



Stages of English - Guidance

Please remember that Amwell View is a school for children and young people who have been largely baselined between 0-36 months on the Communication Framework. Use the Communication Framework alongside other assessment tools to consider where a pupil may be in English. Pupils who have been identified as, 'High Attainers in English, are the only pupils who should be accessing content detailed by the KS1 National Curriculum for English.

Please remember that **this document is not a framework to work through, it is guidance** to support you to set developmentally appropriate outcomes and plan developmentally appropriate activities. All assessment should be made using a best fit approach.

Stages	Activity Ideas	Communication Framework level
<p>Stage 1 - Engagement</p> <p><i>At this stage, pupils are not engaged in subject specific study.</i></p> <p><i>Pupils do not learn in a hierarchical manner.</i></p> <p><i>There is no expectation that pupils need to demonstrate progress in all 5 areas.</i></p> <p>Exploration, realisation, anticipation, persistence, initiation:</p> <ul style="list-style-type: none">- Initial reaction to new stimuli, responsiveness to stimuli- Pupil can sustain their attention in a stimulus or activity- Pupil investigates a stimulus or activity in order to bring about a desired outcome.- Pupil demonstrates wanting control of new stimuli	<p>Activities that gain attention.</p> <p>Activities to develop sustained attention.</p> <p>Reaching for relevant objects/toys that hang.</p> <p>Reaching for relevant objects/toys within a container.</p> <p>Responding to relevant objects/toys that light up.</p> <p>Locating relevant objects/toys that light up.</p> <p>Responding to relevant objects/ instruments/toys that make noise.</p> <p>Locating relevant objects/ instruments/toys that make sound.</p> <p>Responding to quite sounds and loud sounds.</p> <p>Tracking stimuli as they move left to right.</p> <p>Tracking stimuli as they move up and down.</p> <p>Exploring and responding to different basic touch sensations.</p>	<p>Level 1 (up to 5 months)</p>



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<ul style="list-style-type: none"> - Pupil starts interpreting cues and prompts - Pupil predicts, expects or associates a stimulus or activity with an event 	<p>Responding to and using 'cause and effect' toys. Tuff tray exploration to engage different senses. Consistency in responses. Sensory massages.</p> <ul style="list-style-type: none"> - Please see Routes for Learning - Please see engagement model - If hearing/visual impaired, please see hearing and visual development forms in: Staff/Resources/Planning/ Sensory/hearing development or visual development - Lisa Dillon is the Sensory Lead and can support you with activity and outcome ideas. 	
<p>Stage 2 - Pre-English Skills <i>At this stage, pupils be developing at their own rate. They will be exploring early reading, writing and communication skills through stories, rhymes, sensory experiences, Intensive Interaction and play.</i></p> <ul style="list-style-type: none"> - Pupils are beginning to listen to and enjoy rhythmic patterns/ repeated phrases in rhymes and stories, trying to join in with actions or vocalisations. - Pupils demonstrate signs of 'active listening' and listens to familiar stories with increasing attention and recall. 	<p>Reading: Daily storytelling sessions to nurture a love for reading. Exploring Multi-sensory stories. Developing comprehension and language awareness through looking at photos. Explore categories of objects- observes, feels, and plays with different properties to build vocabulary. Developing comprehension and language awareness through matching (objects to objects/matching objects to pictures/matching pictures to symbols).</p>	<p>Level 2 & Level 3 (up to 18 months) Level 4 (up to 36 months)</p>



