

## Belmont School Long Term Plan for Primary English 2022-2023

## Context

This plan is based on The Foundation Stage Profile: Development Matters statements and the National Curriculum: English programmes of study.

This plan acknowledges the unique and complex pupils within our care and the skills that they need to develop to fulfil their potential. Differentiation within each class and year groups can be vast, with some pupils working within the Development Matters Statements at early stages of development, and possibly some pupils working at age-appropriate levels, or beyond, within some strands. Therefore, the Stages input within the four strands of English are a guide and are flexible to allow for an individual learning journey for each pupil, to meet their personal needs and to ensure progression is made for all pupils.

## Intent

We recognise the central importance of English as a medium for thought, learning and expression across the curriculum, and as a subject within its own right. It is our aim to enable our pupils to communicate clearly, read with understanding, write legibly (or record their thoughts using ICT), infer information, think creatively and value their ideas.

## **Implementation**

Reading will happen daily within each class during RWI sessions, 1:1 reading, and class reading activities across the curriculum.

Learning will be monitored across classes, individual pupil progress will be assessed, pupils identified for intervention, and the effectiveness of teaching and learning will be identified. The skills written within this plan will be evident within cross curricular writing, drama and presentations to others.

All year groups will teach the skills each term linked to a chosen topic.

Pupils will be given assess to fiction, non –fiction and a range of genres as appropriate to their stages of development within a range of themes.

Class	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
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	Reading (Stages 0-3)  Following communication pathway/Early Reading/RWI programme  Join in with alphabet songs and children's rhymes/songs  Colourful semantics- 'who'	Reading (Stages 0-3)  Following communication pathway/Early Reading/RWI programme Colourful semantics- 'who'	Reading (Stages 0-3)  Following communication pathway/Early Reading/RWI programme Colourful semantics- 'what doing'	Reading (Stages 0-3)  Following communication pathway/Early Reading/RWI programme Colourful semantics- 'what doing'	Reading (Stages 0-3)  Following communication pathway/Early Reading/RWI programme Colourful semantics- 'with what"	Reading (Stages 0-3)  Following communication pathway/Early Reading/RWI programme  Colourful semantics- with what"
Alligators	Communication, Language and Interaction (Stages 1- 6)  Stage 1- Attention Autism Pre-intentional behaviour	Communication, Language and Interaction (Stages 1- 6)  Stage 1- Attention Autism Intentional behaviour	Communication, Language and Interaction (Stages 1- 6)  Stage 1-2- Attention Autism Communicating using unconventional gestures/body language	Communication, Language and Interaction (Stages 1- 6)  Stage 1-2- Attention Autism Communicating using conventional gestures/body language	Communication, Language and Interaction (Stages 1- 6)  Stage 1-2- Attention Autism Using concrete symbols to communicate	Communication, Language and Interaction (Stages 1- 6)  Stage 1-2-3- Attention Autism Using abstract symbols to communicate
	Writing-pre-writing (Stages 0-3)  Developing fine and gross motor skills (disco dough, write dance, pegs to paper, threading, etc)  Spontaneous Mark Making using a multisensory approach and a variety of tools e.g sand, paint, chalk, crayons, pencil, flour	Writing-pre-writing (Stages 0-3)  Developing fine and gross motor skills (disco dough, write dance, pegs to paper, threading, etc)  Exploratory Mark Making using a multisensory approach and a variety of tools e.g sand, paint, chalk, crayons, pencil, flour	Writing-pre-writing (Stages 0-3)  Developing fine and gross motor skills (disco dough, write dance, pegs to paper, threading, etc)  Fine and gross motor activities  Exploratory Mark Making using a multisensory approach and a variety of tools e.g sand, paint, chalk, crayons, pencil, flour	Writing-pre-writing (Stages 0-3)  Letter formation supported by RWI mnemonics  Fine and gross motor activities  Meaningful Mark Making using multi-sensory tools	Writing-pre-writing (Stages 0-3) Letter formation supported by RWI mnemonics Fine and gross motor activities Mark making using multi-sensory tools Writing/tracing CVC words Writing/tracing own name	Writing-pre-writing (Stages 0-3)  Letter formation supported by RWI mnemonics  Fine and gross motor activities  Mark making using multi-sensory tools  Writing/tracing CVC words  Writing/tracing own name
Busy Bees	Reading (Stages 2-4)     Following RWI     programme or Belmont     pathway     Colourful semantics-     'who'	Reading (Stages 2-4)     Following RWI     programme or Belmont     pathway     Colourful semantics-     'what doing'	Reading (Stages 2-4)     Following RWI     programme or Belmont     pathway     Colourful semantics- 'with what"	Reading (Stages 2-4)     Following RWI programme or Belmont pathway     Colourful semantics- 'where'	Reading (Stages 2-4)     Following RWI     programme or Belmont     pathway     Colourful semantics-'to     who(m)'	Reading (Stages 2-4)     Following RWI     programme or Belmont     pathway     Colourful semantics-     'when'
	Speaking, Listening and Communication (Stages 3-7)	Speaking, Listening and Communication (Stages 3-7)	Speaking, Listening and Communication (Stages 3-7)	Speaking, Listening and Communication (Stages 3-7)	Speaking, Listening and Communication (Stages 3-7)	Speaking, Listening and Communication (Stages 3-7)

