



Learning Pathway

Goals in stages for English

Each goal has a corresponding activity plan

Expressive Communication

Expressive Communication

Stages 1 & 2

Makes fleeting eye contact during a close interaction.	Explores own ways of making needs known.	Participate in vocalisation with encouragement.
Experience changes in voices of adults.	Participate in greetings with encouragement.	Respond differently to familiar people.
Reacts to peers sounds / movements / touch / closeness.	Understand some gestures in context.	React when basic needs met.
Non-verbally/ non symbolically communicates refusal.	After pause in favoured activity non symbolically shows they would like more.	

Expressive Communication

Stage 3

Use gone and all gone.	Respond to adult pointing in a direction.	Use reaching and pointing to convey needs.
Uses some conventional gestures.	Share attention.	Intentional non symbolic communication to ask for things.
Intentional communication to make choice from 2 items presented simultaneously.	Uses symbolic communication to ask for familiar items not present from a choice of 2.	Intentional communication to make clear choice from 3 options.
Initiate social interactions.	Simple negation e.g. rejects some things.	Use 5+ symbolic communication system words expressively.
Use own way of communication to express themselves.	Imitate two vocalisations.	Interest in making vocalisations.
Intentional non-symbolic communication to show likes.	Imitate slight variations to own vocalisations after adult modelling.	Intentional act to gain adult's attention.
Engage in social interaction games.	Indicate key people when asked to.	Spontaneous greetings using own style of communication.

Expressive Communication

Stage 4

Maintains eye contact during an interaction of two to three minutes.	Consistent communication for 3+ familiar verbs.	Use mouth/ lips/ tongue to make different sounds.
Attempts to mimic sounds and syllables for few words.	Intentional symbolic greeting of familiar people when symbols/ switch close to them.	Knows to join in when routine activity starts with a greeting.
Spontaneously waves/ communicates goodbye appropriately.	Take turns in a 1-1 conversation with sounds or words, pausing, then listening as appropriate.	Follow turn taking of conversation between people.
Clearly communicates yes / no.	Consistently uses 10+ symbolic communication system words that look like items they represent.	Consistently uses 'more' or 'again ' using symbolic communication.
Consistently use 'no more' or 'finished' using symbolic communication.	Asks for a chosen activity or item given a prompt.	Blend two syllables to make words.
Consistent, specific communication to request basic needs.	Communicate things they like and don't like using symbolic communication or words.	Consistent communication for 5+ everyday nouns in different situations.

Expressive Communication

Stage 5

Uses the language 'big' and 'small' to describe items with a marked difference in size.	Use of facial expression and gesture to convey meaning.	Uses sentence starter e.g. 'I see' or 'I want' and then noun/ verb.
Known two-word phrases used to initiate conversation in familiar setting.	Takes part in adult and child short phrase interaction.	Vocabulary of over 50 + words.
Creates a two word / sign / symbol phrase.	Recognises and uses 3+ symbols or signs for verbs.	Repeats and repairs misunderstandings to make needs known.
Uses vocabulary of 'like' and 'dislike' + noun/ verb.	Independently asks for an activity from a limited known vocabulary bank.	Takes turn in communication with a peer with prompts.
Names two or three colours.	Uses two-word phrases to communicate need.	Combine simple words, signs or symbols to make short phrases.
Names 'black' and 'white' colours.		

Expressive Communication

Stage 6

Name basic colours.	Uses 'please' and 'thank you' in conjunction with a request.	Use 'bigger' and 'smaller' to describe objects with small size differences.
Initiates topic of conversation with adult/peer in familiar contexts.	Maintains a topic of conversation with an adult with more than 2 turns at phrases each.	Independently interacting with peers.
Names three things they like/don't like.	Creates a short sentence to choose an activity.	Uses verbs in a two-word sentence.
Uses 'it' correctly.	Uses limited vocabulary to generalize.	Uses adverbs in short phrase.
Uses intonation, facial expression or gesture when asking a question.	Uses language in more than 2 different ways e.g. to ask question, to give information etc.	Uses adjectives in short phrase.
Communicates two elements of their address.	Communicative turn taking in a small group.	Uses 'my' correctly.

Expressive Communication

Stage 7

Communicates appropriately with peers in unstructured times.	Uses language to describe past events.	Creates 3+ word phrases using words/signs/symbols.
Use 'and' between two nouns.	Independently initiate telling important events to others and maintains conversation.	Waits turn to contribute information to small group discussion.
Adds own ideas to topic of conversation.	Recalls past events.	Creates a 3 word/sign/symbol phrase to recall an event.
Use 3+ word phrase/symbol to describe item/ person.	Uses language to describe future events.	Consistent use of plurals.
Uses facial expressions in role play.		

