

Curriculum for Wales	AoLE Focus	Languages, Literacy and Communication (English)		
	Our School Curriculum Vision	Within the Taff Bargoed Learning Partnership, our learners will be provided with learning experiences, through high quality teaching, that will enable them to achieve their potential within literacy their skills. Our learners will experience a sense of pride and achievement as they decode, blend and build words to read, discover different language strategies, and apply their skills independently through authentic contexts. Our learners will gain a deep understanding of the subject, explored through a range of concepts/contexts, which ensures they fully understand and engage with what they are learning, and develop as literate individuals, able to apply their skills in their everyday lives.		
	Progression Step	2		
		Knowledge – ‘Learn ABOUT’		Experience – ‘Learn FROM’
Within our Curriculum, a focus is given to Pupil interest in contributing to the learning that is taking place, in order to develop a child-centred approach. However there is a range of expected knowledge that we aim to develop Pupils Skills through.				Pupils will be provided with an opportunity to:-
In Year 2, Pupils will learn about...		In Year 3, Pupils will learn about...		In Year 4, Pupils will learn about...
<p>ORACY</p> <ul style="list-style-type: none"> Engage as individuals and in groups, talking to different audiences, including friends, the class, teachers, practitioners and other familiar adults, and visitors Talk/communicate, spontaneously and through structured activities, for a variety of purposes, including: <ul style="list-style-type: none"> - Repeating rhymes and poems, sometimes from memory - Telling and retelling stories, both real and imagined - Talking of matters of immediate and personal interest - Discussing information texts - Asking and answering questions - Expressing thoughts, ideas and feelings, likes, dislikes and needs - Expressing opinions - Predicting outcomes and discussing possibilities. Extend their vocabulary through activities that encourage their interest in words <p>READING</p> <ul style="list-style-type: none"> Hear lively readings from a variety of sources Be introduced extensively to books, stories and words around them Read individually and collaboratively Read aloud their own work and other texts to different audiences Experience and respond to a wide range of print and fonts that include: <ul style="list-style-type: none"> - Picture books, plays, stories with familiar settings, those based on imaginary or fantasy worlds, retellings of traditional folk tales and fairy stories, poems and chants, including those with <p>WRITING</p> <ul style="list-style-type: none"> Write independently and collaboratively in response to a variety of stimuli, on subjects that are of interest and importance to them, including stories, poems, class activities and personal experiences Write in a range of genres, incorporating some of the different characteristics of these forms, e.g. stories; diaries; poems; notes, e.g. lists; captions; records, e.g. observations; and messages, e.g. notices, invitations, instructions Write for different audiences, including peers, adults, members of their family and themselves. 		<p>ORACY</p> <ul style="list-style-type: none"> Engage as individuals and in groups, talking to different audiences, including friends, the class, teachers, practitioners and other familiar adults, and visitors Talk/communicate, spontaneously and through structured activities, for a variety of purposes, including: <ul style="list-style-type: none"> - Repeating rhymes and poems, sometimes from memory - Telling and retelling stories, both real and imagined - Talking of matters of immediate and personal interest - Discussing information texts - Asking and answering questions - Expressing thoughts, ideas and feelings, likes, dislikes and needs - Expressing opinions - Predicting outcomes and discussing possibilities. 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				<p>ORACY</p> <ul style="list-style-type: none"> see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages respond orally to a variety of stimuli and ideas, including written and dynamic texts, e.g. paintings, music, film, still and moving images communicate for a range of purposes, speak and listen individually, in pairs, in groups and as members of a class use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults listen and view attentively, responding to a wide range of communication <p>READING</p> <ul style="list-style-type: none"> Read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. read individually and collaboratively read for different purposes, Develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others. <p>WRITING</p> <ul style="list-style-type: none"> write for a variety of purposes write in a range of continuous and non-continuous texts in a variety of forms write for a range of authentic audiences, real or imagined, produce poetic writing, using imagery and poetic devices, use a wide range of written and dynamic stimuli, use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others.