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<ul style="list-style-type: none"> - Pupils are beginning to identify familiar objects by name or visual prompt. - Pupils are beginning to initiate interaction by bringing items to staff members or place associated with familiar games or activities. - Pupils can recognise and respond to many familiar sounds. - Pupils are beginning to develop an understanding of simple concepts. - Pupils are building up a vocabulary that reflects the breadth of their experiences. - Pupils are beginning to break down words and hear the initial sound in words. - Pupils are beginning to develop phonetic knowledge by linking sounds to the alphabet, identifying letters and attempting to write letters when they mark-make. 	<p>YouTube- Singing Hands and Makaton with Lucinda (licensed Makaton Tutors)</p> <p>Phonetic awareness games and songs (ability to focus on, hear and manipulate individual sounds- phonemes) such as Silly soup and sound bingo using environmental sounds.</p> <p>Listening and comparing the sounds of different toys or musical instruments.</p> <p>Making sounds a part of your storytelling.</p> <p>Singing songs and rhymes.</p> <p>Clapping along to words or songs.</p> <p>Introducing rhyming words.</p> <p>Writing:</p> <p>Obstacle Courses/play to develop increased control over gross motor skills.</p> <p>Tuff tray activities for fine and gross motor development.</p> <p>Playdough Disco for fine motor development (pinch, squeeze, push, pull).</p> <p>Creative Story Writing by making choices through props to develop choice making and communication skills.</p> <p>Mark-making with fingers and hands in multi-media.</p> <p>Making requests using differentiated communication aids and tools.</p> <p>Captioning pictures using preferred method of communication.</p>	
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	<p>Drawing and Imitative Writing games (Role-play).</p> <p>Communication and Interaction: Intensive Interaction sessions to develop child initiated interaction. Look and Listen Activities to develop spontaneous language skills (please speak to Jess, Abbey, Hayley, Sam or Sheila for more information). Story Massage (Z:\Planning\Resources\Sensory\massage stories) TACPAC (Z:\Planning\Resources\Sensory\Tacpac - whole school resources) Symbol exchange activities Commenting using differentiated communication aids and tools</p> <ul style="list-style-type: none"> - Please see Development Matters. Please see Differentiated Early Learning Goals. - Please see Stages 1 + 2 of the Reading Stage Framework. - Please see Stages 1, 2 + 3 of the Stages of Writing Development. 	
<p>Stage 3 - Pre-Key Stage Standards <i>Pupils begin to progress in a typical, hierarchal way. They can demonstrate a pattern of progression in developing key reading, writing and communication</i></p>	<p>Reading: Captioning pictures using colourful semantics to describe, who/what doing/what/ in story pages.</p>	<p>Level 5 (3-4 years)</p>



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skills. These pupils will be exploring short stories, pictures, poems, and other forms of short text as a context to develop their skills in English.

Reading:

- Pupils can indicate correctly, pictures of characters and objects in response to questions 'where is...'
- Pupils can demonstrate anticipation about what is going to happen in a familiar story.
- Pupils can join in with some repeated or familiar rhymes and phrases using switches/ symbols/voice).
- Pupils can say/match/identify single sounds for 10+ graphemes (increasing amount through standards).
- Pupils can blend words to read with known graphemes, with prompting.
- Pupils can demonstrate understanding by answering who/what doing/what/where questions.
- Pupils can recall a short sequence of events by sequencing images/symbols/objects.
- Pupils can read aloud books that is consistent with their phonics knowledge.
- Retell some of a familiar story

Writing:

- Pupils can begin to make the reading-writing connection and are much more aware of

Look and listen activities to then caption what they saw using symbols/spoken words.
 Sharing short stories
 Matching objects/characters to story pages.
 Using switches/story sequencers/ pictures/props to sequence/retell a story.
 Sound sorting: Silly soup and sound bingo using letter sounds.
 Blending activities: leapfrog/robot blending activities. Using switches as sound buttons to sound out and blend words.
 Captioning photos of themselves.

Writing:

Completing sentences by filling in the missing word using symbols or words (recipes, instructions, stories)
 Write captions to label pictures and story pages
 Design a character/creature of their own and label it using written words.
 Draw large lines and circles in different contexts: chalk or water drawing on pavement/ large scale drawing on rolled out wrapping paper on floor/ table.
 Drawing round peers lying down on floor.

Communication and Interaction:

- Please see pre-Key stage Standards.



