Communication, Language and Literacy Curriculum and Step Map Cycle 1

INTENT: Our curriculum encourages children to communicate, express themselves, develop meaningful relationships and learn from others. We recognise that communication takes many forms and value each learner's individual means of expression.

We encourage children to use their creativity, curiosity and imagination through exploring stories, books and experiences linked to a range of topics and genres. We aim to develop a love of books and reading, alongside meaningful opportunities for mark-making, writing and self-expression, appropriate to each learner's developmental stage.

We recognise that learners may be at different points in their communication, language and literacy development. Our ambition is to build upon individual starting points, remove barriers to learning and enable every child to become an increasingly confident, independent communicator and lifelong learner.

IMPLEMENTATION: Pupils share a range of stories and books from a variety of genres through engaging, multisensory and practical learning experiences. Opportunities to develop communication, reading, listening, mark-making and writing are embedded throughout the curriculum and everyday routines.

Adults provide a communication-rich environment through consistent modelling, repetition, structured interactions, visual supports, objects of reference, symbols, signing and augmentative and alternative communication (AAC), where appropriate. Pupils are encouraged to communicate for a range of purposes, including expressing their wants, needs, feelings, preferences and ideas.

Learning activities, questioning, vocabulary, resources, levels of adult support and expected outcomes are adapted according to each learner's assessed developmental stage. Pupils may access the same learning experience whilst working towards different individual outcomes, ranging from engagement, shared attention and intentional communication to early reading, comprehension and independent writing.

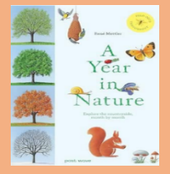
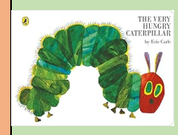
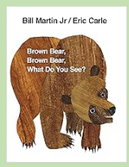
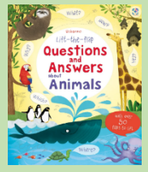
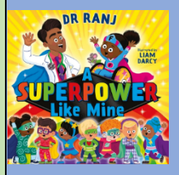
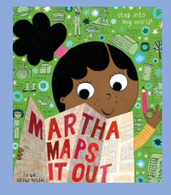
Assessment informs planning, ensuring that learning builds upon existing knowledge and skills, provides appropriate challenge and supports increasing independence.

The Literacy, Language and Communication Curriculum runs alongside the Core Word, Mathematical Development and Physical Development curricula, providing a cohesive and interconnected approach to learning, with each pupil accessing the curriculum at an appropriate developmental level informed by ongoing assessment and identified next steps.

IMPACT: We ensure that children:

- Develop the communication, language and literacy skills needed to participate meaningfully in everyday life and their wider community.
- Develop increasingly effective and independent ways of expressing their wants, needs, feelings, preferences and ideas.
- Build and apply a repertoire of knowledge, understanding, skills and vocabulary that supports learning across the curriculum.
- Develop engagement, shared attention, curiosity and enjoyment when accessing stories, books and literacy experiences.
- Develop reading, mark-making and writing skills appropriate to their individual stage of development.
- Apply and generalise their communication and literacy skills across different environments, activities and interactions.
- Develop confidence, autonomy, independence and a positive sense of self-worth.

Progress is measured from each learner's individual starting point through ongoing assessment, recognising small but significant steps in communication, engagement, understanding and independence. Success is not defined by all pupils achieving the same outcome within a given timescale, but by each learner making meaningful progress towards their individual next steps.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	**Ourselves** 	**Weather and Seasons** 	**Community and Culture** 	**Spring and Growth** 	**Creatures Great and Small** 	**Our School** 
Key enquiry question:	**What makes me unique?**	**How do we prepare for the changing conditions?**	**How do I look after living things, including myself?**	**How do you care for animals?**	**What communities am I part of?**	**What is in my local environment?**
Overview	Pupils will learn about: • our bodies • me and my family • my likes and dislikes • information about me • exercise and hygiene.	Pupils will learn about: • seasons • weather • Clothes • Weather items • Temperature	Pupils will learn about: • Seasonal changes • Living things • Plants • Health and growth • Food and where it comes from.	Pupils will learn about: • Domestic and farm animals • Aquatic and wild animals • Minibeasts • Natural environments • Caring for animals	Pupils will learn about: • People who help us • Daily routines • Me and my community • Interaction with others • Cultural experiences.	Pupils will learn about: • the classroom • places in school • places in the local community • items we use in school • people in school
Vocabulary	Me, you, we, us, body, head, arms, legs, hands, feet, face, eyes, ears, nose, mouth, family, name, healthy, clean, like, dislike	Weather, sun, rain, wind, snow, cloud, hot, cold, warm, sky, season, spring, summer, autumn, winter, umbrella, coat, hat, scarf	Spring, grow, plant, flower, seed, leaf, tree, garden, soil, water, sunlight, change, animals, baby animals, fruit, vegetable	Animal, pet, minibeast, cat, dog, rabbit, bird, fish, lion, elephant, giraffe, farm, zoo, habitat, big, small, tail, wings, fur	Community, people, help, shop, school, doctor, nurse, firefighter, police, home, town, transport, festival, celebration, food, different, same, world, country	School, classroom, teacher, routine, table, chair, play, learn, book, pencil, pen, outside, toilet, lunch, break time, shop, park
Texts	**Fiction:**  **Non-fiction:** 	**Fiction:**   **Non-fiction:** 	**Fiction:**   **Non-fiction:** 	**Fiction:**   **Non-fiction:** 	**Fiction:**   **Non-fiction:** 	**Fiction:**   **Non-fiction:** 

