



Booker Park Curriculum

My Communication and Literacy v.2 (October 2020)

The Booker Park curriculum is designed to be developmental. Teachers should choose learning intentions from the following pages which reflect individual children's next steps.

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Attention Control

BookerParkStep4 (BP4)

To begin to shift attention from a toy to a person when playing (although attention is still single channelled)

To demonstrate attention control that is becoming more flexible and allows a shift from task to directions to back to task. The control of the attention focus is entirely with the adult.

BookerParkStep5 (BP5)

With physical or verbal prompts, to switch attention to looking/listening if engrossed in something else e.g. play

BookerParkStep6 (BP6)

To spontaneously give full attention to directions without adult prompting to attend (but attention is still single channelled)

To attend to adult's choice of activity for increasing periods.

BookerParkStep8 (BP8)

To begin to demonstrate that attention is moving from single channelled to two channelled - pupil engaged in activity only needs to look to the speaker when directions become difficult for him to understand (the child can assimilate verbal directions related to a task without needing to interrupt the task and look at the speaker).

Understanding

BookerParkStep4 (BP4)

- To understand new words quickly
- To identify 3-5 body parts when named
- To understand simple pronouns (me/you/my)
- To understand 2 key words in a simple sentence e.g. 'give me the ball and the car'
- To respond to simple 'wh' questions such as 'what?' and 'who?'
- To respond to several body parts and points to pictures in books when named
- To understand a range of action words
- To understand when an object is 'in' and 'on' something
- To enjoy listening to simple stories
- To follow a series of 2 simple, but related, commands e.g. 'get your teddy and put it in the bag'.

BookerParkStep5 (BP5)

- To enjoy a simple familiar story read from a picture book
- To select pictures of familiar actions e.g. 'which one shows eating?'
- To understand 'mine' and 'yours'
- To follow 2 step unrelated commands in context e.g. 'Give me the ball and go and get your coat'

BookerParkStep6 (BP6)

- To understand 3 key words in a sentence
- To understand simple 'who/what/where' questions
- To begin to demonstrate an understanding of colour words
- To understand descriptive concepts such as 'big/hot/wet/the same' etc.
- To understand most position words
- To listen to and remembers simple stories with pictures
- To understand longer instructions e.g. 'put on your coat and get your bag'
- To identify objects by function e.g. 'which one do we eat with?'

BookerParkStep8 (BP8)

- To understand 4 key words in a sentence
- To begin to understand some abstract concepts e.g. 'one of', 'before/after', 'if'
- To listen to long stories
- To answer questions about a story they have just heard

To understand and enjoys simple jokes

To answer questions about 'why' something has happened

To understand past/present/future tenses

To answer most questions about daily tasks

BookerParkStep9 (BP9)

To understand spoken instructions without stopping what they are doing to look at the speaker

To understand more complex language such as 'first, last, might, maybe, above, between'

To understand words which describe sequences such as 'first....next/and then/after that

To understand 3 part instructions

To understand time related words e.g. 'before/after/now/later'

Expressive Communication

BookerParkStep4 (BP4)

To name objects and pictures

To use about 50 words

To consistently imitates new words

To use over 50 words

To name familiar objects and pictures

To begin to put 2 words together e.g. 'bye teddy', 'no ball;

To use tone of voice to ask a question e.g. 'car gone?'

To ask simple 'wh' questions e.g. 'what that?' 'who that?'

To say 'no' when they don't want something

To start to use 'mine' and 'my'

To refer to self by name

To talk to self in long monologues during play - may be incomprehensible to others

To ask names of objects and people

To join in rhymes and action songs

BookerParkStep5 (BP5)

To use 200 or more recognisable words, but speech shows numerous immaturities of articulation and grammar

To ask questions beginning 'who/what?'