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| | <ul style="list-style-type: none"> ▪ Fantasy Story ▪ Stories by Significant Children's Authors | <ul style="list-style-type: none"> ▪ Dilemma Story ▪ Fantasy Story ▪ Stories by Significant Children's Authors |
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SKILLS – 'Learn TO'

LNF Links N/A

Through our Curriculum for LLC, our pupils will develop as **Ambitious, Capable Learners, Healthy confident Individuals, Ethical, informed Citizens & Enterprising, Creative contributors.**
Enrichment and Experiences within this AoLE, at our School, will include opportunities for Pupils to;

WMS	Descriptions of Learning	What this looks like in YEAR 2:	What this looks like in YEAR 3:	What this looks like in YEAR 4:	
Languages connect Us	Through opportunities to;	2.1 I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.	<ul style="list-style-type: none"> ▪ Begin to explore different cultures (including languages) making simple links between those and Welsh culture and language 	<ul style="list-style-type: none"> ▪ Explore different cultures (including languages) making simple links between those and Welsh culture and language 	<ul style="list-style-type: none"> ▪ Recognise that there is a relationship between other languages and cultures and their own Welsh identify.
		2.2 I can understand that people use different languages.	<ul style="list-style-type: none"> • Experience listening to and using a language other than their own. 	<ul style="list-style-type: none"> ▪ Develop an appreciation of language and understand that the world is made of countries each with their own languages. 	<ul style="list-style-type: none"> ▪ Understand that people use different languages
		2.3 I am beginning to understand that there are similarities and differences between our languages.	<ul style="list-style-type: none"> ▪ Begin to identify simple similarities between their own and others language. 	<ul style="list-style-type: none"> ▪ Begin to identify simple similarities and differences between their own and others language. 	<ul style="list-style-type: none"> ▪ Understand that there are similarities and differences between languages.
		2.4 I am beginning to draw on information presented in one language and convey it in my own words in another.		<ul style="list-style-type: none"> ▪ Begin to draw on information presented in one language and convey it in my own words in another. 	<ul style="list-style-type: none"> ▪ Begin to draw on information presented in one language and convey it in my own words in another.

LNF Links		Speaking, Listening, Collaboration, Reading Strategies, Comprehension, Response and Analysis			
Within our Curriculum for LLC, our pupils will develop as Ambitious, Capable Learners , Healthy confident Individuals , Ethical, informed Citizens & Enterprising, Creative contributors . Enrichment and Experiences within this AoLE, at our School, will include opportunities for;					
What Matters Statement	Descriptions of Learning	What this looks like in YEAR 2:	What this looks like in YEAR 3:	What this looks like in YEAR 4:	
Understanding languages is key to understanding the world around us.	Through opportunities to;	2.5 I can listen to, understand and communicate the general meaning of what I hear.	<ul style="list-style-type: none"> Listen carefully and make connections between what they are learning and what they already know. 	<ul style="list-style-type: none"> Listen carefully to presentation and show understanding of main points. 	
		2.6 I can listen to, understand and later recall what I have heard	<ul style="list-style-type: none"> Recall and retell narratives and information from texts with some details 	<ul style="list-style-type: none"> Check understanding by asking relevant questions or making relevant comments 	
		2.7 I can understand information about a variety of topics, identifying main points.	<ul style="list-style-type: none"> contribute to discussion, keeping focus on the topic and taking turns to speak Share activities and information to complete a task 	<ul style="list-style-type: none"> Contribute to group discussion, sharing ideas and information 	<ul style="list-style-type: none"> Contribute to group discussions and help everyone take part
		2.8 I can understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts	<ul style="list-style-type: none"> Show understanding of what they have heard by asking relevant questions to out specific information 	<ul style="list-style-type: none"> Use talk purposefully to complete a task in a group 	<ul style="list-style-type: none"> Help a group reach an agreement
		2.9 I can use a variety of cues to predict the general meaning in a variety of familiar and unfamiliar spoken contexts		<ul style="list-style-type: none"> Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context 	<ul style="list-style-type: none"> Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context