	Stage 1-2- Attention  Authors	Stage 1-3- Attention Autism	• Stage -1-3 - Attention	Stage -1-4 3- Attention Autism	Stage -1-43 - Attention Autism	• Stage -1-43 - Attention
	Autism     Communicating using unconventional	Communicating using conventional	Autism     Using concrete symbols     to communicate	Using abstract symbols     to communicate	Combining 2/3 concrete     or abstract symbols	<ul><li>Autism</li><li>Combining 2/3 concrete or abstract symbols</li></ul>
	gestures/body language	gestures/body language	W :::		A44 :	
	Writing Purpose- To entertain Text type- Narrative	Writing Purpose- To inform Text type- Lists	Writing Purpose- To entertain Text type- Poetry	Writing Purpose- To inform Text type- Labels and signs	Writing Purpose- To entertain Text type- Narrative (Fairy	Writing Purpose- To inform Text type- Procedural
	(Traditional Tales)	D II (0) 0 E)	(Traditional Rhymes)	5 11 (0) 0.5	Tales)	(Recipes)
	Reading (Stages 2-5)  • Following RWI	Reading (Stages 2-5)  • Following RWI	• Following RWI	Reading (Stages 2-5)  Following RWI	Reading (Stages 2-5)  Following RWI	Reading (Stages 2-5)  • Following RWI
	programme or Belmont	programme or Belmont	programme or Belmont	programme or Belmont	programme or Belmont	programme or Belmont
	pathway • Colourful semantics-	<ul><li>pathway</li><li>Colourful semantics-</li></ul>	<ul><li>pathway</li><li>Colourful semantics-</li></ul>	pathway	<ul><li>pathway</li><li>Colourful semantics-</li></ul>	<ul><li>pathway</li><li>Colourful semantics-</li></ul>
	'who' and what doing'	• Colourtul Semantics-	Colourful semantics-     'where'	<ul> <li>Colourful semantics-'to who(m)'</li> </ul>	when"	• Colourtul semantics-
	Speaking, Listening and	Speaking, Listening and	Speaking, Listening and	Speaking, Listening and	Speaking, Listening and	Speaking, Listening and
	Communication (Stages 4-8)	Communication (Stages 4-8)	Communication (Stages 4-8)	Communication (Stages 4-8)	Communication (Stages 4-8)	Communication (Stages 4-8)
Cheetahs	<ul> <li>Stage 1-23- Attention</li> </ul>	• Stage 1-24- Attention	• Stage -1-34 - Attention	• Stage -1-34 Attention	• Stage -1-4 - Attention	Stage -1-4 - Attention
	Autism	Autism	Autism	Autism	Autism	Autism
	Communicating using	Using concrete symbols     to communicate	Using abstract symbols     to communicate	Combining 2/3 concrete     or abstract symbols	Social and vocabulary     use and understanding	<ul> <li>Narrative and Auditory Recall</li> </ul>
	conventional gestures/body language	To communicate	To communicate	or abstract symbols	use and understanding	Recail
	Writing	Writing	Writing	Writing	Writing	Writing
	Writing Purpose- To inform and	Writing Purpose- To inform	Writing Purpose- To entertain	Writing Purpose- To inform	Writing Purpose- To entertain	<u>Writing</u> Purpose- To inform
	Writing Purpose- To inform and entertain	Writing Purpose- To inform Text type- Letters	Writing Purpose- To entertain Text type- Poetry	Writing Purpose- To inform Text type- Labels and	Writing Purpose- To entertain Text type- Narrative (Fairy	Writing Purpose- To inform Text type- Procedural
	Purpose- To inform and	Purpose- To inform	Purpose- To entertain	Purpose- To inform	Purpose- To entertain	Purpose- To inform
	Purpose- To inform and entertain	Purpose- To inform	Purpose- To entertain Text type- Poetry	Purpose- To inform Text type- Labels and diagrams	Purpose- To entertain Text type- Narrative (Fairy	Purpose- To inform Text type- Procedural (Instructions)
	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)	Purpose- To inform Text type- Letters  Reading (Stages 3-7)	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7)
	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI	Purpose- To inform Text type- Letters  Reading (Stages 3-7) Following RWI	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7) Following RWI	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7) Following RWI	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7) Following RWI	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7) Following RWI
	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI programme or Belmont	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7) Following RWI programme or Belmont	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7) Following RWI programme or Belmont
	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7) Following RWI programme or Belmont pathway	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7) Following RWI programme or Belmont pathway
	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-
	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7) Following RWI programme or Belmont pathway	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7) Following RWI programme or Belmont pathway
	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-
Dolphins	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'who' and what doing'  Speaking, Listening and Communication (Stages 5-9)	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'with what' and 'where'  Speaking, Listening and Communication (Stages 5-9)	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and when"  Speaking, Listening and Communication (Stages 5-9)	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when'  Speaking, Listening and Communication (Stages 5-9)	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'what like'  Speaking, Listening and Communication (Stages 5-9)	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'what like'  Speaking, Listening and Communication (Stages 5-9)
Dolphins	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'who' and what doing'  Speaking, Listening and Communication (Stages 5-9)  Stage 1-24- Attention	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- with what and where  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when"  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'what like'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'what like'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention
