

BROADMEADOW SPECIAL SCHOOL  
LITERACY CURRICULUM SCHEME

	Sensory Experience	Intentional	Skill Development	Functional Skills	Applied Skills
<p>Autumn A</p> <p>Reading in the environment</p> <p>Writing</p>	<ul style="list-style-type: none"> <li>Experience a range of objects and sensory experiences relating to stories e.g. bag books</li> <li>To begin to associate an object with an element of the daily routine e.g. spoon for dinner</li> <li>Observes self in mirror with adult support</li> <li>Visually track moving objects /images</li> <li>See phonics sensory</li> </ul>	<p>Demonstrate interest in a selection of reading material through exploration and may develop preferences for example going back to the same book, magazine or catalogue.</p> <p>Use objects functionally.</p> <p>Match picture to picture.</p> <p><u>Use tools to make and observe experimental marks with developing levels of control:</u></p> <ul style="list-style-type: none"> <li>Finger paint</li> <li>Egg Crayons (whole hand hold)</li> </ul>	<ul style="list-style-type: none"> <li><u>Handle books appropriately, turn pages singly and indicate towards/name different parts of a book</u></li> <li><u>Demonstrate understanding that print can have different purposes</u></li> <li><u>Show recognition and discrimination of pictures, photos, symbols, logos</u> (for making choices, recognising objects in books or the environment, following a photographic or</li> </ul>	<ul style="list-style-type: none"> <li><u>Demonstrate an interest in print in the environment</u></li> <li>Sight vocabulary of printed words used on a daily basis is beginning to develop</li> <li>Match a known single printed word to a photograph or picture</li> <li><u>Trace over solid lines of varying lengths and direction</u></li> <li><u>Draw straight and curved lines to join two</u></li> </ul>	<ul style="list-style-type: none"> <li>Purposefully select reading material as an activity to be undertaken</li> <li>Know the difference between a letter, a word, a numeral</li> <li>Add a printed word (noun/verb) to a short sentence in order to label a picture/photo</li> <li><u>Begin to 'write' for a purpose e.g.</u></li> </ul>

