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Inclusion is at the **heart** of our trust

Long Term/Curriculum Plan

School: Crosshill School

Subject: English- Explore

Curriculum Planning
at Oak Learning Partnership

Long Term Plans
(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.

Medium Term Plans
(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.

7 Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

Curriculum Leadership	Kirsty Whitworth- English and Reading Lead
School Intent	Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: **Inspire, Explore and Discover.** Within these pathways students' needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will: • **Know themselves** • **Possess functional skills** • **Be independent** • **Be good communicators** • **Be curious learners** • **Be prepared for adulthood** The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.
Subject Intent	The English curriculum for Explore learners is designed to equip pupils with the essential skills needed to promote good communication and functional literacy skills so that they may foster their independence and confidence, and develop a sense of self. The curriculum is rooted in National Curriculum aims whilst being carefully adapted and progressive to meet the needs of all learners across all phases of education. This curriculum supports pupils from primary through to KS4 where students will go on to achieve Entry Level qualifications and develop the practical English skills needed to transition to post-16 or college. Our intention is to ensure every learner develops: • **Independence-** Developed through functional literacy skills which allow pupils to access their community and environment. • **Knowledge of themselves-** Developed by exploring identity, emotions and personal experiences through stories, speaking and listening activities and expressive language • **Curiosity-** Developing engagement with the world through meaningful, relatable texts and interactive literacy activities • **Communication-** Strengthened using a total communication approach tailored to individual needs of learners through the use of speech, dual coding, symbols, Makaton and alternative communication systems • **Functional skills-** Acquiring skills needed for functional adulthood including reading signs, labels, menus and instructions while engaging in meaningful spoken interactions • **Preparation for adulthood-** Developed through a strong focus on personal communication, managing information, making choices and accessing services in the wider world.

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The English curriculum will be delivered with clear structure and routine, incorporating experiential learning opportunities which give language a meaningful, practical context. The delivery will allow learners to develop speaking and listening, reading, writing and communication skills in a way which celebrates small-step progress. Each stage of learning is designed to build towards the ultimate goal: that all learners leave school with the skills needed to thrive and lead fulfilling adult lives.

EYFS National Curriculum Aims:	This long-term plan draws from EYFS areas of communication and language and the specific area of Literacy, for primary, year 7 and year 8. Learners are encouraged to listen attentively, respond to what they hear and express themselves effectively while being encouraged to use structured phonics, symbol-supported texts, mark making and oral storytelling.	KS1/ KS2 National Curriculum Aims:	This long-term plan draws from KS1/ KS2 areas through year 7-9 by encouraging learners to develop pleasure in reading, understand books they read and listen to, participate in discussion, rehearse written work, sequence sentences to form short narratives and re-read work to ensure it makes sense. Grammar and punctuation are introduced gradually with sentence-level work, scaffolds and symbol support underpinning national curriculum aims of finger spacing, full stops and capital letters,	KS3 National Curriculum Aims:	This long-term plan draws from KS3 areas by developing students' ability to read critically, write for a range of audiences and purposes, and speak and listen effectively in formal and informal contexts. It encourages engagement with whole texts- novels, plays and poetry, building skills in inference, analysis and comparison. The plan support progression in grammar, vocabulary and	KS4 National Curriculum Aims:	This long-term plan draws from KS4 areas by supporting students to read a wide range of texts fluently and with good understanding. It enables learners to write clearly, accurately and effectively for different purposes and audiences. The plan promotes students' ability to analyse language and structure, evaluate texts critically and communicate confidently in spoken English.

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question marks and exclamation marks.		structure, enabling learners to communicate clearly, creatively and accurately.

Topic and Time Allocated	Primary	Year 7	Year 8	Year 9	Year 10	Year 11
Year 1: Autumn A	**Topic:** All About Me- This is Me!	**Topic:** All About Me- My Little World	**Topic:** All About Me- Me and My People	**Topic:** All About Me- My Place in the World	**Topic:** This Is Me: Becoming Me	**Topic:** This is me: My future; My voice
	Knowledge: I am beginning to understand everybody has a name and things that make them unique.

I understand we can show we feel using my body, face and symbols.

I am beginning to understand that books can mirror things about us.

