Children begin to use conventional communication, including the use of words, symbols, signs and VOCA . Using single words or short learned phrases they: ♦ respond appropriately to a greeting or simple **question** *for example 'hello Vicky', 'goodbye', '(it is) Monday', '(I want) pencil'* ♦ use at least four words from the Kingsland core vocabulary in appropriate contexts, with support — **again, want, more, finished, stop, help, look** ♦ convey a simple meaning to an **audience** - *for example 'finished', 'my turn',* ♦ convey a **want** or **need** - *for example 'mine', 'want drink'* ♦ **ask** a simple **question**, *for example 'me swimming?', 'where's Jo?'* ♦ communicate about present events, *for example commenting on what they see or hear—'plane'* ♦ communicate an **emotion,** *for example point to happy symbol* ♦ respond correctly to **questions** at Blanks Level 1 (naming), *for example naming familiar objects in a photograph* ♦ use Colourful Semantics Level 1 to **label** or explain (who)	**Expressive Language—speaking. Children respond appropriately to interactions within familiar contexts and initiate conversations with others using their preferred method of communication. They:** ♦ engage in a two way **conversation** with an adult, *for example when sharing a story, when describing an event* ♦ use phrases and **sentences** containing two and three key (information carrying) words, *for example to explain, to describe, to answer a question, to give an instruction, when playing* ♦ answer questions at Blanks Level 2 (describing), *for example 'blue ball', 'boy is sleeping'* ♦ using Colourful Semantics Levels 2 and 3 create and verbalise **sentences** using **who, what doing, to what**	**Expressive Language—speaking. Children use their preferred method of communication to convey meaning in a range of contexts and to a range of listeners . They:** ♦ communicate confidently to a range of listeners, showing some awareness of the needs of the **listener**, *for example asking the cook for everyone's puddings, telling the headteacher about their work, asking for help in a shop* ♦ take turns in adult led group **discussion**s, *for example when planning a Science experiment, when recounting a class off site visit* ♦ use complex **sentences** with up to four key words, for example 'I found the ball under the desk' ♦ communicate ideas about the past, present and future, *for example 'I am going swimming tomorrow', I went to the park'* ♦ answer **questions** at Blanks level 3 (retelling), *for example using a story map to retell a story,* ♦ answer **questions**, with support, at Blanks Level 4 (justifying), *for example explaining why someone was sad in a story, answering 'why do we need to look both ways when crossing the road'* ♦ create and verbalise a **sentence** using Colourful Semantics level 4 (who, what doing, to what, where) and with support add additional information, *for example adjectives, adverbs, determiners, conjunctions* ♦ ask questions using **who** *(who wants…?),* **what** *(what time is it*? *what is Fred doing?)* , **where** (*where is Annie?),* **why** *(why is Julie sad?),* **when** *(when is it dinner?*