	<p>2.10 I can listen to others and understand that they may have a different perspective from my own.</p>	<ul style="list-style-type: none"> Express views about information and details in a text, considering content, ideas, presentation organisation and the language used. Show understanding and express opinions about language, information and events in texts. 	<ul style="list-style-type: none"> Express basic opinions about topics and written texts, e.g. <i>discuss topics which are within their scope of experience, discuss a character in a story.</i> 	<ul style="list-style-type: none"> Express opinions about topics and written texts
	<p>2.11 I can use <i>grapheme-phoneme correspondences</i> when reading.</p>	<ul style="list-style-type: none"> Confidently use all phonemes and their corresponding graphemes when blending and segmenting polysyllabic words Orally blend and segment polysyllabic words 		
	<p>2.12 I can use a range of strategies to read with increasing fluency</p>	<ul style="list-style-type: none"> Apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: <ul style="list-style-type: none"> Phonic Strategies Recognition of HFW Self-correction, including re-reading 	<ul style="list-style-type: none"> Develop their ability to read continuous and non-continuous texts with fluency, accuracy and enjoyment; respond to them orally and in writing. 	<ul style="list-style-type: none"> Develop their ability to read a range of continuous and non-continuous texts with fluency, accuracy and enjoyment; respond to them orally and in writing.
	<p>2.13 I can read different texts using a range of strategies to make meaning.</p>	<ul style="list-style-type: none"> Choose reading materials independently giving reasons for their choices Read a range of suitable texts with increasing accuracy and fluency 	<ul style="list-style-type: none"> Identify different purposes of texts 	<ul style="list-style-type: none"> Identify how texts differ in purpose, structure and layout
	<p>2.14 I can recognise the features of different types of texts and use appropriate language to talk about them.</p>	<ul style="list-style-type: none"> Identify and use text features e.g. titles, headings and pictures to locate and understand specific information Identify key words to search for information on-screen and modify search words as necessary Use contents page and glossary within a range of texts 	<ul style="list-style-type: none"> With support, begin to recognise and understand the basic features of continuous and non-continuous texts in terms of language, structure and presentation Begin to make links between continuous and/or non-continuous texts Identify how texts are organised 	<ul style="list-style-type: none"> With support recognise and understand the features of continuous and non-continuous texts in terms of language, structure and presentation. Identify similarities and differences between continuous and/or non-continuous texts.
	<p>2.15 I can find and use information from different materials that I read.</p>	<ul style="list-style-type: none"> Track a page of print with eyes without difficulty Look for key words to find out what the text is about Identify information from a text accurately and sort into categories or headings. 	<ul style="list-style-type: none"> Look for specific information in texts using contents, indexes, glossaries, dictionaries Locate information on web pages using screen features 	<ul style="list-style-type: none"> Scan for specific information using a variety of features in texts Find information and ideas from web pages, using different search methods, considering which the most efficient methods are
	<p>2.16 I can infer meaning from text and images.</p>	<ul style="list-style-type: none"> Decode text with unfamiliar content or vocabulary sustaining comprehension throughout Use the different features of texts to make meaning e.g. pictures, charts and layout 	<ul style="list-style-type: none"> Skim to gain an overview of a text Use visual clues to enhance understanding 	<ul style="list-style-type: none"> Skim to gain the gist of a text or the main idea in a chapter Find information and ideas from web pages, using different search methods, considering which the most efficient methods are.