I understand we can make choices and communicate them in different ways. | **Knowledge:** I know key information about myself (e.g. favourite things, people and places).

I am beginning to understand that everybody is different and that's ok.

I understand that stories help us to understand feelings.

I understand that words and pictures | **Knowledge:** I understand we can describe ourselves and the people we care about.

I understand we all have feelings and can learn to name them.

I understand routines and places help us to feel safe and happy.

I understand reading and writing can help us share details about our lives. | **Knowledge:** I understand we belong to different communities.

I understand we can describe our preferences, feelings and routines.

I understand words can be used to describe and explain.

I understand everybody's story is different and important. | **Knowledge:** I understand we can use writing to talk about ourselves and our goals.

I understand forms ask for important personal information.

I understand words and sentences help us to share our wants, needs and feelings.

I understand being independent means we can | **Knowledge:** I understand we can write about our skills, strengths and goals.

I understand reading certain documents helps us to make decisions about our future.

I understand forms, letters and interviews are ways we express important information.

I understand we can use our voices to make choices |

		help us to share our feelings.			speak up and explain ourselves clearly.	and take control of our path.
	Skills: • I can use words, signs and symbols to indicate preference • I can take part in greetings routines • I can respond to familiar questions with some support • I can join in with repeated refrains • I can share simple choices • I can match photographs of self, family and peers • I can explore symbol-supported texts • I can identify my own name • I can show interest in books	**Skills:** • I can name familiar people and items using speech, signs and AAC • I can use "I like" or "I don't like" sentence starters with support • I can join in with familiar stories • I can respond to simple who/ what questions • I can share key information about family or favourite things in a circle time or 1:1 • I can match key	**Skills:** • I can use full sentences to describe somebody familiar, including basic adjectives • I can name and describe emotions using emotion adjectives • I can answer who, what and where questions about picture prompts • I can take turns in a structured conversation, with prompts • I can talk about home life or friends using	**Skills:** • I can discuss daily routines in sequence • I can give opinions using full sentences • I can ask and answer questions about myself and others • I can contribute to group discussions with prompts • I can use descriptive language to talk about self, family or community • I can read short descriptive narrative texts about people and places • I can identify key details from a simple paragraph • I can recognise basic emotive or persuasive	**Skills:** • I can answer personal questions in structured conversation • I can give a reasoned opinion • I can use key vocabulary to discuss plans, likes and routines • I can listen and respond during peer-talk or teacher questioning • I can role-play functional conversations • I can read and complete basic	**Skills:** • I can discuss future aspirations and give reasons • I can prepare and present information about myself to others • I can use appropriate tone and structure in formal vs. informal settings • I can ask and answer questions clearly in structured discussion • I can practise interviews and role-plays • I can read and interpret simple,

	- I can recognise familiar classroom labels linked to self - I can make meaningful marks during themed activities - I can trace or write my own name - I can create collages, scrapbooks or books linked to self - I can sequence photos or symbols for daily routines - I can select images/ words for an 'all about me' poster	topic words to images - I can recognise my name from a group of labels - I can sequence 2-3 pictures in a personal story - I can begin to blend simple words in RWI set 1 - I can engage with texts about people and feelings - I can trace, copy or write my name and simple sentences with symbol support - I can create simple sentences using symbols	sentence starters - I can read simple 'all about me' texts or statements - I can match descriptive words to pictures - I can use phonics strategies to decode words in simple stories - I can answer basic retrieval questions - I can identify my own and peers' names in written format - I can complete scaffolded personal profiles - I can write 2-3 sentences of description with word	language in simple texts - I can make simple inferences based on picture stimuli or text - I can sequence events from a story - I can write short, descriptive sentences about myself or my family - I can use capital letters, full stops and finger spaces independently - I can use a wider range of connectives to extend sentences - I can plan and write simple paragraphs with structured sentences starters - I can complete a poster about 'me and my community'	details on a form - I can match words and images in workplace texts - I can understand and follow instructions or short narratives - I can read and respond to a short profile or routine text - I can complete scaffolded personal forms and statements - I can write a personal paragraph about myself using sentence starters - I can create a short diary entry or recount	real-world texts - I can locate information in application forms or schedules - I can identify key informative language in profiles and letters - I can compare two pieces of information - I am beginning to be able to skim and scan to find relevant information quickly - I can write a basic personal statement with structured support - I can complete job applications with personal details

