

Cleaswell Hill School
Core Framework for Literacy

	Pre key stage learning						Year 9 onwards
	Autumn 1 Identity and Community	Autumn 2 Celebrations & traditions	Spring 1 Our planet & nature	Spring 2 Journeys and movement	Summer 1 Inventors & Problem Solving	Summer 2 Expression & Imagination	Accreditations
Speaking, Listening and Communication 	Use words, signs, symbols, objects, gestures, facial expressions, or communication aids to express choices, preferences, feelings, and opinions. To gain and share attention positively with adults Using favourite words within context in familiar environments Listen and respond to stories, songs, rhymes, and sensory experiences linked to family, friendship, and community life. Experience and discuss a community group/ place by sharing attention in a sustained way. Understanding and responding to simple instruction and questions about pictures, objects, stories or experiences Explore their own identity by sharing information about themselves, their families, interests, likes, and experiences using their preferred communication methods. Respond to familiar questions about themselves and the people who are important to them. Develop awareness of similarities and differences between themselves and others within their class, school, and wider community. Participate in discussions, circle times, role-play activities, and social interactions related to belonging and community. Take turns in conversations and group activities,	React to visual, auditory or tactile stimuli e.g. music / decorations to reinforce concept of celebration Using favourite words within context in familiar environments To develop listening and responses to adults. Respond to familiar questions about birthdays, festivals, family traditions, and cultural events. Explore and communicate their experiences of celebrations and special events using their preferred methods of communication, such as Use words, signs, symbols, objects, gestures, facial expressions, or communication aid Identify characters, objects and actions related to celebrations and traditions Listen and respond to stories, music, and sensory experiences associated with special occasions. Join in predictable phrases and rhymes Respond to simple recall questions Retell a familiar story, using pictures, objects or perform actions Participate in songs, rhymes, stories, and discussions linked to a range of celebrations and traditions. Take turns in conversations and group activities, showing awareness of others' experiences and contributions. Develop confidence in sharing personal experiences and learning about celebrations that may be different from their own.	Identify environmental sounds and senses. Use words, signs, symbols, objects, or communication aids to express preferences and make choices related to plants, animals, weather, and habitats. Explore and talk about the natural world through sensory experiences, photographs, stories, and outdoor activities. Respond to familiar questions about nature using speech, gestures, signs, symbols, or other preferred communication methods. Join in with songs, rhymes, and repeated phrases linked to the theme of our planet and nature. Listen to and follow simple instructions during nature walks, gardening activities, and environmental investigations. Take turns in conversations and group discussions, showing awareness of others' contributions. Name and label topic based vocabulary e.g animals, countries To develop skills to ask relevant questions about the world around us Present information about a topic using preferred methods of communication Respond to questions accurately requiring simple recall	Use words, signs, symbols, objects, or communication aids to express preferences and make choices related to vehicles, travel, and movement. Using favourite words within context in familiar environments Join in with transport-themed songs, rhymes, and repeated story phrases. Explore and talk about different types of journeys and transport through stories, role play, photographs, videos, and real-life experiences. Listen to and follow simple instructions during movement activities, obstacle courses, and role-play journeys. Respond to familiar questions about how people and objects move using speech, gestures, signs, symbols, or other preferred communication methods. Take turns in conversations and group activities, showing awareness of others' contributions.	Use words, signs, symbols, objects, or communication aids to express ideas, preferences, and choices when investigating problems and solutions. Explore and talk about inventions, materials, tools, and simple problem-solving activities through practical experiences, stories, and play. Use familiar words in different contexts to express needs and wants. Using favourite words within context in familiar environments Respond to familiar questions about how things work and ways to solve simple challenges using speech, gestures, signs, symbols, or other preferred communication methods. Listen to and follow simple instructions during construction, investigation, and problem-solving activities. Join in with stories, songs, and discussions about inventors, creativity, and making things. Take turns in collaborative tasks and discussions, showing awareness of others' contributions and ideas.	