Attention and understanding	Language and communication	Reading	Writing

Assessment steps

Engagement Step 1	Engagement Step 2	Engagement Step 3	Engagement Step 4	Engagement Step 5	Primary Step 1	Primary Step 2	Primary Step 3	Primary Step 4	Primary Step 5
Notices Stimuli	Anticipates within familiar social routines	Start to understand contextual clues	Understands single words/sounds signs/symbols in context	Understand 1 key word sentences	Understands 'who' and 'what' in simple questions	Understands 'where' in simple questions	Shows understanding of prepositions such as 'under' 'on top', 'behind'	Listen and respond to ideas expressed by others in conversations or discussions	Indicate or sign the correct picture or object when the adult says or signs the first sound
- Taste - Smell - Touch - Visual - Auditory - Vestibular	- During social games - During social songs - Everyday routines	- Within social routine - Using objects or props - Transition songs and symbols	- Using objects or props - Within social routine - In play situations - Follow simple familiar instructions	- Within social routine - In play situations - In structured situations - In unfamiliar environments	- In play situations - In structured situations (colourful semantics)		- In play situations - In structured situations	- In structured situations - In play situations - With familiar and unfamiliar people	
Responds to close physical contact with a familiar person	Objects to termination of an interaction	Shows understanding that their action causes a specific effect	Copies sounds and gestures	Uses singles words/signs/ symbols for a range of purposes	Combine two words/signs/ symbols	Uses language to share experiences, feelings and thoughts	Responds to instructions involving a two part sequence in a range of familiar contexts	Understands instructions containing sequencing words such as 'first', 'after' and 'last'	Indicate or sign the correct letter when the adult says or signs the sound
		- Switch toys - Computer input devices - Cause and effect items		- Within social routine - In play situations - In structured situations - In unfamiliar environments - To request items that are not present	- Within social routine - In play situations - In structured situations - In unfamiliar environments	- With familiar adults - With less familiar adult - With peers		- Follow a recipe - Follow a simple route plan (first go to pink class, then…)	
Responds consistently to one stimulus	Responds to cause and effect	In the context of a familiar social game, perseveres by repeating action in order to get reward	Deliberately attract attention of another person in order to communicate need	Copies words or signs	Begins to talk about people and things that are not present	Uses a variety of simple questions, e.g. 'what', 'where', 'who'	Focusing attention – still listen or do but can shift own attention	Can answer simple questions about a story without props or pictures, to show understanding	To recognise and communicate every letter of the alphabet
	- Switch toys - Computer input devices - Cause and effect items			- In play situations - In structured situations	- People or things in the very recent past (same day)			- Familiar story - Unfamiliar story	