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		and word banks • I can draw and label or copy labels, of places that matter to me • I can make a class book or poster with the title 'Our favourite things' • I can use scaffolded sentence frames to describe family or home	mat support • I can label drawings of family members • I can create a short recount of a personal event • I can use connective such as 'and' and 'because' to link ideas		• I can use full stops, capital letters and some other punctuation accurately • I can organise ideas clearly using organisational features	• I can write structured formal letters for transition • I can use paragraphs effectively
Year 1: Autumn B	**Topic:** Poetry: Sounds, shapes and feelings	**Topic:** Poetry: Me and Rhyme	**Topic:** Poetry: Feelings in words	**Topic:** Poetry in Our World	**Topic:** Poetry with Purpose	**Topic:** Poetry: My Voice, My Poem
	Knowledge: I am beginning to understand poem can have sound patterns that make them easy to join in with. I am beginning to understand we can show how a poem	**Knowledge:** I understand that poems often have repeating sounds, words or patterns. I understand we can write or say a short poem to describe ourselves	**Knowledge:** I understand poems can describe how someone feels using words, colours or sounds. I understand poems can use rhyme, rhythm and	**Knowledge:** I understand poets use adjectives to help us imagine sights, sounds and feelings. I understand poems can be about nature, places, people or experiences.	**Knowledge:** I am beginning to understand poetry can describe real life, routines, feelings and personal experience. I understand poets use line breaks,	**Knowledge:** I understand poets use language devices such as adjectives, verbs, alliteration, simile, metaphor and repetition to create mood and meaning. I understand poems can express

makes us feel using our face, body, voice or actions. I am beginning to understand some poems use describing words about senses. I am beginning to understand we can use symbols, objects or pictures to help us to understand and join in with poems.	or something we like. I understand poems use describing words like colour, size or feelings words. I understand we can say poems aloud and join in with rhythm or rhyme.	repetition to help us remember them. I understand we can write poems about how we feel and what we like. I understand poems use adjectives.	I am beginning to understand poems use line breaks, repetition and rhythm to create mood. I understand we can write our own poems using description and emotion.	rhythm and repeating phrases for effect. I understand we can write our own structured poems using sentence starters and word banks. I understand listening to poetry helps us learn about ourselves and others.	identity, feelings, choices and future goals. I understand structure, tone and layout help poets write for audience and purpose. I understand performing or presenting poetry helps us share our voice with confidence.
Skills: - I can track left to right during shared rhymes or poems - I can match symbols or images to repeated words or sounds in poems - I can show recognition of repeated patterns in rhyme or rhythm - I can make a choice from a	**Skills:** - I can identify matching rhyming words with pictures - I can point to or choose repeating lines in simple rhyming poems - I can answer simple 'what' or 'who' questions	**Skills:** - I can match adjectives to poem images - I can recognise repeated patterns and rhyming sounds - I can retell a poem using key words or images - I can answer 'how' a poem makes me	**Skills:** - I can identify what a poem is about and describe one detail - I can pick out adjectives and verbs in a shared poem - I can recognise repetition or onomatopoeia - I can compare two poems about the same theme, with support - I can write a simple nature or place poem	**Skills:** - I can identify key ideas or themes in a short poem - I can recognise repeated words or phrases and their purpose - I can identify figurative devices - I can answer comprehension	**Skills:** - I can identify adjectives and verbs that show tone, emotion or action in a poem. - I can recognise and discuss how repetition, rhyme and structure affect meaning. - I can