To use pronouns 'I, me, you' correctly

To say a few familiar rhymes

To use 2-3 word phrases

To use 'in' and 'on'

To use plural 's'

To begin to use -ing present tense

To use 'no/not/can't/don't' as negation

To know full name

BookerParkStep6 (BP6)

To use approximately 300 words

To use simple descriptive words e.g. 'big', 'soft'

To use most prepositions

To use words to describe function e.g. food is for 'eating', toys are for 'playing'

To use 'lots' to describe how many

To use personal pronouns correctly

To refer to something that has happened in the past

To talk about what's going to happen in the future

To put 3-4 words together to make a short sentence

To ask lots of questions, especially 'who/what/where?'

To begin to use past tense -ed.

BookerParkStep8 (BP8)

To use words such as 'and', 'but' and 'because' to make longer sentences

To ask 'why/when/how?' questions

To tell stories

To give connected account of recent events and experience

To express past/present/future

To link sentences uses 'and'

To use colour, number and time related words

To begin to use language for reasoning and problem solving

BookerParkStep9 (BP9)

To use long, well-formed sentences that can be understood by most people

To retell short stories in roughly the right order, using linking words (e.g. 'first/then/after that), that make it sound like a story

To ask what words mean

To use conjunctions such as 'when/so/because/if'

To past and future verbs correctly

Social Communication

BookerParkStep5 (BP5)

To communicate primarily with words supported by other means including gesture and pointing

To begin to show an awareness of their own feelings and the feelings of others

To use gestures, noises, and words during pretend play

To attend to communications addressed to self, and begins to listen with obvious interest to more general conversation

To demand carer's attention

To begin to take turns in simple game/activity, but has little idea of sharing either toys or the attention of adults

To make frequent comments on objects and events of interest

BookerParkStep6 (BP6)

To take turns in conversation

To recognise how other people feel and will try to do something about it e.g. hug someone who is sad

To draw adult attention to something by commenting about it e.g. 'wow, big elephant'

To understand about sharing toys (but may not do it)

To use language to gain the listener's attention e.g. by saying their name

BookerParkStep8 (BP8)

To use language for a variety of social reasons e.g. greeting, commenting, asking questions

To engage in conversation for about 4 turns

To communicate with a range of people

To initiate conversation with openers such as 'guess what...'

BookerParkStep9 (BP9)

To ask relevant questions or makes relevant comments in relation to what they have heard

To use language to think, problem solve, negotiate, give opinions and understand/use humour

To explain how they feel

To take turns in longer conversations

Reading

BookerParkStep4 (BP4)

To show anticipation for what will come next e.g. gets excited, turns the page etc. when sharing a familiar book on a 1:1 basis.

To correctly indicate pictures of characters and objects in response to the questions "where is the?", "show me the?", "can you see/find the?"

To recognise at least 5 symbols representing familiar, everyday objects or activities e.g. ball, cup, apple etc.

To recognise photos of themselves, and other familiar people when presented with a choice

To show an interest in books, maintaining attention when sharing a book for at least 2 minutes, and to hold a book the right way up/around, turns pages

BookerParkStep5 (BP5)

To recognise at least 12 symbols representing familiar, everyday objects or activities e.g. playtime, snack, bus, book etc.

To recognise their own name when presented in a familiar way (from a choice of 2/3 names)

To answer simple questions about a familiar story e.g. 'Who is this?', 'What happened?'

To actively engage with a book as part of a small group, listening to the story, handling props etc.

BookerParkStep6 (BP6)

To recognise at least two words (other than their name) in written format

To select the correct grapheme for at least 8 phonemes (when shown a choice of at least two graphemes)

To match objects to a known initial sound e.g. a toy monkey - m

To join in with repetitive words/phrases/rhymes in a familiar story being read aloud by an adult

BookerParkStep7 (BP7)

To know the grapheme/phoneme correspondence for at least 12 letters of the alphabet

To read simple words consisting of known graphemes by blending, with prompting

To read at least 5 words without symbol support (not including own and other familiar names)

To demonstrate understanding by answering questions such as 'where is?' 'what is he/she doing?' 'what is this?' and by recalling a key element of the story (in a familiar story)

BookerParkStep8 (BP8)

To successfully sound out cvc words in order to read them (known grapheme/phoneme correspondence)

To recognise most letters of the alphabet by sound

To read at least 12 common exception words

To use clues from the illustrations in a story to aid their understanding and to read unfamiliar words