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	<p>experience column</p> <ul style="list-style-type: none"> <li>Experiences, engagement and practice in early mark making is essential in the development of writing. A wide range of activities are needed to support the development of physical literacy; including sensory experiences and both fine and gross motor skills. For example - dry and wet sensory trays, manipulating an array of materials in a variety of ways such as scrunching, poking, tearing, squeezing, sprinkling etc.</li> </ul>		<p>symbol schedule/ visual timetable)</p> <ul style="list-style-type: none"> <li>Match words to words</li> <li>Use finer detailed tools to make and observe controlled marks, building on apparatus shown in 'Intentional' column. Incorporate the following apparatus in mark making opportunities across all terms: <ul style="list-style-type: none"> <li>Standard sized pencils and crayons</li> <li>Biro pens</li> <li>Thin tipped felt pens</li> <li>Thin 'artists' paint brushes.</li> </ul> </li> </ul>	<p>pictures together</p> <ul style="list-style-type: none"> <li><u>Make marks on their picture to stand for their name</u></li> </ul>	<p><u>greeting cards, shopping lists, class register during role play</u></p> <ul style="list-style-type: none"> <li>Produce random familiar letters across a page</li> </ul>
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	<ul style="list-style-type: none"> <li>• Experience story massage</li> <li>• See phonics sensory experience column</li> <li>• See Autumn A</li> </ul>			<p>activities, topic words</p> <ul style="list-style-type: none"> <li>• Trace over simple shapes</li> <li>• <u>Make scattered marks on a page, moving towards producing own 'writing' horizontally across a page, beginning to attach some meaning to this</u></li> </ul>	<p>decoding the text</p> <ul style="list-style-type: none"> <li>• Read a short sentence, a minimum of two key words and match to an appropriate picture</li> <li>• <u>Accurately write the letters of their name scattered across a page to transmit a message</u></li> <li>• Use phonetic knowledge to make plausible attempts at words</li> </ul>
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<p>Spring A</p> <p>Reading to obtain information</p> <p>Writing</p>	<p>Explore tactile books, board books, sound button books, photo albums with adult support. Begin to react/respond to simple visual stimulus e.g. contrasting and/or moving patterns (kaleidoscope) See phonics sensory experience column <i>See Autumn A</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of anticipation by turning over a page and/or 'lift the flap' in books</li> <li>• Make attempts to find a specific familiar book, magazine or catalogue</li> <li>• Begin to show some interest in printed material</li> <li>• <i>Use tools to make and observe experimental marks with developing levels of control:</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that pictures tell a story</li> <li>• Identify the difference between pictures and print</li> <li>• <u>Sight vocabulary begins to include some Common Exception Words</u></li> <li>• <i>See Autumn A</i></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate enjoyment of a range of reading material to include non-fiction</li> <li>• Turn pages in order to locate a familiar character or object in a book</li> <li>• Look at pictures/simple text to find answers to basic questions</li> <li>• Sight vocab Increases to include words relating to class topics and themes</li> </ul> <p><i>Trace over complex outlines</i></p>	<ul style="list-style-type: none"> <li>• Offer ideas of what a book might be about from the title, blurb and front cover</li> <li>• Using preferred means of communication ask basic questions in order to gain more information about a text</li> <li>• <u>Read a range of Common Exception Words within short sentences</u></li> </ul> <p><i>Sequence sentences to</i></p>
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		<ul style="list-style-type: none"> <li>• Paint and sand scrapers</li> <li>• Paint rollers</li> </ul>		<p>e.g. teddy, flower, train</p> <p>Draw over dotted shapes and patterns</p>	<p>form a short narrative.</p> <p><u>Begin to spell short words accurately.</u></p>
<p>Spring B</p> <p>Reading through Rhymes</p> <p>Writing</p>	<ul style="list-style-type: none"> <li>• <u>Experience rhythm and rhyme through familiar nursery songs</u></li> <li>• Anticipate the next element of a repetitive song/rhyme</li> <li>• See phonics sensory experience column See Autumn A</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Choose a song/rhyme by selecting an appropriate object/picture/ symbol</u></li> <li>• <u>Using preferred means of communication label what can be seen on a page</u></li> <li>• Use tools experimentally and with developing levels of control:</li> </ul>	<ul style="list-style-type: none"> <li>• Turn pages singly to locate a named picture</li> <li>• Identify a known printed word when incorporated in a line of text</li> <li>• See Autumn A</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate enjoyment of a wider range of reading material to include rhymes and poems</li> <li>• <u>Able to follow text left to right</u></li> <li>• Grasp writing tools with an improved tripod grasp and use with increasingly good control</li> <li>• Continue pre-writing patterns that involve</li> </ul>	<p>Read words, rhyming strings, phrases and short sentences without overt sounding and blending</p> <ul style="list-style-type: none"> <li>• Predict what happens next in an unfamiliar story or rhyme (picture clues to support this)</li> </ul>

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		<ul style="list-style-type: none"> <li>• Easy grip paint brush</li> <li>• Paint dabbers</li> </ul>		<p>changing direction e.g. zigzag and step patterns</p>	<p>Incorporate spacing between written words</p> <p>Contribute ideas to shared writing tasks e.g. story endings</p>
<p>Summer A</p> <p>Traditional Tales</p> <p>KS1 Traditional Tales:</p> <p>The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man Little Red Riding Hood The 3 Billy Goats Gruff Jack and the Bean Stalk The enormous Turnip</p> <p>KS2 Traditional Tales:</p> <p>Rapunzel Cinderella Snow White and the Seven Dwarfs Hansel and Gretel Sleeping Beauty Pinocchio The Magic Porridge Pot The Ugly Duckling Elves and the Shoe Maker Jungle Book</p>	<ul style="list-style-type: none"> <li>• Experience repeated phrases within stories</li> <li>• Handle story props and resources</li> <li>• Visually track objects</li> <li>• See phonics sensory experience column</li> <li>• See Autumn A</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate props featured within a familiar story from a selection</li> <li>• Respond to repeated phrases within stories</li> <li>• Use tools to make and observe experimental marks with developing</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Develop play around favourite stories using props</u></li> <li>• Demonstrate increased attention and listening skills as familiar stories are shared</li> <li>• See Autumn A</li> <li>• Trace over upper and lower-case letters</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and recall main characters and locations within a story</li> </ul> <p>Correspond upper/lower case letters</p> <p><u>Demonstrate improved formation of graphemes to match a given phoneme</u></p>	<ul style="list-style-type: none"> <li>• <u>Share ideas based on known events within a story</u></li> <li>• Use the structure of a story in order to retell in words, pictures, role play</li> </ul> <p>Use capital letters for names, places, days of the</p>