selection of images or symbols to complete a sensory poem • I can make marks in response to music, rhythm or feelings words • I can sequence 2-3 images to show the 'story' or flow of a poem • I can join in with repeated lines using vocalisation or Makaton • I can echo sounds, actions or words from performance poetry • I can take turns during call and response activities • I can respond verbally or physically to a poem's rhythm or topic	about a poem • I can track symbols or words in shared reading • I can complete a simple "I like" or "I am" poem using sentence starters • I can choose and sequence describing words or pictures to write a class poem • I can draw and label a picture with 1-2 descriptive words from the poem • I can trace or copy a short line from a poem • I can recite a short poem with support • I can use sentence	feel, with scaffolded support • I can create a colour or feelings poem using scaffolded frames • I can sequence a list poem • I can use symbols, words or drawings to describe feelings in poetry form • I can write a 2-4 line poem with modelled support • I can describe feelings using full sentences supported by visuals • I can use simple poems to practise speaking in full sentences • I can participate in a group	using adjectives • I can use scaffolded prompts to create a free verse poem • I can organise a poem with line breaks and simple structure • I can use word banks to build an extended poem about a place, season or event • I can describe a place using sensory prompts • I can explain the message or mood of a simple poem • I can take turns to present or read lines of a class poem • I can respond to a partner's question with a comment or question • I can present a poem using expression, gesture or sound effects	questions using short responses or visuals • I can write a 4-8 line structured poem, with support • I can use sentence scaffolds to write personal or feelings poems • I can use adjectives and verbs with growing independence • I can plan and edit a short, reflective poem with support • I can share a personal poem in a structured setting • I can take part in group poem creation and discussion	compare two poems for ideas, language and tone, with support. • I can annotate or highlight key language features using scaffolds. • I can plan, draft and edit a short poem or motivational text for a real audience. • I can use imperative verbs and descriptive adjectives in my own writing. • I can write short, clear sentences or posters that communicate meaning

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	• I can participate in whole-class performance with signs, props or call-backs • I can use movement, facial expression or vocalisation to express part of a poem	stems to describe myself in poetry form • I can join in with group choral reading • I can respond to questions about a poem, using symbol-supported answers if required • I can recite a line from a class poem using gesture or sign • I can perform a short poem with expression or sound effects • I can use props to represent poem features	poem by sharing my own line • I can respond to feelings in poems • I can perform a short feelings poem with words, Makaton or gesture • I can use facial expressions or objects to act out a poem or line	• I can record or perform a descriptive or nature poem for display or sharing • I can choose appropriate props or images to support performance	• I can use poems to practise giving opinions or explanations • I can answer questions about my own and others' poems • I can read my own p poem aloud, with support • I can practise reading a poem for fluency and expression • I am beginning to be able to perform with confidence	and purpose. • I can use poetry to express opinion, identity or belief. • I can perform a poem using tone, pace and volume to show understanding. • I can give a personal opinion about poems, explaining why I like or prefer them. • I can evaluate my performance and written work with teacher or peer feedback.

Year 1: Spring A and Spring B	**Topic:** Novel: Storytime Friends	**Topic:** Novel: Me in The Middle	**Topic:** Novel: Little lessons; Big Feelings	**Topic:** Novel: Thinking About Others	**Topic:** Novel: Real Lives; Real Voices	**Topic:** Novel: Finding My Story
	Knowledge: I am beginning to understand stories have characters, settings and events that happen in order. I understand we can use words, pictures, signs or symbols to show what we remember and enjoy about a story. I am beginning to understand characters can show feelings through their actions and expressions.	**Knowledge:** I understand stories have a beginning, middle and end. I understand characters have feelings and make choices that change what happens. I understand stories have settings and a problem to solve. I understand we can talk and write about the plot and how it makes us feel.	**Knowledge:** I understand we can describe what characters do and how they feel. I understand stories have a clear sequence of events and a problem or conflict. I understand words in stories can help us imagine sounds, feelings or settings. I understand we can write our own ideas about characters and events.	**Knowledge:** I understand characters have motivations and their actions affect the story. I understand we can use clues in the text to make inferences about thoughts and feelings. I understand stories use adjectives and verbs to create imagery and emotion. I understand writing about stories helps us understand others' perspectives.	**Knowledge:** I understand we can identify key characters, settings and events in accessible novels. I understand language features such as dialogue, direct speech and description shows us how people think and feel. I understand stories can help us learn about real-life challenges and routines. I understand writing about stories helps us to share opinions and describe characters and events.	**Knowledge:** I understand characters grow and change across a story and we can track their development. I understand language devices like metaphor, repetition and dialogue reveal deeper meaning. I understand comparing characters helps us to think clearly about themes and ideas. I understand we can write structured responses to questions about character, setting and theme.
	Skills: • I can track visuals and symbols in a share story • I can match characters or objects to	**Skills:** • I can sequence events from the story with picture support	**Skills:** • I can identify character actions and give simple reasons	**Skills:** • I can make inferences using sentence stems • I can identify key descriptive	**Skills:** • I can identify the main idea of a chapter or extract	**Skills:** • I can analyse a character's journey across a novel or extract