-To answer 'who' and 'where' questions about a story they have shared with an adult

To match rhyming pairs

BookerParkStep9 (BP9)

To retell a story, including most key events, character names and setting

To know the corresponding phoneme for most graphemes

To read at least half of the common exception words in the Y1 Appendix (National Curriculum)

To know a few simple rhymes which they can say out loud

To make predictions in a new story being read to them based on what they have heard already

To answer questions which require simple recall (about a familiar story)

BookerParkStep10 (BP10)

To read words containing known GPCs and -ing, -ed, -est, -s, -es

To answer questions and make some inferences on the basis of what is being said and done in a familiar book being read to them

To read a range of fiction, non-fiction and poetry at a level that they can read independently, and listen to texts at a higher level being read to them

To discuss books including the title, making predictions, giving opinions, and discussing the sequence of events. Link discussions of books to their own experiences.

To use phonetic skills to decode 5 letter words

When reading a new text, to expect text to make sense, identify when it does not, and correct inaccurate reading

BookerParkStep11 (BP11)

To use phonic skills to decode words until decoding becomes embedded and reading more fluent

To develop more fluent reading by recognising and blending accurately alternative sounds for graphemes

To read accurately most words of 2 or more syllables

To read accurately words of 3 or more syllables that contain graphemes taught so far.

To read common suffixes listed in English Appendix - Spelling work for Year 2(p.46)

To read 50% of the common exception words listed in NC for English. Appendix - Spelling work for Year 2 common exception words (p.48)"

To read most of the common exception words listed in English Appendix – spelling work for Year 2 common exception words (p48)

To read words accurately and fluently without overt sounding and blending (in appropriate books for the pupil's developmental stage)

To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

To develop fluency and confidence in word reading through re-reading these books

To discuss the sequence of events in books and how items of information are related.

To discuss the sequence of events in books, listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.

To discuss their favourite words and phrases

To discuss and clarify the meaning of words, linking new meanings to known vocabulary

To build up a repertoire of poems learnt by heart, appreciating these and using appropriate intonation to make the meaning clear

To check that the text makes sense to them as they read and correcting inaccurate reading

To make some inferences on the basis of what is being said and done (in a familiar book that they can already read fluently)

To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

BookerParkStep12 (BP12)

To apply their growing knowledge of root words, prefixes and suffixes by reading aloud and understanding the meaning of 50% of those listed in English Appendix 1 (Years 3 and 4)

To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word English Appendix 1 (years 1 and 2 revision and 50% of Years 3 and 4)

To listen to and start to discuss a wide range of fiction, non-fiction and reference books or textbooks

To start to read for a range of purposes

To start to use dictionaries to check for the meaning of words that they have read

To increase their familiarity with a wide range of books, including fairy stories, myths and legends .

To start to identify themes and conventions in a wide range of books

To prepare poems to read aloud and to perform, starting to show understanding through intonation, tone, volume and action

To start to discuss words and phrases that capture the reader's interest and imagination

To start to recognise some different forms of poetry (eg free verse)

To check that the text makes sense to them and starting to discuss their understanding.

To begin to ask questions to improve their understanding of a text

To draw inferences such as inferring character's feelings, thoughts and motives from their actions, and beginning to justifying inferences with evidence

To predict what might happen from details stated and starting to predict from those that are implied

To identify main ideas drawn from more than one paragraph and beginning to summarise these

To develop the ability to participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

To reference emotions from a story

To identify all key characters from a book or story.

To listen to and starting to discuss a range of plays

To listen to and starting to discuss a range of poetry

Writing

BookerParkStep4 (BP4)

To draw random lines or shapes on a large and small scale using a variety of media including writing tools and sensory materials

To label a familiar object using a photograph or symbol cards

To copy horizontal or vertical lines following an adult modelled example

To be aware of cause and effect when using technology

BookerParkStep5 (BP5)

To say/sign/choose a symbol to indicate an appropriate work to complete a sentence said by an adult about real life/familiar activities e.g. 'yesterday we went to the....', 'the boy is eating a...'