Expressive Communication

Stage 8

Uses 4 word sentences spontaneously.	Uses 4 word sentences in a structured situation.	Uses humour.
Greets and converses with new people appropriate to contexts.	Listens to others in a small group and carries on the discussion/debate.	Expresses a reason for their likes and dislikes.
Uses a wide range of vocabulary .	Uses possessives.	Takes part in role play.
Uses different linking words when telling stories.		

Receptive Communication

Receptive Communication

Stages 1 & 2

Reacts to speech/song/touch of adult.

Responds to 2+ very familiar cues to favoured activities.

Responds to familiar language.

Receptive Communication

Stage 3

Understands and responds to 5+ familiar nouns in routines.

Understands and responds to 3-5-familiar verbs in routines.

Recognises own photograph/identifier from choice of 2.

Takes turns in 1-1 turn taking game with an adult prompt.

Show recognition of 5 familiar words.

Attends to an interaction with another person.

Anticipation of favoured activity when given cue.

Receptive Communication

Stage 4

Responds to simple questions with one word given choice of 2 options.	Understands 15 + nouns related to everyday items in different situations.	Understands 'big' and 'small'.
Understands 10+ verbs related to everyday activities in different situations.	Attends to people as he / she communicates with them.	Matches the names / identifiers / photos of 4+ peers to people.
Matches familiar cue to activity/event from choice of 2.	Anticipates next step within familiar routine.	

Receptive Communication

Stage 5

Respond to 'where' in familiar context.	Responds to 'who' questions.	Comprehends 'you', 'me', 'yours', 'my' and 'mine'.
Responds appropriately to 2 key word questions about familiar experiences.	Follows the functional description to identify a few everyday objects.	Follows questions involving a simple negative e.g. Who has no hair?
Anticipates and waits turn and then responds.	Follows own timetable of three activities and anticipates next activity.	Understands before and after.
Responds to 'what' in familiar context.	Responds to two-key-word instructions.	Understands yours and mine.
Understands the vocabulary 'man' and 'woman'.	Responds to 'which' questions.	Responds to simple questions in group times.

Receptive Communication

Stage 6

Understands up and down.	Understands the vocabulary 'boy' and 'girl'.	Understands verbs in short phrases.
Understands opposite concepts: above and below.	Relates recent events by sequencing three photos/ symbols/ words.	Follows own timetable for the day.
Responds and follows three word instructions in familiar commands.	Relates a few adjectives to familiar activities and objects e.g. hot to cooker.	Understands in, on and under.
Uses sentence starter: I see; I hear; I feel; and a noun.		

Receptive Communication

Stage 7

Understands negative forms.	Understands and uses graduated comparative terms for big and small.	Understands and uses 'he 'and 'she' and 'they'.
Understands 'next to' .	Recognises an element of their address.	Follows four key word instructions.
Understands and uses 'me', 'I' and 'you'.	Understands 'behind' and 'in front'.	Understands and follows four-word instructions.

Receptive Communication

Stage 8

Responds to 'why' questions.

Understands 'him' and 'her'.

Understands 'between'.

Follow own simple timetable and organises self for next activity.

Responds to 'how' questions.

Understands and uses non primary colour names.

Understands 'yours and 'ours'.

Reading and Phonics

Letter Recognition and Sounds

Stages 1 & 2

Reacts when familiar voice/song STOPS.	Reacts to vibrations.	Show reactions to different types of music.
Explore sound making with adults.	Begins to be aware of different sounds.	Reacts to sound.
Shows a reaction to pictures/sound on computer/i pad.		

Letter Recognition and Sounds

Stage 3

Listens to own vocalisations.	Attend to a few familiar phonic or alliteration rhymes.
-------------------------------	---

Letter Recognition and Sounds

Stage 4

Differentiates one clear sound in environment from another.

Match a clear familiar sound to an object from a choice of 2.

Match a sound maker to a picture of it from choice of 2 e.g. chuff chuff to train.

Attempts to join in familiar musical activities.

Stop ,listen and pay attention on request.

Matches initial sound of peers name to the pupil from a choice of 2.

Joins in some actions of a few familiar phonic and alliteration rhymes.

Differentiates one clear sound from another.

Letter Recognition and Sounds

Stage 5

Match 10 + letters.

Matches a few phonic alliteration/rhyme actions to letter shapes.

Says a single sound for 10+ graphemes.

Letter Recognition and Sounds

Stage 6

Find at least 3 letters of their name from the alphabet.

Associates ten letters with mnemonics.

Letter Recognition and Sounds

Stage 7

Match at least 10 upper case to lower case letters.

Finds item that starts with given letter sound.

Suggests a word for an alliterative phrase.

Letter Recognition and Sounds

Stage 8

Matches a few initial significant letters to sounds.

Matches at least three letters.

Can find the letter shape of the initial letter of their name.

