

BROADMEADOW SPECIAL SCHOOL  
LITERACY CURRICULUM MAP

	Sensory Experience	Intentional	Skill Development	Functional Skills	Applied Skills
<b>Phonics</b>	<p>Stills and/or looks towards a sound source</p> <p>Experience an increasing range of environmental sounds</p> <p><u>Listen to and show interest in play with sounds, songs, rhymes and stories</u></p> <p>Experience and may respond to an increasing range of instrumental sounds</p> <p>Experiment with the sounds different objects make</p> <p>Imitate babble sounds and/or use sounds during play</p>	<p>With support begin to respond to sound cues e.g. stop/go activities</p> <p>Demonstrate an awareness of loud and quiet sounds</p> <p>Make attempts to replicate sounds they hear</p> <p>Match sounds to relevant objects or pictures when given a limited choice</p> <p><u>Begin to repeat elements of repetitive phrases within known songs, rhymes and short stories</u></p> <p>Demonstrate an increasing awareness of</p>	<p>Grapheme phoneme correspondence is developing: (1)s,a,t,p,i,n; (2)c/k,e,h,r,m,d; (3)g,o,u,l,f,b</p> <p>Recognise and copy initial sounds in familiar words e.g. children's names</p> <p>Discriminate between and reproduce loud and quiet sounds</p> <p>Confidently match sounds to their source.</p> <p>Recognise and copy initial sounds in a range of everyday words e.g. days of the week, class timetable, favourite toy/ character</p>	<p><u>Identify the majority of letters by the sound they make</u></p> <p><u>Begin to recognise and repeat some digraphs:</u> (4) ai,j,oa,ie,ee,or; (5)z,w,ng,v,oo(short), oo(long); (6)y,x,ch,sh,th(short), th(long); (7)qu,ou,oi,ue,er,ar</p> <p>Sort objects /pictures into sets of contrasting initial sounds</p> <p><u>Make attempts to tap out the syllables of familiar words e.g. names of peers</u></p> <p><u>Sing songs and say rhymes independently e.g. sing whilst playing</u></p>	<p><u>Sound out and 'read' words blending two or three known graphemes</u></p> <p>Use knowledge of letter sounds to attempt building up a range of simple words to include nonsense words</p> <p><u>Incorporate a known digraph as simple words are segmented and blended</u> e.g. sh o p; f i sh</p> <p>Identify final sounds in familiar words e.g. say/show the last sound in 'milk'</p> <p>Read words, rhyming strings,</p>

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	<p>Experience rhythm and rhyme through familiar nursery songs</p> <p>Experience physical actions in response to a regular beat e.g. clap, stamp, jump or other movement</p> <p>Experience and explore how different sounds are made by banging, tapping, stroking and shaking.</p> <p>Experiment with vocal sounds</p> <p>Imitate a range of sounds whilst interacting with others</p>	<p>sounds in their immediate environment</p> <p><u>Join in with physical actions in response to a regular beat e.g. clap, stamp, jump or other movement</u></p> <p>Begin to repeat alternating sound patterns and short strings of alliteration</p> <p>Move to a simple regular beat</p> <p>Listens to, distinguishes and responds to intonations and sounds of voices</p> <p>Consistently imitate a wide range of</p>	<p>Anticipate key events and <u>join in with predictable phrases or refrains</u></p> <p><u>Fill in missing words in familiar rhymes, songs and stories</u></p> <p><u>Show interest in and regularly imitate simple rhyme and alliteration during word play activities</u></p> <p>Make attempts to alter own voice in response to familiar character e.g. daddy bear</p> <p><u>Identify a word that rhymes with another e.g. car (star) pictures to support</u></p> <p><u>Explore words that begin with specific sounds</u></p>	<p>Identify middle sounds in familiar words e.g. say/show the vowel sound in 'cat'</p> <p><u>Begin to recognise trigraphs e.g. ear, air, igh, ure within words</u></p> <p>Identify rhyming words in stories / poems</p> <p>Match a second picture to a given rhyming word</p>	<p>phrases and short sentences without overt sounding and blending</p> <p>Demonstrate recognition of rhyme - odd one out e.g. pear, pot, chair</p> <p>Use knowledge of phonics to read aloud without overtly sounding and blending</p> <p>Make phonetically plausible attempts to spell unfamiliar words</p> <p>Demonstrate an increasing awareness of alternative spellings of the same sound</p>
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	<p>Begin to provide a consistent response to familiar rhymes, songs and stories</p> <p>Explore different ways of making sounds with their bodies</p> <p>Explore sounds different animals make</p>	<p>oral/body percussion sounds</p>			