Engagement Step 1	Engagement Step 2	Engagement Step 3	Engagement Step 4	Engagement Step 5	Primary Step 1	Primary Step 2	Primary Step 3	Primary Step 4	Primary Step 5
					- Things that will happen later that day				
Responds to familiar voice or other personal identifier	Changes behaviour in response to an interesting event nearby	Attracts Attention	Initiates Social Game	Copies rhythms or beats vocally or with an instrument (early phonics)	Engages in simple conversation with adults/other children	Uses simple sentences	Understand 2 key word sentences	Demonstrate an understanding of 'how' and questions	Has a good understanding of phase 3 phonics blends
- Familiar Voice - Familiar personal object or touch cue			- In social interactions - With objects/prop		- Within social routine - In play situations - In structured situations	- To make a request - To comments - To ask a question	- Within social routine - In play situations - In structured situations - In unfamiliar environments	- Able to communicate ideas in response to a 'how will you do this?' question	- Saying - Reading - Writing
Responds to some stimuli in a way that can be interpreted as rejection	Looks backwards and forwards between two objects (knows two objects are present)	Selects from two or more items	Develop consistent sounds to communicate with those around them	Shows interest in shared books and sound patterns and may have a favourite.	Learns new words/symbols quickly and is able to use them when communicating	Can describe a picture using nouns and verbs	Can retell a simple past event in the correct order using visual support	Has a good understanding of phase 2 initial phonic sounds	Uses future tense
- In social interactions - With objects/ props - With familiar personal care activities		- During snack or meal times - During play situations					- Using objects or props - Using symbols	- Saying - Reading - Writing	- Next
Supported 1:1 turn taking with an adult	Changes behaviour in response to familiar sounds or words	Communicates choice to attentive adult	Joint attention	Follow what is being read by focusing on text, pictures or sounds	Handles book appropriately	Fills in the missing word in a known rhyme, story or game	Talks to explain what is happening and predict what might happen next	To give explanations in response to why questions	In a familiar story, jump in with the next phrase when the adult pauses
- Intensive interaction - Using objects or props			- Join the adult in attending to a stimulus - Confirm the attention of the adult visually throughout	- In small group sessions - 1:1 reading	- Holds the right way up - Turns pages (sometimes a few at a time) - Handles with care				
	Terminates interaction with an adult	Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy)	Listens with interest to the noises adults makes when they read stories	Holds writing tool using a whole hand grasp and makes random marks with different strokes	Identifies action words or characters by pointing to the right picture	Anticipates key events within familiar rhymes and stories	Uses past and present tense.	Uses language to imagine and recreate roles and experiences with a	Can read simple sentences with no symbol or picture support

Engagement Step 1	Engagement Step 2	Engagement Step 3	Engagement Step 4	Engagement Step 5	Primary Step 1	Primary Step 2	Primary Step 3	Primary Step 4	Primary Step 5
								narrative in play situations	
		- Gains adult attention to make a request - During cause and effect play	- In small group sessions - 1:1 reading	- Crayons - Pens - Chalks - Pencils - Paintbrush					
	Responds in ways that can be interpreted as meaning “more”	Begins to experiment with a range of vocal sounds	Handles books and printed material with interest	Makes marks with increasing control	Repeats words or phrases from familiar stories or rhymes	Can recognise their own name in written form	Talks in more complex sentences, using linking words ‘and’ ‘because’	Can use language to organise and sequence ideas	To begin to write or type common and cvc words
			- Books - Magazines - Photographs		- In small group sessions - 1:1 reading	- Handwritten - Typed	- In play situations - In structured situations		
	Communicates needs/feelings through crying/babbling/ squealing	Takes turns with an adult during vocal interactions	Engages in the sensory experience of making marks	Explores tools with intention	Can copy simple phonic sounds	Can match letters	Can describe a picture using adjectives	Initiates conversation, pays attention and takes account of what others say	Writes simple sentences
			- In wet messy play - In dry messy play						
	Communicates ‘more’ and ‘no more’ through two different consistent actions	Starts to show an interest in photographs or pictures			Can match identical photos, pictures and symbols	Knows the sound of some letters of their name and they can find other words starting with the same sound	Knows that we read from left to right and top to bottom	Can read familiar words and cvc words with no symbol or picture support	
	Enjoys looking at books and other printed material with familiar people				Traces horizontal, vertical and circular lines	Can turn pages in a paper book one page at a time	Recognises familiar words, signs and symbols	Links sounds to letters, naming and sounding the letters of the alphabet	
	- Books - Magazines Photographs				- In messy play - Using writing tools		- In play situations - In structured situations - In the community		
					Beginning to use three fingers (tripod grip) to hold writing tools	Copies horizontal, vertical and circular lines	Can retell a story showing awareness of settings, events	Can match cvc words	

Engagement Step 1	Engagement Step 2	Engagement Step 3	Engagement Step 4	Engagement Step 5	Primary Step 1	Primary Step 2	Primary Step 3	Primary Step 4	Primary Step 5
							and principal characters		
	-					- In messy play - Using writing tools	- Using objects or props - Using symbols - Using symbol software		
						Can use a keyboard to match letters and input into the computer or tablet	Knows the sound of ten different letters and can find words starting with those sounds	Can copy some letters from their own name accurately	
						Marks linked to meaning (“this says something”)	Can copy line patterns	Holds pencil near the point between first two fingers and thumb and uses with good control	
							- Horizontal - Vertical - Circular - Wavy - Zigzag		
						Begins to control direction (lines, shapes)	Make marks, with the intention of conveying meaning	Write or type the correct letter for most of the letters in the alphabet in response to hearing the sound or a single letter sign	
							- Draws a person including simple features		
							Can colour in simple pictures staying within the lines	Writes simple words using phonics	