	<p>2.17 I can read aloud with expression, paying attention to punctuation</p>	<ul style="list-style-type: none"> • Read aloud with attention to punctuation including full stops, question marks, exclamation and speech marks, varying intonation, voice and pace. 	<ul style="list-style-type: none"> • Read aloud using punctuation to aid expression 	<ul style="list-style-type: none"> • Use understanding of sentence structure and punctuation to make meaning.
	<p>2.18 I can respond to what I hear, read and see, asking questions and showing my understanding.</p>	<ul style="list-style-type: none"> • Explain relevant details from texts • Draw upon relevant personal experience and prior knowledge to support understanding of texts. • Refine and revise predictions in fiction and non-fiction texts. 	<ul style="list-style-type: none"> • Accurately identify the topic and main ideas of a text • Deduce ideas and information by linking explicit statements 	<ul style="list-style-type: none"> • Accurately identify the main points and supporting information in texts • Deduce connections between information
	<p>2.19 I can develop my vocabulary through listening and reading and use these new words in a variety of contexts.</p>	<ul style="list-style-type: none"> • Make links between texts read and new information about the topic. 	<ul style="list-style-type: none"> • Read short information texts independently with concentration • Take an interest in information beyond their personal experience • Make links between what they read and what they already know and believe about the topic. 	<ul style="list-style-type: none"> • Read texts, including those with few visual clues, independently with concentration • Explore information and ideas beyond their personal experience • Understand how something can be represented in different ways

LNF Links		Meaning, Purposes, Readers, Structure and Organization, Language, GPSH			
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What Matters Statement	Descriptions of Learning	What this looks like in YEAR 2:	What this looks like in YEAR 3:	What this looks like in YEAR 4:	
Expressing ourselves through languages is key to Communication	Through opportunities to:	2.20 I can speak clearly, varying expression and gestures to communicate my ideas.	<ul style="list-style-type: none"> Interpret, respond to and use non-verbal cues such as facial expressions and gestures 	<ul style="list-style-type: none"> Speak clearly varying expression to help listeners 	<ul style="list-style-type: none"> Adapt talk, showing understanding of the differences between informal talk with friends and more extended talk with a wider group
		2.21 I can use single and multi-clause sentences, making choices to meet the intended audience and purpose.	<ul style="list-style-type: none"> Write for different purposes 	<ul style="list-style-type: none"> Use language appropriate to more formal situations, e.g. during assembly, talking to a visitor. Start sentences in a variety of ways. 	<ul style="list-style-type: none"> Adapt talk, showing understanding of the differences between informal talk with friends and more extended talk with a wider group Vary the order of words, phrases and clauses in sentences.
		2.22 I can communicate using an increasingly varied and precise vocabulary	<ul style="list-style-type: none"> Understand and use language appropriate to writing Use connectives to write compound sentences 	<ul style="list-style-type: none"> Explain information and ideas using relevant vocabulary Use connectives for causation and consequence Use adjectives and adverbs to expand simple sentences and phrases 	<ul style="list-style-type: none"> Explain information and ideas using supportive resources e.g. on-screen and web-based materials Use connectives to show links within sentences Use adjectival and adverbial phrases to add interest and precision
		2.23 I can use single and multi-clause sentences	<ul style="list-style-type: none"> Use simple subject-related words appropriately. 		
		2.24 I can vary the types of sentences I use in my spoken language.	<ul style="list-style-type: none"> Use alliteration and rhyme in a range of contexts Use rhythm and rhyme to create more detailed chants, rhymes and poems 	<ul style="list-style-type: none"> Develop their ability to use a range of syntax structures in terms of vocabulary and terminology in their talk. 	<ul style="list-style-type: none"> Use a range of syntax structures, vocabulary and terminology in their talk.
		2.25 I can review my work and am beginning to use a range of familiar strategies and tools to improve my speaking and writing.	<ul style="list-style-type: none"> Respond to and give opinion on drama as well as a wider range of stimuli. Build on previous experience, speaking confidently and making themselves clear by; <ul style="list-style-type: none"> Organising what they say Choosing words deliberately Including relevant detail 	<ul style="list-style-type: none"> Use information from texts in their discussions or writing Proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit. 	<ul style="list-style-type: none"> Select and use information and ideas from texts Proofread their own work and that of others, assessing and identifying ways to improve before editing.