Use words, signs, symbols, objects, facial expressions, gestures, or communication aids to communicate thoughts and emotions. Using favourite words within context in familiar environments Join in with songs, rhymes, role-play activities, and repeated story phrases. Explore and express ideas, feelings, and preferences through a range of creative and imaginative experiences. Respond to familiar questions about stories, characters, artwork, music, and imaginative play using their preferred communication methods. Listen and respond to a variety of stories, poems, music, and sensory experiences that encourage imagination and creativity. Take turns in conversations, performances, and group activities, showing awareness of others' contributions. To extend communication into shared narrative. Develop confidence in expressing personal ideas and making creative choices.	<u>Ascentis Stepping stones to functional skills Entry 1-</u> LO1 - Obtain information from others 1.1 Use key words to locate detail in short spoken texts 1.2 Listen for the gist of short explanations or simple instructions 1.3 Ask questions for clarity and to obtain specific information LO2 -Actively participate in communication with others 2.1 Say the names of the letters of the alphabet 2.2 Respond to straightforward questions on a familiar topic 2.3 Make statements relevant to the topic 2.4 Follow the main points and contribute appropriately to discussion 2.5 Speak clearly to be heard and understood in simple discussions <u>Ascentis Stepping stones to functional skills Entry 2-</u> LO1- Identify and extract information in simple explanations, instructions and narratives 1.1 Use key words to locate detail in short spoken texts 1.2 Listen for the gist of short explanations or simple instructions 1.3 Ask questions for clarity and to obtain specific information LO2- Confirm their understanding 2.1 Make relevant contributions to discussions 2.2 Make requests and ask questions to obtain information to clarify understanding LO3 - Engage in communication with others 3.1 Respond to straightforward questions on a simple topic 3.2 Listen to and respond appropriately to others 3.3 Express clearly statements of fact and short accounts and descriptions 3.4 Follow the main points and make appropriate contributions to the discussion

	showing increasing awareness of others' contributions. Build confidence in communicating with familiar adults and peers across a range of contexts.	Build vocabulary linked to celebrations, traditions, feelings, people, food, clothing, and special events.					
Reading (Linked to individual phonics level) 	Engage with a range of fiction, non-fiction, sensory stories, photographs, and picture books exploring identity, family, friendship, diversity, and community Demonstrate interest in books and texts by attending to illustrations, symbols, photographs, and key events. Recognise and respond to familiar people, places, objects, and experiences represented in texts. Match photographs, symbols, objects, and pictures to stories and information about themselves, their families, and their communities. Recognising words and symbols linked to own interests. Reading and responding to community signs and symbols in correct context Functional words/ symbols in different contexts. Read a menu, shopping list etc. Consider your own character traits and key words that describe yourself Participate in shared reading activities, anticipating repeated words, phrases, actions, or events. Explore books that celebrate diversity, inclusion, and different ways of living. Begin to identify familiar characters, settings, and simple events within stories.	Engage with a range of fiction, non-fiction, sensory stories, photographs, and picture books linked to celebrations and traditions from different cultures and communities. Demonstrate an interest in books and texts by attending to illustrations, symbols, photographs, sounds, and key events. Recognise and respond to familiar people, objects, foods, clothing, and activities associated with celebrations. Match photographs, symbols, objects, and pictures to stories and information about special events and traditions. Participate in shared reading activities, anticipating repeated words, phrases, actions, or events. Recognising key vocabulary in context (eg. Gift/ parade/ candle) Blending phonemes to read topic related vocab, with visuals support when needed. Listening and responding to stories, audio presented in a range of ways Listen and engage with different types of text including song, story, folk, poems Begin to identify familiar characters, settings, and simple events within stories. Explore stories that reflect a variety of cultural, religious, and family celebrations. Develop understanding that books and texts can help us learn about different people, cultures, and traditions.	Engage with a range of fiction and non-fiction texts about plants, animals, weather, seasons, and caring for the environment. Demonstrate interest in books by looking at pictures, turning pages, and attending to key information. Match objects, pictures, and symbols to stories and information texts about nature. Participate in shared reading activities, anticipating repeated words, phrases, or events. Recognise and respond to familiar symbols, signs, photographs, or words linked to the topic. Non-fiction – the world around us. Listen to junior news reports. Read extracts about local issues, parks, litter etc. Reading postcard/letter from abroad. Begin to identify key features of texts, such as photographs, labels, and captions.	