Dolphins	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'who' and what doing'  Speaking, Listening and Communication (Stages 5-9)  Stage 1-24- Attention Autism	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- with what and where  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when"  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'what like'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'what like'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism
Dolphins	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'who' and what doing'  Speaking, Listening and Communication (Stages 5-9)  Stage 1-24- Attention Autism  Using concrete symbols	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'with what' and 'where'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism  Using abstract symbols	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when"  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism  Combining 2/3 concrete	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism  Social and vocabulary	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'what like'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'what like'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism  Social and vocabulary
Dolphins	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'who' and what doing'  Speaking, Listening and Communication (Stages 5-9)  Stage 1-24- Attention Autism	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- with what and where  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when"  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- what like'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism  Narrative and Auditory	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'what like'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism
Dolphins	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'who' and what doing'  Speaking, Listening and Communication (Stages 5-9)  Stage 1-24- Attention Autism  Using concrete symbols to communicate  Writing  Purpose- To entertain	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- with what and where  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism  Using abstract symbols to communicate  Writing Purpose- To inform	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when"  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism  Combining 2/3 concrete or abstract symbols	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism  Social and vocabulary use and understanding  Writing  Purpose- To inform	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- what like'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism  Narrative and Auditory Recall  Writing Purpose- To entertain	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7) Following RWI programme or Belmont pathway Colourful semantics- what like'  Speaking, Listening and Communication (Stages 5-9) Stage -1-4 - Attention Autism Social and vocabulary use and understanding Writing Purpose- To inform
Dolphins	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'who' and what doing'  Speaking, Listening and Communication (Stages 5-9)  Stage 1-24- Attention Autism  Using concrete symbols to communicate  Writing	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- with what and where with what and where  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism  Using abstract symbols to communicate  Writing Purpose- To inform Text type- Procedural	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when"  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism  Combining 2/3 concrete or abstract symbols  Writing Purpose-To inform and entertain	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism  Social and vocabulary use and understanding Writing	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'what like'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism  Narrative and Auditory Recall  Writing Purpose- To entertain Text type- Poetry (Acrostic	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7) Following RWI programme or Belmont pathway Colourful semantics- what like'  Speaking, Listening and Communication (Stages 5-9) Stage -1-4 - Attention Autism Social and vocabulary use and understanding Writing
Dolphins	Purpose- To inform and entertain Text type- Recount (Personal event)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- 'who' and what doing'  Speaking, Listening and Communication (Stages 5-9)  Stage 1-24- Attention Autism  Using concrete symbols to communicate  Writing  Purpose- To entertain	Purpose- To inform Text type- Letters  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- with what and where  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism  Using abstract symbols to communicate  Writing Purpose- To inform	Purpose- To entertain Text type- Poetry (Performance poetry)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when''  Speaking, Listening and Communication (Stages 5-9)  Stage -1-34 - Attention Autism  Combining 2/3 concrete or abstract symbols  Writing Purpose-To inform and	Purpose- To inform Text type- Labels and diagrams  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics-'to who(m)' and 'when'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism  Social and vocabulary use and understanding  Writing  Purpose- To inform	Purpose- To entertain Text type- Narrative (Fairy Tales)  Reading (Stages 3-7)  Following RWI programme or Belmont pathway  Colourful semantics- what like'  Speaking, Listening and Communication (Stages 5-9)  Stage -1-4 - Attention Autism  Narrative and Auditory Recall  Writing Purpose- To entertain	Purpose- To inform Text type- Procedural (Instructions)  Reading (Stages 3-7) Following RWI programme or Belmont pathway Colourful semantics- what like'  Speaking, Listening and Communication (Stages 5-9) Stage -1-4 - Attention Autism Social and vocabulary use and understanding Writing Purpose- To inform