	<p>2.26 I can explain where and why I have made any changes or corrections.</p>	<ul style="list-style-type: none"> ▪ Talk in detail about things they have made or done, explaining the process. 	<ul style="list-style-type: none"> ▪ Review and improve sections of their work 	<ul style="list-style-type: none"> ▪ Improve writing, checking for clarity and organisation
	<p>2.27 I can adopt a range of roles and manage my contributions appropriately</p>	<ul style="list-style-type: none"> ▪ Adopt a specific role, using appropriate language in structured situations. 	<ul style="list-style-type: none"> ▪ Keep in role and support others in role play 	<ul style="list-style-type: none"> ▪ Explore different situations through role play.
	<p>2.28 I can change how I communicate, depending on where I am and who I am with.</p>	<ul style="list-style-type: none"> ▪ Speak clearly to a range of audiences 	<ul style="list-style-type: none"> ▪ Organise what they say so that listeners can understand ▪ Understand that texts change when they are adapted for different media and audiences 	<ul style="list-style-type: none"> ▪ Organise talk so that different audiences can follow what is being said
	<p>2.29 I can use spoken language for different purposes.</p>	<ul style="list-style-type: none"> ▪ Use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add interest. 	<ul style="list-style-type: none"> ▪ Begin to develop their understanding of when it is appropriate to use standard English and begin to use formal and informal language. 	<ul style="list-style-type: none"> ▪ Develop their understanding of when it is appropriate to use Standard English and use formal and informal language. ▪ Identify how texts change when they are adapted for different media and audiences
	<p>2.30 I can ask and answer questions and exchange ideas and information</p>	<ul style="list-style-type: none"> ▪ Prepare and ask a variety of questions for a variety of purposes, and to clarify understanding 	<ul style="list-style-type: none"> ▪ Prepare and ask a variety of questions for a variety of purposes, and to clarify understanding 	<ul style="list-style-type: none"> ▪ Prepare and ask a variety of questions for a variety of purposes, and to clarify understanding
	<p>2.31 I can write legibly.</p>	<ul style="list-style-type: none"> ▪ Experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily. ▪ Form upper- and lower- case letters accurately and with consistent size. 	<ul style="list-style-type: none"> ▪ Produce legible handwriting and present work appropriately joining letters in some words. 	<ul style="list-style-type: none"> ▪ Produce handwriting which is clear and legible and may be cursive.
	<p>2.32 I can spell common irregular words correctly.</p>	<ul style="list-style-type: none"> ▪ Use spelling strategies such as segmenting, simple roots and suffixes ▪ Spell some high-frequency words correctly 	<ul style="list-style-type: none"> ▪ Spell all high frequency words correctly 	<ul style="list-style-type: none"> ▪ Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words
	<p>2.33 I can use my knowledge of letter sounds and patterns accurately in my spelling.</p>	<ul style="list-style-type: none"> ▪ Use knowledge of syllables to spell polysyllabic words 	<ul style="list-style-type: none"> ▪ Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words 	<ul style="list-style-type: none"> ▪ Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words