	symbols and images • I can recognise when a familiar part of the story is repeated • I can respond physically or vocally to key events in a story • I can select or mark make a preferred character from an event or story • I can sequence 2-3 pictures to retell part of a story • I can trace, copy or write key words from a story • I can use mark-making or symbols to respond to a character or event • I can imitate sounds or actions from a story	• I can identify the main character and describe their feelings using symbols or word prompts • I can recognise repeated phrases or patterns in a story • I can predict simple events using pictures and familiar phrases • I can complete scaffolded sentence starters • I can draw and label a character or scene • I can write or copy a sentence to describe an event	• I can answer retrieval questions • I can recognise describing words used for setting or emotion • I can use visuals or story maps to retell key events • I can write 2-3 sentence summaries using structured frames • I can use a word bank to describe a character or feeling • I can write a short diary entry or thought bubble for a character • I can create a comic strip or storyboard version of the story • I can talk about how	words and their effects • I can sequence events using paragraph summaries and time connectives • I can compare two characters and describe their similarities and differences • I can write a character description using adjectives and evidence • I can summarise the story or chapter in 3-5 sentences • I can write a structured diary entry or letter from the perspective of a character • I can complete simple comprehension and extended writing tasks • I can take part in discussions using prompt cards	• I can recognise speech punctuation • I can respond to comprehension questions with full sentence answers • I can use headings, images or layout clues to support understanding • I can write responses to comprehension tasks using sentence scaffolds • I can create character profiles, summaries or scene description • I can use direct speech	• I can identify key themes and how they are shown through events or language • I can find and explain evidence using quotes • I can compare characters, settings or experiences across chapters • I can write a developed response to a question using full paragraphs • I can include quotations to support points • I can write structured reviews or opinion pieces on a text • I can edit writing for punctuation and

	• I can participate in storytelling through sound, gesture or role-play • I can respond to questions with symbols, gestures of verbal prompts • I can take turns to contribute to a group storytelling session	• I can create a simple character description using sentence frames • I can use sentence stems to talk about characters or events • I can answer simple comprehension questions with visuals or prompts • I can join in repeated phrases or rhymes from the text • I can take part in role-play or hot seating with adult support	characters feel using full sentences • I can take part in supported debates • I can ask and answer questions about events or characters • I can perform a short scene using key phrases and props	• I can justify opinions about characters or events • I can ask questions about a character's decisions or feelings	with speech marks to write a dialogue • I can write a structured diary entry, letter or description based on a story • I can retell parts of the story in my own words • I can ask and answer structured questions about the text • I can give opinions on characters' actions with supporting evidence • I can read aloud a passage clearly and with basic expression	spelling, with support • I can take part in structured discussion groups • I can present ideas clearly with supporting evidence from the novel, with support • I can respond to peer feedback or compare opinions in class • I can perform dramatic readings with tone and expression