Engage with a range of fiction and non-fiction texts about transport, travel, journeys, and movement. Demonstrate interest in books by looking at pictures, turning pages, and attending to key information. Recognise and respond to familiar symbols, signs, photographs, or words linked to different forms of transport and travel. Match objects, pictures, and symbols to stories and information texts about journeys and movement. Participate in shared reading activities, anticipating repeated words, phrases, or events. Begin to identify key features of texts, such as photographs, labels, signs, maps, and captions. Recognising community symbols/ signs and functional words different contexts Functional words/ symbols in different contexts. Read Non-fiction Consider the world around us. News reports Reading informal communications (bus timetables)	Engage with a range of fiction and non-fiction texts about inventors, inventions, creativity, construction, and problem solving. Show interest in books by attending to pictures, symbols, photographs, and key information. Recognise and respond to familiar words, symbols, signs, and images linked to the topic. Recognising community symbols/ signs and functional words different contexts Match objects, photographs, and symbols to stories and information about inventions and discoveries Participate in shared reading experiences, joining in with repeated words, phrases, and actions. Explore features of texts such as diagrams, instructions, labels, photographs, and captions. Communicating in different ways using technology e.g. texts, voice recording, emails	Engage with a range of fiction, poetry, picture books, and sensory stories that stimulate imagination and creativity. Explore different forms of storytelling through books, drama, music, puppets, and visual media. Demonstrate interest in books by attending to illustrations, sounds, symbols, textures, and key events. Match pictures, symbols, objects, and props to stories, poems, and imaginative experiences. Recognise and respond to familiar characters, settings, objects, symbols, and words from stories and creative texts. Participate in shared reading activities, anticipating repeated words, phrases, actions, or events. Begin to identify features of stories such as characters, settings, and simple sequences of events.	<u>Ascentis Stepping stones to functional skills Entry 1-</u> LO1 -Read and understand texts 1.1 Read and understand familiar simple words 1.2 Understand a short text with a familiar topic or context LO2 -Recognise the main points of a text 2.1 Identify the main points in a short text on a familiar topic LO3 - Recognise features of a text to find out information 3.1 Recognise words, signs or symbols associated with a familiar topic <u>Ascentis Stepping stones to functional skills Entry 2-</u> LO1- Read and understand texts at word and sentence level 1.1 Read and understand common words 1.2 Read and understand sentences with more than one clause LO2 - Understand that texts can have different purposes 2.1 Understand that texts can have different purposes LO3 - Read and understand different types of texts 3.1 Understand the main points in texts 3.2 Read and understand linking words and adverbials in instructions and directions 3.3 Use illustrations, images and captions to locate information

	Develop understanding that books and texts can provide information about themselves and the world around them. Read extracts about local issues, parks, litter etc.	Read and listen about other cultures and traditions. fictional stories					
Writing Composition 	Dominant hand, tripod grip mark making, giving meanings to marks Teaching and Practising letter formation Forming initial sounds and familiar letters. Explore a range of mark-making opportunities linked to personal experiences, family, friendships, and community life. Experiment with making marks and symbols to represent people, places, relationships, and events that are meaningful to them. Develop fine motor skills through activities such as drawing, painting, tracing, collage, and sensory mark making Create simple labels, captions, name cards, messages, and personal records with appropriate support. Communicate ideas, feelings, experiences, and preferences through marks, symbols, pictures, signs, or emerging writing. Write simple words or draw pictures to show who they are Writing own name and meaningful labels Writing captions, numerals, messages including texts, emails, lists, letters, Contribute to shared writing activities by selecting symbols, photographs, objects, or words to represent themselves and their experiences.	Explore a range of mark-making opportunities linked to celebrations, festivals, family traditions, and special events. Communicate ideas, feelings, experiences, and memories through marks, symbols, pictures, signs, or emerging writing. Develop fine motor skills through drawing, painting, collage, tracing, decorating, and sensory mark-making activities. Contribute to shared writing activities by selecting symbols, photographs, objects, or words to record experiences of celebrations and traditions. Experiment with making marks and symbols to represent people, objects, oods, decorations, and events associated with celebrations. Teaching and Practising letter formation Connecting phonemes to letter for writing key festival words Character identification Writing name of those familiar to you e.g. mum, dad Labels of key features in a story and