English progression map:– subject-specific curriculum

Reading - word recognition

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts
Children engage in activities that help to develop awareness that pictures, symbols and print carry meaning. They: ♦ find own **photograph** *for example at register time* ♦ find the photograph of peers ,*for example at register time* ♦ choose a **symbol** to make a request, *for example at lunchtime, at play* ♦ find own **name** from a small choice ♦ show recognition of **photographs** of familiar objects and people, *for example places round school, adults around school, the minibus* ♦ show awareness of and make a range of vocal **sounds** *for example choosing correct picture when an adult a word, copying vocal sounds in phonics activities* ♦ take part in oral blending activities *for example copying an adult sounding out a word*match pictures, letters, words when given a small choice ♦ name or select the **pictures** used in Foundations for Phonics, *for example mouse, astronaut* ♦ **match** a **word** to the correct **picture**, when an adult reads the word ♦ demonstrate awareness that **print** has a fixed meaning, *for example follow a visual timetable* ♦ develop interest and pleasure in shared **reading** activities, *for example share a book with an adult in daily 'Everybody Read'*	**Children recognise and interpret some printed information. They:** ♦ recognise **symbols** seen in daily routines, *for example on a timetable, in Colourful Semantics* ♦ recognise **words** seen in daily routines, *for example peer names, days of the week, timetable words* ♦ *letters from their name* ♦ read **words** presented in familiar contexts, for example PRS words, words in PECS books or communication boards, for example 'hello', 'and', 'want', 'more' ♦ recognise at least twelve Phase 2 **graphemes** with the support of mnemonics if necessary ♦ read at least five Phase 2 tricky **words** when presented in any context ♦ with support, apply knowledge of letters and **sounds** to read **words** containing known **graphemes**, for example pin, sat	**Children read familiar words and texts with developing fluency, prosody and comprehension. They:** ♦ know all phase 2 **graphemes**, with the support of mnemonics if needed ♦ know at least five Phase 3 **graphemes**, with the support of mnemonics if needed ♦ use phonic knowledge to **decode** unfamiliar **words** - using known letter sounds from phase 2 or phase 3 phonics ♦ develop a sight vocabulary of at least 15 familiar **words**, *for example - tricky phase 2 and 3 words, high interest words* ♦ read all **words** in matched decodable reading books, developing **fluency** on repeated readings

English progression map:– subject-specific curriculum **Reading - Gaining Understanding from text**

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts
Children develop familiarity with and interest in books, stories and rhymes. They: ♦ handle a **book** correctly, *for example hold it the right way up, turn **pages** carefully, start at the front, look at the pictures* ♦ derive meaning from **pictures** and **symbols** presented in a familiar context, *for example recognise a cat in a picture book, a timetable symbol or a photograph on a choosing board* ♦ show recall of an event in a familiar **story**, *for example a bang on a drum in a sensory story* ♦ show recall of a **word** or phrase in a familiar **story** or **poem** ♦ answer **questions** at Blanks Level 1 (naming),with the support of **symbols** if needed ♦ name at least one **character** in a familiar **story** ♦ recreate or retell part of a **story** using props, *for example building a house of bricks, drawing a picture, using short words or phrases*	**Children develop a literal understanding of simple texts and stories and begin to show recall. They:** ♦ sequence the main **events** of a **story**, using props, **pictures** or **symbols** ♦ answer **questions** about a **story** or event at Blanks Level 2 (describing) ♦ with support make simple i**nferences**, *for example after discussion, from a choice of reasons* ♦ with support, make simple **predictions**, *for example from a choice of scenarios, after a group discussion* ♦ **describe** how **characters** might be feeling, using familiar emotions such as happy, sad, hungry, tired, cross, scared, anxious, with the support of emotion **symbols** if needed ♦ name at least three different types of **genre** and their purpose, *for example list, story, instruction, poem, dictionary, non-fiction book*	**Children understand simple stories and texts at a literal level and begin to develop their understanding beyond this, for example making predictions and inferences**. **They:** ♦ answer questions at Blanks level 3 (retelling), *for example 'how did he feel when…'* ♦ with support, answer questions at Blanks Level 4, *for example 'how can we tell the mum is cross?'* ♦ comment on the **plot** of a story, recounting **main events** ♦ express an o**pinion** about a **character** in a **book** or an **event** in a **story** or in a **magazine** ♦ make an appropriate **prediction** of what might happen next in an unfamiliar story or event ♦ make an appropriate **inference**, *for example why a character acted in a certain way, explaining how a character is feeling* ♦ explain the purpose of written material in the environment, *for example **notices, newspapers, leaflets, catalogues, books, instructions*** ♦ with support, follow **information** from a range of **non-fiction genres**, *for example a list, an instruction, an email* ♦ with support find a **word** in a **dictionary** ♦ with support find **information** in a **non-fiction book** or on a webpage