To use a variety of equipment e.g. magnetic letters/letter cards to match the letters in their name

To write the initial letter of their name and use this to label work

To dictate simple captions to accompany a photo/picture

BookerParkStep6 (BP6)

To order the letters of their name correctly when using various resources (without a visual prompt)

To sequence symbols/words to create a 'key word' sentence to accompany a picture or photo

To understand that text goes left to right

To copy words (using letter cards or writing)

BookerParkStep7 (BP7)

To correctly form the lower case grapheme for at least the first 10 sounds (s a t p i n m d g o) when hearing the sound

To say a clause to complete a sentence that is said aloud by an adult e.g. 'we went to the beach and we...'

To use letter shapes in their own writing, leaving spaces between them as if writing words

To use initial sounds when attempting to write words

BookerParkStep8 (BP8)

To group letters into short words which are not necessarily correct but can be read by a familiar adult

To combine words with spaces in between in order to write simple phrases/sentences and place words under each other to form lists

To use the correct initial and final sounds for words written independently

To match upper and lower case letters for most of the letters of the alphabet

To have awareness of, and use writing, for different purposes e.g. lists, letters, recounts, stories etc.

BookerParkStep9 (BP9)

To write a caption or short phrase using graphemes that they know

To segment spoken words into phonemes and write the corresponding grapheme to correctly write cvc words

To read their writing out loud

To put a full stop at the end of a sentence they have written

BookerParkStep10 (BP10)

To write all 40+ graphemes on hearing the corresponding phoneme

To write plurals by add 's', and third person singular verbs

To add -ing, -ed, -est, -s, -es to words where there is no change to the root word

To use full stops and capital letters to demarcate some sentences

To sequence sentences to form short narratives, following discussions with the teacher

To re-read what they have written to check it makes sense, correcting any errors

To form lower case letters correctly, and of the correct size relative to the rest of their writing

BookerParkStep11 (BP11)

To demarcate most sentences with capital letters and full stops

To write sentences by segmenting spoken words into sounds and representing these by graphemes spelling many correctly

To spell many common exception words

To learn the possessive apostrophe (singular) [for example, the girl's book]

To distinguish between homophones and near-homophones

To add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

To apply spelling rules and guidance already taught

To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

To spell some words with contracted forms eg. I'm, don't

To write thematically linked sentences, with meaning, after discussion with the teacher

To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

To write narratives about personal experiences and those of others (real and fictional), real events, poetry and for different purposes

To plan or say out loud what they are going to write about

To write down ideas including new vocabulary

To make some correct use of exclamation marks and question marks

To begin to correct own mistakes with support .

To spell words with 's' sound spelt with c before e, i and y (city)

To spell words with 'r' sound spelt wr (write).

To add endings -ed, -ing, -er, -est to root words ending y (copied)

To know spelling rules in NC Appendix 1 (spelling year 2).

BookerParkStep12 (BP12)

To spell 50% of the prefixes and suffixes in English Appendix 1 (spelling work for Year 3 and 4) and understand how to add them to words

To spell 50% of the homophones in English Appendix 1 (spelling work for Year 3 and 4)

To spell some words that are often misspelt English Appendix 1 (spelling work for Year 3 and 4)

To spell 50% of the words listed in English Appendix 1 -Word list years 3 and 4

To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys']

To use the first two letters of a word to check its spelling in a dictionary

To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

To increase the legibility, consistency and quality of their handwriting (by ensuring that the downstrokes of letters are parallel and equidistant)

To discuss writing and begin to learn from its structure and grammar

To discuss and start to record ideas

To compose and rehearse sentences orally (including dialogue) and building an increasing range of sentence structures based on English Appendix 2 Year 3

To start to organise paragraphs around a theme

Begin to create settings in narratives

Start to use simple organisational devices [for example, headings and sub-headings] in non-narrative writing

To develop the skills to assess the effectiveness of their own and others' writing and suggest improvements

To developing proof-reading skills for spelling and punctuation errors

To read aloud their own writing, to a group, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

In narratives, to begin to create characters and plot