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<p>embedded clues, such as picture and initial letter clues.</p> <ul style="list-style-type: none"> - Pupils can complete sentences with appropriate words. - Pupils can draw lines and shapes on a large scale. - Pupils can caption a picture using writing with teacher support. - Pupils can begin to write a short phrase or caption using graphemes they already know. - Pupils can begin to spell words with known graphemes. - Pupils can begin to form lower case letters correctly without physical support. - <p>Communication and Interaction:</p> <ul style="list-style-type: none"> - Pupils are beginning to demonstrate an understanding of simple, 'Who', 'Where' or 'What' questions. - Pupils can use preferred method of communication to join in with predictable phrases or refrains. - Pupils can recount a short sequence of events using preferred method of communication. - Pupils can retell some of a familiar story that has been read to them by an adult. - Pupils are beginning to talk about events in a story when being read to by an adult using preferred method of communication. 	<ul style="list-style-type: none"> - Please see Jolly Phonics. - Please see Stages 3, 5 & 5 of the Reading Stage Framework. - Please see Stages 4 & 5 of the Stages of Writing Development. - Please see Phonics training pack for additional guidance/activities related to phonics (Please also speak to Ellen or Jess for further information). 	
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<p>Stage 4 - KS1 National Curriculum</p> <p><i>At this stage, pupils will be learning in a hierarchical, sequential manner. They can demonstrate a pattern of progression in developing key reading, writing and communication skills. They will be exploring, discussing and comparing written texts in a variety of forms. They will be transferring their skills and knowledge and applying this different contexts, texts and to read new words.</i></p> <p>Reading:</p> <ul style="list-style-type: none"> • Pupils can demonstrate 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 • Pupils can link what they read to their own experiences • Pupils can recognise and join in with predictable phrases in wider contexts • Pupils can discuss word meanings, linking new meanings to those already known • Pupils can understand both the books they can already read accurately and fluently and those they listen. • Pupil can draw on what they already know or on background information and vocabulary provided by the teacher to support their understanding of the story. • Pupils can correct inaccurate reading and check for meaning. • Pupils can make inferences on the basis of what is being said and done in the story. 	<p>Reading:</p> <p>Exploring, discussing and responding to a wider range of texts, including poetry, stories, newspapers, fiction, -non-fiction and traditional tales (non-exhaustive list).</p> <p>Exploring the features and characteristics of particular styles of texts.</p> <p>Create summaries of stories to demonstrate understanding</p> <p>Create book reviews to encourage discussion of texts.</p> <p>Questioning whilst reading to check comprehension and understanding.</p> <p>'Accidental' mistakes to encourage pupils to correct reader when the text is read incorrectly.</p> <p>Using pictures/videos/props to inspire and develop skills of inferencing and predicting.</p> <p>Phonics Games (online or physical)</p> <p>Grapheme-phoneme-correspondence races</p> <p>Find the missing suffix written games.</p> <p>Contraction Magic: turn two words into one using the magic apostrophe.</p> <p>Writing:</p> <p>Explore a range of different writing forms including letters, stories, diaries, postcards, articles (non-exhaustive list).</p> <p>Re-creates texts in own style</p> <p>Use characteristic of types of texts to build own creative writing</p>	<p>Level 6+ (4-5+ years)</p>
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<ul style="list-style-type: none"> • Pupils can predict what might happen on the basis of what has been read so far • Pupils can participate in discussion about what is read to them, taking turns and listening to what others say/ express using symbols or other AAC. • Pupils can clearly explain their understanding of what is read to them through speech, symbols or other AAC. • Pupils can securely apply phonic knowledge and skills to decode words. • Pupils can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes. • Pupils can read accurately by blending sounds in unfamiliar words containing sounds that have been taught. • Pupils can read common exception words and words –s, –es, –ing, –ed, –er and –est endings. • Pupils can read other words of more than one syllable that contain taught phonics sounds. • Pupils can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). • Pupils can 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 (where appropriate). • Pupils can re-read these books to build up their fluency and confidence in word reading. <p>Writing:</p> <ul style="list-style-type: none"> • Pupils can spell words containing each of the 40+ phonemes already taught. 	<p>Whole class creative writing. 'Be an editor' and improve a piece of writing using a checklist. Spelling games using physical props/ online games. Find the suffix/prefix races and games. Using stories/props/videos as stimulus for writing.</p> <p>Spoken language: Re-tell stories using props, characters, actions and role play. Respond to stories in class discussion. Interview role play: Ask peers questions about what they liked/didn't like. Question Treasure hunt: Go on treasure hunt where the pupils have to ask questions into order to get the next part of the map/picture to find out where the treasure is kept. Description activities: design and then describe a magical land. What does it look/ sound/ smell like? Guessing game: Describe another person, place or thing to another so they can guess what it is.</p> <p>- Please see Stages 6 of the Reading Stage Framework. - Please see Jolly Phonics. - Please see National Curriculum for KS1</p>	
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- Pupils can spell common exception words.
- Pupils can spell the days of the week.
- Pupils can spell name the letters of the alphabet.
- Pupils can name the letters of the alphabet in order.
- Pupils can use letter names to distinguish between alternative spellings of the same sound.
- Pupils can add prefixes and suffixes with support.
- Pupils can use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
- Pupils can use the prefix un–
- Pupils can use the suffix –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].
- Pupils can apply simple spelling rules with guidance, as listed in English Appendix 1 of the National Curriculum guidance (Government document).
- Pupils can write from memory simple sentences dictated by the teacher.

Communication and Interaction: (Spoken language in National Curriculum)

- Pupils can ask relevant questions to extend their understanding and knowledge.
- Pupils can articulate and justify answers, arguments and opinions using the text.
- Pupils can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (where appropriate).



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| <ul style="list-style-type: none">• Pupils can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.• Pupils can use spoken language / symbols or other AAC to develop understanding through speculating, hypothesising, imagining and exploring ideas.• Pupils can participate in discussions, presentations, performances, role play, improvisations and debates using words, symbols or other AAC. | | |
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