writing new names. Completing phrases during celebrations e.g. ' we went to the ...' Using templates to describe experiences of a festival in sequence Create simple labels, captions, invitations, cards, lists, and messages with appropriate support using preferred written output. Record participation in celebrations and special	Explore a range of mark-making opportunities inspired by the natural world, including drawing, painting, tracing, and using natural materials. Develop fine motor skills through activities such as planting seeds, handling natural materials, and using a range of writing tools. Communicate ideas and experiences about nature through marks, symbols, pictures, signs, or emerging writing. Teaching and Practising letter formation Guided writing to develop simple sentences in a meaningful context. Creating a story board around a fictional story. Contribute to shared writing activities by selecting symbols, words, photographs, or objects to record learning Such as labelling Create simple labels, captions, or messages linked to plants, animals, weather, and environmental themes with appropriate support. Record observations of the natural world using preferred methods of communication such as newspapers, reports and fact files.	Explore a range of mark-making opportunities inspired by journeys and movement, including drawing routes, tracks, maps, and transport pictures. Teaching and Practising letter formation Develop fine motor skills through activities such as tracing pathways, constructing vehicles, and using a range of writing tools. Communicate ideas and experiences about travel and movement through marks, symbols, pictures, signs, or emerging writing. Contribute to shared writing activities by selecting symbols, words, photographs, or objects to record learning. Create simple labels, captions, signs, tickets, or messages linked to transport and journeys with appropriate support. Creating own story map, writing captions and labels, writing simple sentences Writing short sentences to accompany a story picture Beginning to use stage appropriate punctuation Record experiences of journeys and movement using preferred methods of communication.	Develop fine motor skills through construction, modelling, joining, and tool-based activities. Explore a variety of mark-making opportunities linked to designing, building, and problem-solving activities. Communicate ideas, plans, and achievements through marks, symbols, pictures, signs, or emerging writing. Create simple labels, captions, lists, instructions, or design ideas with appropriate support. Teaching and Practising letter formation Contribute to shared writing by selecting symbols, photographs, objects, or words to record learning. Create simple labels, captions, lists, instructions, or design ideas with appropriate support. Functional word writing linked to role play e.g Labels and captions Write a character profile about a fictional and non-fictional character Holding (memorising) and writing a sentences Write job adverts and where they might be advertised e.g. online, newspapers etc. Record investigations, observations, and solutions using their preferred methods of communication.	Explore a range of mark-making opportunities inspired by stories, art, music, role play, and imaginative experiences. Develop fine motor skills through creative activities including drawing, painting, modelling, collage, and sensory mark making. Communicate ideas, feelings, and imaginative responses through marks, symbols, pictures, signs, or emerging writing. Experiment with making marks and symbols to represent characters, events, emotions, and creative ideas. Contribute to shared writing activities by selecting symbols, photographs, objects, or words to represent ideas and experiences. Create simple labels, captions, character descriptions, story maps, or messages with appropriate support. Writing for a purpose in role play Writing three sentences with a beginning, middle and end, Record responses to stories, performances, artwork, and imaginative play using their preferred methods of communication.	<u>Ascentis Stepping stones to functional skills Entry 1-</u> LO1- Present information in written form 1.1 Write the letters of the alphabet using upper and lower case 1.2 Write words and phrases to record information LO2 - Present written information for different audiences. 2.1 Use words, phrases and simple sentences in context to present information 2.2 Write a simple sentence for a familiar audience 2.3 Write a simple sentence for an unfamiliar audience <u>Ascentis Stepping stones to functional skills Entry 1-</u> LO1 - Present information in written form 1.1 Write using simple sentences 1.2 Write in compound sentences LO2 - Write for a given audience and purpose 2.1 Use written words and phrases to record information 2.2 Complete a form asking for personal information and familiar words LO3 - Add detail and depth to writing 3.1 Use adjectives appropriately in sentences to add details

	Record personal information, interests, achievements, and experiences using their preferred methods of communication. Write a C.V. Personal Information and completion of application forms Contribute to class books, displays, and community projects that celebrate identity and belonging.	events using their preferred methods of write output. Contribute to class books, displays, and celebration records that reflect shared experiences throughout the year.					