English progression map:– subject-specific curriculum **Writing - Composition**

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts
Children take part in activities to help them develop and express their ideas and thoughts. They: ♦ use an appropriate **symbol** or **word to describe** an event or experience, *for example place the symbol for swimming in their diary, say 'sausages'when asked what they had for dinner* ♦ put a **symbol** onto a choice board or timetable to indicate a preference ♦ put a **symbol** or **word** next to a **picture** to name or describe it ♦ make marks to share with an **audience**, *for example drawing and sharing a picture of a character in a shared story* ♦ attribute **meaning** to marks, *for example 'writing' their name,* **drawing** a picture of a person or object, **choosing** a **symbol** to indicate like/dislike ♦ take part in group **composition** activities and, with support, make a contribution, *for example choosing a symbol to describe a character, choose between two options given by an adult*	**Children take part in activities to help them record their ideas and thoughts using symbols and words. They:** ♦ contribute simple ideas to an adult led group **composition** activity, *for example a story, instructions, a letter, a list, describing an experience* ♦ dictate phrases and simple **sentences** to an adult for them to scribe, *for example 'I went shopping', I like playtime'* ♦ produce work with the intention of conveying meaning, *for example drawing a picture, choosing symbols to put on a shopping list, ordering pictures to tell a story, dictate a caption for a picture* ♦ copy text modelled by an adult, by **writing** or ordering **words** or **letters**, for a range of purposes, *for example making a* ***caption, making a list*** ♦ with support, order **words** or **symbols** to make a **sentence**, *for example using Colourful Semantics Levels 2 and 3* ♦ order **sentences** with **symbol** or **picture** support to create a **narrative**, *for example to tell or retell a story , to describe an event*	**Children use writing to communicate their ideas to an audience, with the support of symbols, word banks, adult scribing as appropriate. They:** ♦ **compose** and **write** a simple **sentence** to **describe** a **picture**, with support, *for example using symbols, following a colourful semantics structure, ordering words, copy words after adult scribes,* ♦ **compose** and **write** a simple **sentence** to **recount** an event, f*or example using symbols, following colourful semantics structure, ordering words* ♦ contribute ideas to making a **story map** or **story string** then use the map/string to write a series of simple **sentences** to record some of the **events** in the **story** ♦ order photographs of an experience then add **captions** using phrases or **sentences** *for example 'I planted a seed'. I watered it. It grew tall',* ♦ write a set of **instructions** for others to follow, *for example a* ***recipe*** *or how to build a toy from lego* ♦ use writing purposefully *for example writing a* ***shopping list,*** *a birthday* ***card,*** *a set of* ***directions,*** *a* ***list*** *or a* ***message*** ♦ produce different forms of **writing** with support for composition, *for example story, list, instruction, letter, poem, diary, email, fill in a form* ♦ reread own writing and, with support, **edit** and improve, *for example adding punctuation, adding adjectives or adverbs, using conjunctions, adding more detail.*

English progression map:– subject-specific curriculum **Writing - Spelling, Punctuation and Grammar**