Reading and Phonics

Words / Pictures / Symbols

Stages 1 & 2

With 1-1 adds a picture/texture to a page on a home made book.

Words / Pictures / Symbols

Stage 3

Responds to own name called.

From two relevant options selects item to add to image in personalised book.

Words / Pictures / Symbols

Stage 4

Finds printed words or symbols in the environment.

Identify own named items from a choice of two.

From three options selects appropriate one to add to personalised book.

Responds to looking at pictures or experiencing sensory items from a story and can match them.

Responds to the initial sound of their name from a choice of two.

Words / Pictures / Symbols

Stage 5

Understands that a story can be represented by a picture, symbol, or an object.

Finding own named item from a choice of 4 +

Selects words and appropriate images to create few pages of personalised book.

Matches objects to pictures or symbols.

Words / Pictures / Symbols

Stage 6

Match 3+ short words.

Sequence a 3 symbols sentence.

Picks out familiar word in text.

Identifies at least 3 social signs or labels.

Can find their name from a selection of names with same initial letter.

Can read at least two of their peers names.

Reads few familiar words/ symbols in a story book.

Selects few words/ symbols related to a story.

Reads words by blending sounds from known graphemes with support from adult.

Words / Pictures / Symbols

Stage 7

Able to read 5 familiar words.

Able to read 5 familiar words in a personalised reading book.

Words / Pictures / Symbols

Stage 8

Identifies 5 initial letters of words in a book.

Reading and Phonics

Text and Book Skills

Stages 1 & 2

Responds to a sensory story.

Text and Book Skills

Stage 3

Maintain concentration on a story in a small group of children.

Share attention on book or story 1-1 with adult for 5 minutes.

Maintains attention on a book for approximately two minutes in 1-1 situation.

Requests a familiar book by gesture, signing, vocalization or signing.

Text and Book Skills

Stage 4

Knows which is the front cover of a book.

Helps to make and use own personalised books.

Knows that pages of books need to be turned to tell a story.

Contributes 1 piece of information for a story to be built around.

Text and Book Skills

Stage 5

Shares personal experiences.

Chooses a computer/i pad story to share from choice of three.

Indicate they would like to read a favourite story.

Text and Book Skills

Stage 6

Shares a book with a peer or sibling.

Follow 1 line of text left to right.

Text and Book Skills

Stage 7

Indicates need to turn a page.

Follows more than one line of text left to right.

Follows text top to bottom.

Text and Book Skills

Stage 8

Creates a story from a sequence of illustrations or items.

Responds to questions in a guided reading session with 2 peers.

Reading and Phonics

Rhyme and Rhythm

Stages 1 & 2

Responds to a sensory rhyme.

Attends more to rhyme/alliteration than everyday speech.

Rhyme and Rhythm

Stage 4

Moves body to different music varying body movements.

Listens and responds to familiar rhymes with a symbol/object.

Rhyme and Rhythm

Stage 5

Join In with some actions or repeat words/rhymes /phrases when prompted.

Rhyme and Rhythm

Stage 6

Offers rhyming word in simple rhyming game.

Fills in missing words from familiar rhymes or songs.

Differentiates between one and two beat rhythm patterns.

Beat simple rhythm for adult to copy.

Identifies the number of syllables in one or two syllable words.

Copies simple rhythm patterns.

Rhyme and Rhythm

Stage 7

Recognise when an adult inserts an incorrect word into a family of rhyming words.

Rhyme and Rhythm

Stage 8

Claps or beats the syllables in their name.

Continues a rhyming string.

Segmenting and Blending

Stage 8

Segments sounds in simple words and begins to blend.

Reading and Phonics

Reading Comprehension

Stages 1 & 2

Enjoys peers reactions to stories.	Relaxes when hearing a familiar story.	Joint attention on story telling media with story teller.
Engage with story teller.	Shows wonder as fantasy story media presented.	

Reading Comprehension

Stage 3

Joint partnership with storyteller to add some sounds/actions to the story.	Use an auditory input on cue in story when given a prompt.	Recognise a familiar story as it is told.
Shows interest for a short time e.g. 30 seconds, when stories are told to them.		

Reading Comprehension

Stage 4

Chooses a favourite story from choice of 2 or 3.	Anticipate repetitive words of story and joins in.	Attempts to tell self story using pictures / vocalisations / puppets etc.
Identifies picture / tactile clue of main character of story from a choice of three.	Listens and responds to familiar short stories showing comprehension of a few words.	Enjoys sharing a book with an adult adding own simple contributions e.g. vocalisations...
Actively engages in computer/i pad story e.g. vocalises.	Identifies picture/ tactile clue of main event of story from choice of 3.	Anticipates a significant part in story.