Example Texts to Follow- See Full Reading spine 26-27 for engagemnt / core and extended specific texts. Cultural reading spine 	<u>Identity, Diversity & Inclusion</u> <u>(Understanding self, others, equality, representation)</u> -Marvellous Me: Inside and Out – Lisa Bullard -Perfectly Norman – Tom Percival -This Is Me! – Amy Pflueger -All Are Welcome – Alexandra Penfold -Families, Families, Families! – Suzanne Lang -The Colour of Us – Karen Katz -Elmer – David McKee -The Name Jar – Yangsook Choi -Hair Love – Matthew A. Cherry -Whoever You Are – Mem Fox <u>Relationships, Belonging & Community</u> <u>(Friendship, belonging, shared experiences)</u> -Only One You – Linda Kranz -You Choose – Nick Sharratt <u>Neurodiversity, Individual Differences & Wellbeing</u> <u>(Understanding how people think, learn, and feel differently)</u> -My Brother Charlie – Holly Robinson Peete -Wonderfully Wired Brains – Louise Gooding -All the Ways to Be Smart – Davina Bell -Just Ask! – Sonia Sotomayor	<u>Religion, Festivals & Cultural Traditions(Understanding different beliefs, celebrations, and cultures)</u> -Binny's Diwali – Thrity Umrigar -Lighting a Lamp: A Diwali Story – Jonny Zucker -My First Ramadan – Karen Katz -Golden Domes and Silver Lanterns – Hena Khan -Sammy Spider's First Hanukkah – Sylvia Rouss -Hanukkah Bear – Eric Kimmel -Every Month Is a New Year – Marilyn Singer <u>Identity, Migration & Cultural Experience(Understanding different lives, backgrounds, and belonging)</u> -Coming to England – Floella Benjamin (adapted extracts) <u>Cultural Heritage, Traditional Tales & Classic Literature</u> <u>(Stories that form shared cultural knowledge and traditions)</u> -Strega Nona – Tomie dePaola -The Snowman – Raymond Briggs	<u>Identity, Diversity & Inclusion (Understanding different cultures, representation, and perspectives)</u> Handa's Surprise – Eileen Browne <u>Environment, Nature & Global Responsibility</u> <u>(Understanding the natural world, sustainability, and human impact)</u> -The Great Kapok Tree – Lynne Cherry -Somebody Swallowed Stanley – Sarah Roberts -The Promise – Nicola Davies -The Tin Forest – Helen Ward -The Tiny Seed – Eric Carle -Planet Earth: My First Book – DK -Look Closer: Ocean – DK -David Attenborough (Little People, Big Dreams) <u>Global Awareness & The Wider World(Exploring different environments and places)</u> -Walking Through the Jungle – Julie Lacome	<u>Identity, Migration & Cultural Experience</u> <u>(Understanding belonging, difference, and perspectives)</u> -The Arrival – Shaun Tan -Mirror – Jeannie Baker -Beegu – Alexis Deacon <u>Significant People, Aspirations & Representation</u> <u>(Role models, ambition, diversity in careers)</u> -Astro Girl – Ken Wilson-Max -Neil Armstrong (Little People, Big Dreams) -Mae Jemison (Little People, Big Dreams) -Look Up! – Nathan Bryon & Dapo Adeola <u>Environment & Global Responsibility</u> <u>(Understanding the world and caring for it)</u> -Dear Earth – Isabel Otter <u>Global Awareness & The Wider World</u> <u>(Understanding places, transport, and how the world works)</u> -The Train Ride – June Crebbin	<u>STEM, Innovation & Technology(Understanding inventions, problem-solving, engineering, and how things work)</u> -Rosie Revere, Engineer – Andrea Beaty -Ada Twist, Scientist – Andrea Beaty -Izzy Gizmo – Pip Jones -The Most Magnificent Thing – Ashley Spires -How Machines Work: Zoo Break! – David Macaulay -See Inside Invention – Rob Lloyd Jones -'Any Inventor' (Little People, Big Dreams) <u>Significant People, Aspirations & Representation</u> <u>(Role models, diversity in achievements, real-world impact)</u> -Hidden Figures (Young Readers) – Margot Lee Shetterly -Fantastically Great Women