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts
Children engage in a range of structured and informal activities designed to develop their understanding of the conventions of speech and writing They: ♦ use **photos, symbols** or **words** correctly and consistently, *for example to name people or objects* ♦ fill in an appropriate missing **word** or **phrase** in a familiar refrain when an adult pauses, *for example 'with a huff and a puff I will blow your… '* ♦ with support, order the **letters** of their **name** under a model from **left to right** ♦ follow a **timetable** from left to right, *for example a now/next board, a morning timetable* ♦ match **words** to **pictures**, when an adult reads the word ♦ watch as an adult **points** to **text** when sharing a **book** ♦ attempt to vocally copy **words** and **sounds** during Foundations for Phonics activities, when modelled by an adult , or use AAC to demonstrate understanding	**Children use symbols or print to convey meaning, using some conventions of spelling, punctuation and grammar They:** ♦ use two key **word** phrases correctly, for example 'blue plate', 'want drink', vocally or using AAC ♦ **match** names to **photographs** in register time ♦ **point** to a **picture** or **writing** when sharing a **book** ♦ **order** a set of three pictures to tell a **story** ♦ **match** letters, for example during phonics activities ♦ make **words** using **letter** tiles, under a model ♦ using **Colourful Semantics,** use symbols to create two and three word phrases, when given a limited choice ♦ give a correct **noun**, **verb** or **adjective** that is missing in a phrase or short sentence, for example 'the boy is happy', 'the dog is jumping', the green car' ♦ learn to read **graphemes** at Phase 2 phonics and write or find known **graphemes** ♦ use **phonic knowledge** to hear sounds in **words** and, with support, **spell** simple **words** using known **graphemes**	**Children present short pieces of writing that makes sense to the audience using conventional spelling and grammar They:** ♦ **compose** phrases and short **sentences** that make sense, using systems of support, such as **Colourful Semantics,** adult modelling ♦ use conventional **spelling** for familiar words, and learn to use a **word bank** or **spell checker** ♦ use Phase 2 and Phase 3 phonic knowledge to **spell** simple **words** ♦ use simple **punctuation** when reminded - **capital letter, full stop and question mark** ♦ Recognise an **exclamation mark** and **comma** and use these with support ♦ use phonic knowledge to attempt to **spell words**, for example writing the **initial** and dominant **sounds** in a **word**

English progression map:– subject-specific curriculum **Writing - Handwriting and Presentation**

Experience & Explore	Embed & Recall	Awareness & Application in real life contexts
Children explore pre-writing activities and begin to attribute permanence to marks They: ♦ observe adults making marks and attempt to **copy** , *for example using fingers, tools or a touchscreen* ♦ make a range of marks with their hands, using a variety of media, including the computer, *for example doing **dots** and **lines** in foam, hand or foot printing on paper using paint,* ♦ show pride in and ownership of their **mark making,** *for example responding positively to adult praise, giving their work to an adult* ♦ develop some control of a range of mark making tools, *for example brush, pen, crayon* ♦ make a range of marks with a writing tool, *for example scribble, dots, lines* ♦ begin to develop a dominant hand (where appropriate)	**Children understand print conveys meaning and begin to use conventions of print to communicate They:** ♦ hold a **pen** or **pencil** comfortably, *for example using a palmar grasp when holding a crayon to colour a picture* ♦ begin to develop a conventional **pencil** grip (where appropriate), *for example maintain a tripod grip for a few seconds when shown by an adult* ♦ make marks from left to right or order **symbols/letters** from left to right, *for example when writing name, setting up timetable symbols, sequencing pictures from a story* ♦ group marks and **letters** together, *for example when 'writing' a label for a picture* ♦ **copy** and **draw** a range of **lines, shapes** and **patterns,** *including vertical and horizontal lines, left to right wavy or zigzag patterns, circles, triangles squares* ♦ **colour** within broad lines in a **picture** ♦ **copy** or **write** some familiar letter forms recognisably, *for example letters of name, graphemes that they recognise* ♦ With support, write a small number of letters correctly, *for example some letters in their name, some numerals* ♦ attempt to write a small number of familiar words, *for example 'mum'* ♦ write **first name** recognisably and attempt to write **full name**	**Children use conventional writing to communicate meaning** ♦ **write** their full name legibly ♦ write their **address**, legibly and correctly ♦ form **upper case** letters, **lower case** letters and **numerals** legibly and some with correct formation ♦ with support, write all letters and numerals with correct formation, *for example after an adult demonstrates, following a template with a dot showing the starting point* ♦ present short pieces of writing with legible handwriting, writing goes from **left to right** and **top to bottom,** *for example three captions to explain photos from an offsite visit, a four sentence story following a story map, instructions to make a sandwich* ♦ sit correctly at a table, holding a **pencil** or **pen** correctly and comfortably ♦ with support, present a range of writing forms correctly - for example a **list, email, poem, postcard, story, diary entry, instructions**