Key: Development Matters (Birth - 3yrs)

Development Matters (3-4 yrs)

Development Matters (Reception)

## BROADMEADOW SPECIAL SCHOOL LITERACY CURRICULUM MAP

**National Curriculum  
requirements in reading at  
YR1:**

### **Word reading**

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

### **Comprehension**

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
  - being encouraged to link what they read or hear read to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

**BROADMEADOW SPECIAL SCHOOL  
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**National Curriculum  
requirements in writing at  
YR1:**

**Writing - transcription**

- Spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- Name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, quicker, quickest]
- Apply simple spelling rules and guidance, as listed in Appendix 1 of the National Curriculum
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

**Handwriting**

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practise these.

**Writing - composition**

- write sentences by:
  - saying out loud what they are going to write about
  - composing a sentence orally before writing it
  - sequencing sentences to form short narratives
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

## BROADMEADOW SPECIAL SCHOOL LITERACY CURRICULUM MAP

### **Vocabulary, grammar, punctuation**

- Develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:
  - leaving spaces between words
  - joining words and joining clauses using and
  - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
  - learning the grammar for year 1 in English Appendix 2
- Use the grammatical terminology in English Appendix 2 in discussing their writing.

By the end of Key Stage One  
in '**Word Reading**' pupils  
should be able to:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading

## BROADMEADOW SPECIAL SCHOOL LITERACY CURRICULUM MAP

By the end of Key Stage One in '**Comprehension**' pupils should be able to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - Discussing the sequence of events in books and how items of information are related
  - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - Being introduced to non-fiction books that are structured in different ways
  - Recognising simple recurring literary language in stories and poetry
  - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - Discussing their favourite words and phrases
  - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Understand both the books that they can already read accurately and fluently and those that they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher
  - Checking that the text makes sense to them as they read and correcting inaccurate reading
  - Making inferences on the basis of what is being said and done
  - Answering and asking questions
  - Predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

By the end of Key Stage One in '**Writing – transcription (spelling)**' pupils should be able to:

- Spell by:
  - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - Learning to spell common exception words
  - Learning to spell more words with contracted forms
  - Learning the possessive apostrophe (singular) [for example, the girl's book]
  - Distinguishing between homophones and near homophones
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Apply spelling rules and guidance, as listed in Appendix 1 of the National Curriculum
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

## BROADMEADOW SPECIAL SCHOOL LITERACY CURRICULUM MAP

By the end of Key Stage One in **'Writing – transcription (handwriting)'** pupils should be able to:

Handwriting:

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

By the end of Key Stage One in **'Writing – composition'** pupils should be able to:

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing poetry
- Writing for different purposes
- Consider what they are going to write before beginning by:
  - Planning or saying out loud what they are going to write about
  - Writing down ideas and/or key words, including new vocabulary
  - Encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by:
  - Evaluating their writing with the teacher and other pupils
  - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
  - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.

By the end of Key Stage One in **'Writing Composition – (vocabulary, grammar, punctuation)'** pupils should be able to:

Develop their understanding of the concepts set out in Appendix 2 of the National Curriculum by:

- Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Learn how to use:
  - Sentences with different forms: statement, question, exclamation, command
  - Expanded noun phrases to describe and specify [for example, the blue butterfly]
  - The present and past tenses correctly and consistently including the progressive form
  - Subordination (using when, if, that, or because) and coordination (using or, and, or but)
  - The grammar for year 2 in English Appendix 2
  - Some features of written Standard English
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.