	<ul> <li>SPAG (Stage 6)</li> <li>Capital letters at the beginning of sentences and for my own name</li> <li>Writing/typing initial sounds of words</li> </ul>	<ul> <li>SPAG (Stage 6)</li> <li>Spelling VC words using 'Fred talk'</li> <li>Using finger spaces/spaces on a keyboard</li> </ul>	<ul> <li>SPAG (Stage 6)</li> <li>Spelling CVC words using 'Fred talk'</li> <li>Using finger spaces/spaces on a keyboard</li> </ul>	<ul> <li>SPAG (Stage 6)</li> <li>Using sentence starters and word banks to support my writing/typing</li> <li>Using full stops</li> </ul>	<ul> <li>SPAG (Stage 6)</li> <li>Using sentence starters and word banks to support my writing/typing</li> <li>Introduction to adjectives-real-life objects, animals</li> </ul>	• Phase 2 tricky words and high frequency words
	Reading (Stages 4-8)     Following RWI     programme or Belmont     pathway     Colourful semantics-     'who' and what doing'	Reading (Stages 4-8) Following RWI programme or Belmont pathway Colourful semantics- 'with what" and 'where'	Reading (Stages 4-8)     Following RWI     programme or Belmont     pathway     Colourful semantics-'to     who(m)' and -'when"	Reading (Stages 4-8)     Following RWI     programme or Belmont     pathway     Colourful semantics-     'what like and 'who's'	Reading (Stages 4-8)     Following RWI     programme or Belmont     pathway     Answering simple     comprehension     questions	Reading (Stages 4-8)     Following RWI     programme or Belmont     pathway     Answering simple     comprehension     questions
	Speaking, Listening and Communication (Stages 8- 12)  Social and vocabulary use and understanding	Speaking, Listening and Communication (Stages 8- 12)  Narrative and Auditory Recall	Speaking, Listening and Communication (Stages 8- 12)  Social and vocabulary use and understanding	Speaking, Listening and Communication (Stages 8- 12)  Narrative and Auditory Recall	Speaking, Listening and Communication (Stages 8- 12)  Social and vocabulary use and understanding	Speaking, Listening and Communication (Stages 8- 12)  Narrative and Auditory Recall
Elephants	Writing Purpose- To entertain Text type- Narrative (Adventure)	Writing Purpose- To inform and entertain Text type- Recount (Diary Entry)	Writing Purpose- To entertain Text type- Poetry (Narrative and rhyme)	Writing Purpose- To inform Text type- Procedural (Instructions)	Writing Purpose- To entertain Text type- Narrative (Science Fiction)	Writing Purpose- To inform Text type- Fact file/information book
	SPAG (Stage 6-7)  Using sentence starters and word banks to support my writing/typing  Using finger spaces/spaces on a keyboard and full stops	SPAG (Stage 6-7) Spelling CVC words using 'Fred talk' Capital letters for names of places and people Adjectives- people and places	<ul> <li>SPAG (Stage 6-7)</li> <li>Spelling CVC words using 'Fred talk'</li> <li>Capital letters for names of places and people</li> <li>Adjectives- people and places</li> </ul>	<ul> <li>SPAG (Stage 6-7)</li> <li>Using 'and' to join words and/clauses</li> <li>Capital letters for days of the week</li> <li>Spelling days of the week</li> </ul>	<ul> <li>SPAG (Stage 6-7)</li> <li>Using 'and' to join words and/clauses</li> <li>Capital letters for days of the week</li> <li>Spelling days of the week</li> </ul>	SPAG (Stage 6-7)  Using simple spelling rules  Phase 3 tricky words and high frequency words
Foxes	Reading (Stages 5-9) Following RWI programme or Belmont pathway Colourful semantics- 'who' and what doing'	Reading (Stages 5-9) Following RWI programme or Belmont pathway Colourful semantics- 'with what" and 'where'	Reading (Stages 5-9)     Following RWI     programme or Belmont     pathway     Colourful semantics-'to     who(m)' and -'when"	Reading (Stages 5-9) Following RWI programme or Belmont pathway Colourful semantics- 'what like' and 'who's'	Reading (Stages 5-9) Following RWI programme or Belmont pathway Answering simple comprehension questions	Reading (Stages 5-9) Following RWI programme or Belmont pathway Answering simple and comprehension questions