Who Changed the World – Kate Pankhurst <u>Creativity, Ideas & Personal Development</u> <u>(Imagination, resilience, growth mindset)</u> -What Do You Do With an Idea? – Kobi Yamada	<u>identity, Diversity & Inclusion</u> <u>(Understanding identity, difference, and perspectives)</u> -Julian Is a Mermaid – Jessica Love -The Paper Bag Princess – Robert Munsch -Voices in the Park – Anthony Browne <u>Cultural Heritage, Traditional Tales & Literary Canon(Shared stories and culturally significant literature)</u> -Aesop's Fables – The Hare and the Tortoise / The Boy Who Cried Wolf -Revolting Rhymes – Roald Dahl -The Reluctant Dragon – Kenneth Grahame -The Gruffalo – Julia Donaldson -Alternative Endings of Fairy Tales (various) <u>Global Awareness & Cultural Experience</u> <u>(Exposure to different cultural storytelling traditions)</u> -We're Going on a Lion Hunt – David Axtell	Fantastic Mr. Fox by Roald Dahl Charlie and the Chocolate factory – Roal Dahl The Journey by Francesca Sanna Revolting Rhymes by Roald Dahl We are Family by Patrick Hegarty Wonder by R.J. Palacio The Journey – Francesca Sanna Greta and the Giants – Zoë Tucker The Paper Bag Princess – Robert Munsch The Girl Who Thought in Pictures – Temple Grandin Astro Girl – Ken Wilson-Max

	<u>Values, Respect & Personal Development (Morals, behaviour, respect, character education)</u> -Respect – Otis Redding (lyric text)	<u>Values, Equality & Challenging Stereotypes(Promoting fairness, questioning roles, developing values)</u> -The Paper Bag Princess – Robert Munsch <u>Everyday Life & Celebrations (General experiences that can link to cultural understanding)</u> -Kipper's Birthday – Mick Inkpen	-The Snail and the Whale – Julia Donaldson <u>Cultural Heritage, Classics & Literary Canon(Shared cultural texts and well-known literature)</u> -Where the Wild Things Are – Maurice Sendak <u>Early Learning / Sensory & Simple Narrative (Primarily language development, exploration, early reading)</u> -That's Not My Hedgehog – Fiona Watt -Oh Dear! – Rod Campbell	-We All Go Travelling By – Sheena Roberts -Mr Gumpy's Outing – John Burningham -The Naughty Bus – Oke -Emma Jane's Aeroplane – Katie Haworth -Mrs Armitage on Wheels – Quentin Blake -Maps – Aleksandra Mizielnińska <u>Cultural Heritage & Literary Canon(Shared stories and well-known texts)</u> The Jolly Postman – Janet & Allan Ahlberg <u>Relationships, Perspective & Exploration (Understanding others, emotions, and viewpoints)</u> -Lost and Found – Oliver Jeffers -The Way Back Home – Oliver Jeffers <u>Creativity, Imagination & Communication(Wordless texts, storytelling, imagination)</u> -Journey – Aaron Becker	-Not a Box – Antoinette Portis <u>Values, Responsibility & Behaviour(Understanding consequences, responsibility, and actions)</u> -The Dragon Machine – Helen Ward <u>Early Learning / Simple Narrative & Humour (Primarily for language development and simple storytelling)</u> The Disgusting Sandwich – Gareth Edwards Fix It Duck – Jez Alborough	<u>Values, Society & Perspective (Understanding viewpoints, behaviour, and social themes)</u> -The Day the Crayons Quit – Drew Daywalt -Not Now, Bernard – David McKee <u>Creativity, Imagination & Storytelling (Imagination, narrative development, and visual literacy)</u> -The Mysteries of Harris Burdick – Chris Van Allsburg -The Wolves in the Walls – Neil Gaiman -Traction Man – Mini Grey -The Dot – Peter H. Reynolds -Not a Stick – Antoinette Portis <u>Early Language, Phonics & Humour (Primarily for language development and enjoyment)</u> -Dear Dragon – Josh Funk -Shark in the Park – Nick Sharratt -Brown Bear, Brown Bear – Bill Martin Jr -Oi Frog! – Kes Gray	
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