Year 1: Summer A	Topic: Writing to inform/ persuade: I'm choosing	Topic: Writing to inform/ persuade: Choose Me	Topic: Writing to inform/ persuade: Let Me Tell You How	Topic: Writing to inform/ persuade: Convince Me	Topic: Writing to inform/ persuade: Information is Power	Topic: Writing to inform/ persuade: Make Your Voice Heard
	Knowledge: I understand we can use pictures, symbols or words to give information about things we like. I am beginning to understand we can try to persuade others by giving reasons for our choices. I am beginning to understand writing that informs or persuades often includes clear labels, favourite words and describing words.	**Knowledge:** I understand we can use words to share what we like and prefer. I understand persuasive language can help us change a person's mind. I understand specific words which are used to persuade. I understand posters and leaflets are types of writing which try to persuade.	**Knowledge:** I understand instructions tell somebody how to do something. I understand good instruction uses action verbs. I understand informative texts use facts and give real information. I understand lists, labels and diagrams are used to organise information clearly.	**Knowledge:** I understand persuasive writing gives reasons and uses strong language to influence others. I understand words like 'best,' 'must,' 'should' and 'you need to' help to persuade I understand persuasive texts uses features such as rhetorical questions, adjectives and exclamations. I understand opinions need to be supported by examples or facts.	**Knowledge:** I understand informative writing gives factual, accurate and clear details. I understand persuasive writing combines facts and opinions to convince someone. I understand structure is important in informative texts. I understand layout features help to make information clear.	**Knowledge:** I understand writing can be used to express opinions, argue for change or explain something clearly. I understand persuasive writing needs strong arguments, emotive language and examples. I understand informative writing should be well-structured with clear organisation and a formal tone. I understand real-life texts have specific audience and purpose.
	Skills: • I can match food items to images or labels • I can recognise high-	**Skills:** • I can recognise and read high-frequency persuasive words	**Skills:** • I can identify instruction verbs in a text • I can match instruction	**Skills:** • I can identify persuasive language features • I can recognise rhetorical questions from	**Skills:** • I can identify layout features in functional texts	**Skills:** • I can analyse structure and purpose of real-life texts

	frequency topic words or symbols • I can identify simple persuasive phrases in shared reading • I can follow visual sequences in food-related texts • I can respond to simple retrieval questions with picture support • I can copy or overwrite simple words related to food or preference • I can use symbols or picture banks to create a persuasive or informative food label/ poster • I can sequence and label images for food choices or steps	• I can identify key features of simple persuasive texts • I can match short sentences to corresponding persuasive images or products • I can respond to simple retrieval questions • I am beginning to be able to identify the purpose of a text • I can use sentence stems to form early persuasive sentences • I am beginning to be able to include persuasive	steps to corresponding images • I can recognise structural features e.g. numbers • I can read short sentences with time connectives • I can respond to 'what next?' questions • I can use simple sentence starters to write instructions • I can write verbs in command form with support • I can label a diagram for a set of instructions • I can create simple lists using bullet points • I can use full stops and capital letters in	the use of a question mark • I can compare two options and describe which is more persuasive • I can respond to retrieval and simple inference questions • I can write short opinion texts using sentence stems • I can use persuasive adjectives • I can write a slogan using imperative verbs and exclamations • I can include a rhetorical question in an advert or poster • I can begin to organise writing • I can use capital letters for proper nouns and exclamation marks for effect • I can take part in a structured	• I can recognise the difference between fact and opinion • I can identify and begin to explain the use of key persuasive techniques • I can answer questions about main ideas and supporting evidence in a short text • I can plan and write an information text using headings and short paragraphs • I can use clear structure such as opening statement, supporting detail and	• I can identify persuasive language devices in texts • I can compare tone and effectiveness of two texts • I can identify writer's viewpoint • I can plan and write a persuasive letter, email or article with paragraphs • I can use formal tone and vocabulary for the target audience • I can vary sentence starters • I can use more complex punctuation such as commas in lists and apostrophe

	• I can complete scaffolded writing frames using word/ picture support • I can select pictures of words to complete a class guide • I am beginning to be able to use capital letters for the start of a name • I can choose or dictate words to describe something • I can use single words/ signs or symbols to express preference • I can share choices in group discussion using sentence starters • I can give a reason for a choice	adjectives in writing • I can copy or trace persuasive words from a text • I can use capital letters for names and sentence starters, with support • I can end a sentence with a full stop or exclamation mark, with support • I can use word banks or symbol support to create a persuasive poster or label • I can write short captions using simple persuasive phrases • I am beginning	instructional sentences • I can write a short how-to guide using visual or symbol support • I can give verbal instructions in role-play or paired activities • I can use time connectives in speech when explaining a process • I can listen and follow peer instructions • I can ask and answer 'how' questions	debate or persuasion task • I can present an opinion and give one or two reasons clearly • I can ask persuasive questions during discussion • I can use tone, volume and gesture to persuade during presentation	closing statement • I can write a short persuasive letter using sentence starters • I can use simple connective to link ideas • I can apply correct punctuation with increasing independence • I can include high-frequency words relevant to context • I can discuss and give opinions in small group discussion • I can present a persuasive idea to peers • I can answer	for possession • I can edit work for spelling, punctuation and clarity, with support • I can use connectives to develop arguments • I can deliver a persuasive presentation or viewpoint • I can ask relevant questions in discussion and follow-up accordingly • I can use persuasive strategies in role-play or debate • I can reflect on my own performance and peer feedback