Reading Comprehension

Stage 5

Respond to specific dramatic parts of a story.	Create simple two word phrase about a book.	Sequence three pictures from a story.
Listens to a story /tape for five minutes and can identify an item from story from choice of two.	Shows anticipation of what is going to happen in a familiar story.	Say what they like/dislike about a story.
From a prompt communicates an element of a story or event.	Correctly indicate pictures of objects or characters in response to simple questions.	

Reading Comprehension

Stage 6

Recognise favourite character in a story.	Tells story in own way to audience.	Creates own 2 word phrase to describe images for personalised book.
Creates two word phrase about an object in a book.	Selects photos/ symbols to make a topic based book.	Join in with predictable phrases or refrains.
Demonstrates comprehension of shared story by answering a where is.. question.	After hearing a story 1-1, answers 'who is' questions. Using their preferred mode of communication.	Demonstrates comprehension of shared story by answering a 'what is..!' question.
Demonstrates comprehension of shared story by answering a 'what is s/he doing' question.		

Reading Comprehension

Stage 7

Shows awareness of connections in books.	Takes in turn with a peer sharing a computer/i pad story.	Fills in a missing word of a familiar narrative text.
Finds basic information from books or computers.	Find a page in a picture book on request.	Makes up a story using picture clues.
Offers ideas about what could happen next in a story.	Sequences 3 images for personalised book.	Listen to new short story and recall some events.
Retell a short story using props cooperatively with a friend.	Able to comment on features of a story.	Role play to retell a story and contribute own ideas to group.

Reading Comprehension

Stage 8

Is aware if a character is happy, sad ,scared or cross.	Makes and reads personal books with three word phrases.	To make an "I like because..." sentence about a favourite story.
Retells beginning or end of a familiar story to a small group.	Retells story in own words.	Creates an appropriate sound at right moment in story.
Selects type of story they want e.g. scary, funny.		

Hand skills, Writing and Recording

Transcription

Stages 1 & 2

Bangs mark maker on surface.

Transcription

Stage 3

Makes random marks.

Enjoys mark making using different surfaces.

Enjoys mark making in different textures e.g. sand, clay.

Watches the mark maker make marks.

Maintains grasp on mark maker.

Scribbles spontaneously in a horizontal direction.

Scribbles spontaneously in a vertical direction.

Scribbles spontaneously in a circular direction.

Transcription

Stage 4

Makes deliberate marks.	Makes circular marks.	Give meaning to marks when they draw or paint.
Selects spoken word or symbol from choice of 2 to make caption for an image.	Uses pincer grip.	Imitates single vertical line.
Imitates single circular line.	Imitates single horizontal line.	

Transcription

Stage 5

Copies a circle.	Make meaningful marks.	Traces or over-writes a few letters of name.
Make straight line patterns.	Copies a horizontal line.	Copies a vertical line.
Traces or overwrites some letter shapes.	Draws lines or shapes on variety of scales in different media.	

Transcription

Stage 6

Imitates short zig zag lines.	Can create pictures or writing as requested.	Imitates short wavy lines.
Writes at least 3 letter shapes to represent sounds.	Writes initial letter of label for picture or object.	Makes an attempt at writing their own name.
Copies lower case letter shapes that go down and retrace upwards.	Copies lower case letter shapes that go anti-clockwise round.	Copies the sequence of letters of their name.
Demonstrates the difference between creating pictures and writing.	Imitates a horizontal and vertical cross.	Imitates a diagonal line.
Copies lower case letter shapes that go down and off in another direction.	Copies lower case zig-zag letter shapes.	Imitates a square.

Transcription

Stage 7

Copies a triangle.	Writes letters from left to right on a page with prompt.	Makes wavy line patterns.
Attempts two familiar words from memory.	Copies sequence of up to 3 letters.	Labels a picture with some support.
Uses appropriate pressure when writing.	Groups letters together.	Copies a square or rectangle.
Copies and continues writing patterns.	Identify or write 10 + graphemes on hearing corresponding phonemes.	Forms ten or more lower case letters correctly.

Transcription

Stage 8

Uses phonic understanding to make an attempt at simple regular words.	Copy writes name and surname.	Forms ten or more upper case letters correctly.
Writes letters and numbers on a line.	Leaves space between words with teacher support.	Writes/types initial letter of familiar word correctly.
Writes capital letter and lower case letters for their first name.	Reads back 3 word written sentence.	Re-traces vertical lines.
Confident using mark making in meaningful ways.	Creates text left to right across a page.	

Hand Skills, Writing and Recording

Composition

Stage 5

Says an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the.. park/shop/beach').

Composition

Stage 6

Says a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').

Composition

Stage 8

Makes up their own phrases or short sentences to express their thoughts aloud about stories or their experiences.

Uses writing to make labels and captions, using known graphemes.

Creates short symbol/ picture/ object story.

Creates a useful list of at least 4 items.