					Making predictions
Speaking, Listening and Communication (Stages 9- 12) Social and vocabulary use and understanding	Speaking, Listening and Communication (Stages 9- 12)  Narrative and Auditory Recall	Speaking, Listening and Communication (Stages 9- 12) Social and vocabulary use and understanding	Speaking, Listening and Communication (Stages 9- 12)  Narrative and Auditory Recall	Speaking, Listening and Communication (Stages 9- 12) Social and vocabulary use and understanding	Speaking, Listening and Communication (Stages 9- 12)  Narrative and Auditory Recall
Writing Purpose- To inform and entertain Text type- Recount (Postcard)	Writing Purpose- To entertain Text type- Narrative (Adventure)	Writing Purpose- To inform Text type- Procedural (Science Experiment)	Writing Purpose- To entertain Text type- Poetry (Performance poems and raps)	Writing Purpose- To inform Text type- Fact information book	Writing Purpose- To entertain Text type- Narrative (Science Fiction)
<ul> <li>SPAG (Stage 7-8)</li> <li>Using finger spaces/spaces on a keyboard and full stops</li> <li>Phase 3 tricky words and high frequency words</li> </ul>	SPAG (Stage 7-8) Suffixes- adding 's' and 'es' Capital letter for 'I' Using exclamation marks	SPAG (Stage 7-8) Using question marks Using commas to separate information in lists Verbs-bossy verbs (imperative verbs)	<ul> <li>SPAG (Stage 7-8)</li> <li>Adding -ing, -ed, -er to verbs e.g., hunt</li> <li>Adding prefix -un e.g., unhappy</li> </ul>	SPAG (Stage 7-8)  Adding -ing, -ed, -er to verbs e.g., hunt  Adding prefix -un e.g., unhappy  Phase 4 tricky words and high frequency words	SPAG (Stage 7-8)  • Phase 4 tricky words and high frequency words

<sup>\*</sup>Units of work can be swapped and interchanged with other units throughout the year if they fit in with other areas of your curriculum for a particular Term.

Follow the 'Writing Progression Framework' for further details of text features and SPAG features related to the genre being taught for your particular class. This is currently being written and will be ready in September – please do not panic, for example, I am not expecting Busy Bees to write a traditional tale, they will be developing writing skills for that genre e.g., sequencing the story, identifying 'who' (Colourful Semantics), writing key vocabulary linked to the story, learning a story orally accompanied with actions etc.