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	• I can ask for something specific or describe something with visuals • I can participate in a choosing or ranking activity • I can role-play offering or describing •	to be able to sequence ideas in order of importance • I can use key persuasive vocabulary in role-play or structured tasks • I can participate in supported group discussions • I can respond to peers with structured phrases • I can practise giving an opinion in a full sentence • I can role-play a simple product pitch			'why' questions to justify an opinion • I can ask for clarification and respond appropriately during group tasks	
Year 1:	**Topic:** Plays and Performance: My First Play	**Topic:** Plays and Performance: Scene Stars	**Topic:** Play time Performers	**Topic:** Plays and Performance: Drama Discoveries	**Topic:** Plays and Performance: Scripts for Life	**Topic:** Plays and Performance: Stage My Story

Summer B	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:	Knowledge:
	I understand we can take turns to speak or communicate like a character in a play. I am beginning to understand a script helps us know what to communicate and do. I am beginning to understand performance means using our voices, faces and bodies to tell a story.	I understand scripts have character names, dialogue and stage directions. I understand dialogue shows us what a character says and how they feel. I understand performing means reading clearly and using our body and props to show a character.	I understand a playscript uses dialogue and stage directions to tell a story. I understand character speak in turn and their names appear before each line. I understand stage directions tell actors how to move, feel or speak. I understand we can show emotion and meaning in performance through voice and body.	I understand plays are organised into scenes with characters, dialogue and stage directions. I understand scripts use formatting and punctuation to show who is speaking and what they do. I understand we can change characters or settings in a play to create new meaning. I understand successful performers use voice, movement and facial expression to bring characters to life.	I understand playscripts can reflect real-life interactions in everyday situations. I understand scripts use clear formatting to make dialogue easy to read and perform. I understand performance choices affect how a message is received. I understand we can plan, write and deliver scenes.	I understand scripted performances can express ideas, identity or opinions. I understand detailed stage directions and varied dialogue bring characters and messages to life. I understand a well-structured play includes scenes that build toward a resolution. I understand we can rehearse, refine and perform work to a wider audience.
	Skills: • I can track text from left to right in a simple picture-supported script • I can match character names to their picture of symbol in	**Skills:** • I can recognise structure of a simple script • I can track and read aloud lines using finger or symbol prompts	**Skills:** • I can identify key script features such as character names, colons, dialogue and stage directions	**Skills:** • I can identify changes in setting, mood or action within a scene • I can understand stage directions and how they affect performance choices	**Skills:** • I can identify and explain who is speaking and where the conversation takes place • I can read a script	**Skills:** • I can read and analyse a script, identifying subtext. • I can identify persuasive and emotive language in

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	• a simplified playscript • I can recognise my own name or repeated words in shared reading of scripts • I can listen and respond to simple repeated phrases or refrains in class role-play • I can copy or trace character names or key words from symbol-supported scripts • I can sequence pictures to show what happens in a role-play or performance • I can choose or dictate a short line for a character using sentence stems	• I can match characters to their lines in short, printed scripts • I can follow simple stage directions and respond with the correct action • I can read simple dialogue aloud with increasing fluency and understanding of tone • I can write simple dialogue lines using sentence stems • I am beginning to be able to use colons after character names in scripts	• I can read dialogue aloud with appropriate tone • I can follow and interpret simple stage directions • I can understand the order of lines in a play and follow cues • I can identify who is speaking and infer basic character emotions from dialogue • I can begin to explain simple plot points • I can write dialogue with accurate use of colons after character names • I can begin each line of	• I am beginning to be able to infer character motives from what they say and do • I can recognise features of dialogue • I can retrieve specific details from a play scene • I can write a full scene with dialogue, with support • I can use correct script layout consistently • I can include emotion-driven stage directions using adverbs • I can vary punctuation to reflect tone • I can adapt a scene by changing dialogue or stage directions, with support • I can use storyboards and planning sheets to develop plot	aloud with appropriate clarity and intonation • I can recognise key information • I can identify stage directions and recognise their purpose in guiding performance • I can recognise persuasive or functional language in real -life role-play scenes • I can write a script with clear layout features • I can use appropriate punctuation in lines • I can include relevant stage	monologue/ dialogue • I can understand how structure affects meaning • I can compare two scripts or characters and their choices • I can plan and write an original 2-3 scene play with multiple characters, as part of a small group • I can include dialogue, stage directions and scene descriptions with consistent format • I can use accurate punctuation throughout, including ellipses, commas