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<p>Writing</p>		<p>levels of control:</p> <ul style="list-style-type: none"> <li>• Paint stampers with large grip</li> <li>• Chunky crayons requiring little pressure (eg Stabilo Woody)</li> </ul>			<p>week and the personal pronoun I</p> <p><u>Compose short sentences orally before attempting to write them</u></p>
<p>Summer B</p> <p>My favourite (book/author)</p> <p>Ideas: <u>Tactile; lift the flap; sound button books</u> <a href="https://www.amazon.co.uk/tactile-book">Amazon.co.uk : tactile book</a></p> <p>..... <a href="https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/suggested-reading-list-reception-pupils-eyfs-age-4-5/">https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-</a></p> <p><a href="https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-">https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-</a></p>	<ul style="list-style-type: none"> <li>• Begin to provide a consistent response to familiar rhymes, songs, stories and objects</li> <li>• See phonics sensory experience column</li> <li>• See Autumn A</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Demonstrate a distinct preference for specific stories, books, magazines and/or other reading material</u></li> <li>• Use tools to make and observe experimental marks with developing levels of control:</li> </ul>	<ul style="list-style-type: none"> <li>• Know that information can be retrieved from books and computers</li> <li>• See Autumn A</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Communicate likes and dislikes in respect of chosen reading material</u></li> <li>• Draw a picture to accompany writing produced by an adult</li> <li>• Trace over own name with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Engage in extended conversations about stories, learning new vocabulary</u></li> <li>• <u>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment</u></li> <li>• <u>Write a simple</u></li> </ul>

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<p><u><a href="https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/suggested-reading-list-year-1-pupils-ks1-age-5-6/">pupils/suggested-reading-list-year-1-pupils-ks1-age-5-6/</a></u></p> <p><a href="https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/suggested-reading-list-year-2-pupils-ks1-age-6-7/">https://schoolreadinglist.co.uk/reading-lists-for-ks1-school-pupils/suggested-reading-list-year-2-pupils-ks1-age-6-7/</a></p> <p>Writing</p>		<ul style="list-style-type: none"> <li>• Large 'flip chart' felt pens</li> <li>• Chunky/decorating paint brushes</li> </ul>		<ul style="list-style-type: none"> <li>• <u>Begin to copy</u> <u>write lower</u> <u>case and</u> <u>capital</u> <u>letters</u> <u>forming</u> <u>these</u> <u>correctly</u></li> </ul>	<p><u>caption/label</u> <u>to</u> <u>accompany a</u> <u>picture or</u> <u>photograph</u></p> <ul style="list-style-type: none"> <li>• <u>Begin to use</u> <u>some</u> <u>punctuation</u> <u>e.g. capital</u> <u>letter, full</u> <u>stop,</u> <u>question</u> <u>mark.</u></li> <li>• <u>Re-read</u> <u>what they</u> <u>have written</u> <u>to check it</u> <u>makes sense</u></li> </ul>
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Key: Development Matters (Birth - 3yrs)

Development Matters (3-4 yrs)

Development Matters (Reception)

## BROADMEADOW SPECIAL SCHOOL LITERACY CURRICULUM SCHEME

**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 LITERACY CURRICULUM SCHEME

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 SCHEME

### **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 SCHEME

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.

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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.