	• I can label a character or prop using symbols or single familiar words • I can begin to use full stops at the end of dictated or copied lines • I can use symbols, words or AAC to express a line in character • I can join in with repeated lines or actions using echo or group rehearsal • I can listen for own cue or name and attempt to speak or act when prompted • I can use expression with voice or gesture when prompted • I can take turns in a	• I am beginning to be able to add stage directions in brackets • I can spell CVC and topic-related words phonetically • I can use capital letters for character names and sentence openings, with increasing independence • I can use full stops to punctuate short lines • I can write or complete a simple script for 2 characters using visual support and templates	speech on a new line in script format • I can use capital letters for names and the start of sentences • I can add appropriate punctuation to show tone and emotion • I can use brackets for stage directions • I can plan a short scene • I can use simple adjectives or action words to describe stage directions • I can speak clearly with appropriate pace and tone during delivery • I can rehearse short scenes and respond to	and character progression • I am beginning to being able to edit scripts for performance potential • I can speak in character • I can listen and cue own lines with minimal support • I can discuss script meaning in groups • I can give structured peer feedback using sentence stems • I can ask questions about rehearsal • I can rehearse and perform short scenes • I can use space and levels to vary staging • I can stay in role throughout a scene • I can use props and movement • I can perform confidently to small groups with awareness	directions and setting/ context in brackets independe ntly • I can plan and structure a script showing beginning, middle and end • I can check for sense and edit final script drafts for performanc e • I can speak clearly and confidently when performing • I can use expression and eye contact where appropriate to audience and character • I can listen to peer and teacher feedback	and question marks • I can include varied sentence lengths to show tone or urgency • I can use descriptive language and action cues for stagecraft • I can edit and redraft I can lead or co-lead a group rehearsal • I can use appropriate tone and emphasis to reflect mood and character relationship • I can provide constructive performanc e feedback using key terms • I can discuss how performanc e choices

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	supported script reading • I can use costumes or props to represent character • I can follow basic stage directions with adult modelling • I can use facial expressions or simple movement • I can participate in short sensory performances • I can perform in front of familiar peers with encouragement and support	• I can speak in character using voice cues • I can practise speaking lines from memory or supported cue cards • I can respond to peer or adult prompts in character • I can join in with paired or small group scene reading • I can ask and answer simple questions about a script or character • I can use turn-taking and pause when reading dialogue aloud • I can rehearse	peer feedback on volume and expression • I can take turns in small group performance with minimal prompting • I can ask questions about character motives • I can use voice to show contrast between different characters • I can listen to and recall others' lines • I can enter and exit stage appropriately in performance space • I can use simple props, facial expressions and movement	of audience reaction	and adapt my performance • I can give feedback on what was effective in a peer performance • I can practise group performance etiquette • I can rehearse and perform a 2-3 minute scene • I can use gesture and tone to show purpose • I can move between roles using minimal props and staging • I can stay in role and demonstrate understanding of social cues	affect audience feedback • I can participate in post-performance reflection • I can rehearse and perform a 3-5 minute piece with varied staging, tone and delivery • I can use voice modulation gestures and movement to convey emotion • I can demonstrate stage presence • I can collaborate effectively with peers

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		short scenes with 2-3 lines • I can use body language and movement to show emotion or action • I can perform to peers • I can enter and exit performance space with support and direction • I can follow a simple cue to begin speaking or acting	to enhance scenes • I am beginning to be able to self-cue and stay in character during scenes • I can perform for a class audience with growing confidence		within performance • I can evaluate performance	

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