	<p>2.34 I can attempt to spell more difficult words plausibly using a range of strategies.</p>	<ul style="list-style-type: none"> Re-read and improve their writing to ensure that it makes sense Use a dictionary 	<ul style="list-style-type: none"> Use past tense of verbs consistently Spell plural forms correctly in context 	<ul style="list-style-type: none"> Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words
	<p>2.35 I can use familiar punctuation</p>	<ul style="list-style-type: none"> Use capital letters, full stops and question marks accurately and sometimes use exclamation marks 	<ul style="list-style-type: none"> Use full stops, question marks, exclamation marks and commas for lists. 	<ul style="list-style-type: none"> Use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases and apostrophes for omission.
	<p>2.36 I can explain information and share ideas, opinions and feelings using relevant vocabulary.</p>	<ul style="list-style-type: none"> Express Opinions, giving reasons, and provide appropriate answers to questions Use ordering words Use standard forms of verbs 	<ul style="list-style-type: none"> Use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing. 	<ul style="list-style-type: none"> Begin to craft their writing using the standard forms of english
	<p>2.37 I can talk to plan writing and write for different purposes and audiences</p>	<ul style="list-style-type: none"> Use talk to plan writing Refine the use of storyline within imaginative writing Organise writing with a beginning, middle and end. Use different types of writing appropriate to purpose and reader. 	<ul style="list-style-type: none"> Write for different purposes and readers choosing words for variety and interest 	<ul style="list-style-type: none"> Adapt what they write to the purpose and reader, choosing words appropriately
	<p>2.38 I can organise my writing into a logical sequence.</p>	<ul style="list-style-type: none"> Present processes, event or reports in a clear sequence. Follow a structure in their writing with support e.g. reports, lists Follow and build upon a form modelled by the teacher 	<ul style="list-style-type: none"> Organise writing into logical sequences or sections by beginning to use paragraphs Include relevant details, information or observations in their writing Note down ideas to use in writing 	<ul style="list-style-type: none"> Explain the main ideas with supporting details, including observations and explanations where relevant. Gather ideas to plan writing
	<p>2.39 I can write using an increasingly imaginative, varied and precise vocabulary.</p>	<ul style="list-style-type: none"> Write text which makes sense to another reader, which may include details and pictures Use written language for different purposes, audiences or functions within play and structured activities. 	<ul style="list-style-type: none"> Use language appropriate to writing including standard forms of English Use an increasingly imaginative vocabulary Use vocabulary related to the topic or subject context 	<ul style="list-style-type: none"> Use language appropriate to writing including standard forms of English Choose and use words from an increasing range of imaginative vocabulary Use subject-specific vocabulary independently.

LNF Links		Meaning, Purposes, Readers, Structure and Organization, Language, GPSH, Collaboration			
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Literature fires imagination and inspires creativity.	Through opportunities to;	2.40 I can listen to and remember poetry, drama and prose	<ul style="list-style-type: none"> Join in with, repeat or memorise a range of stimuli including rhymes, songs, poems, including nonsense verse. 	<ul style="list-style-type: none"> Engage in opportunities to explore poetry and prose, as well as translating text to drama and performance. 	<ul style="list-style-type: none"> Engage in opportunities to explore poetry and prose, as well as translating text to drama and performance.
		2.41 I can retell stories creatively.	<ul style="list-style-type: none"> Retell narratives or information that they have heard, sequencing events correctly. 	<ul style="list-style-type: none"> Use on-screen functions to present their work in ways to interest the reader and enhance meaning 	<ul style="list-style-type: none"> Explore and use appropriately the different forms of writing on-screen to interact with others.
		2.42 I can use my imagination to respond to and adapt literature to create my own work	<ul style="list-style-type: none"> Demonstrate an understanding of prepositions within their play and structured activities. 	<ul style="list-style-type: none"> Use a basic structure for writing 	<ul style="list-style-type: none"> Use specific structures in writing
		2.43 I can use my imagination to create my own literature.	<ul style="list-style-type: none"> Follow and create their own action commands 	<ul style="list-style-type: none"> Write using an introduction to the topic and a conclusion 	<ul style="list-style-type: none"> Write an introduction, develop a series of ideas and a conclusion
		2.44 I can respond to what I hear, read, and view, asking questions and showing my understanding.	<ul style="list-style-type: none"> Listen to others with concentration, understanding the main points and asking for clarification if needed Answer more complex questions, relating to own experiences, stories or events. 	<ul style="list-style-type: none"> With prompting, consider what they read/view, responding orally and in writing to ideas, language and presentation 	<ul style="list-style-type: none"> Consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation
		2.45 I can recognise the features of different types of literature and use appropriate language to talk about them.	<ul style="list-style-type: none"> Extend their ideas or accounts by sequencing what they say including relevant details 	<ul style="list-style-type: none"> Use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate. Use visual information if relevant 	<ul style="list-style-type: none"> Use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate. Use visual information which is clear and relevant to the written text.
		2.46 I am beginning to show empathy with characters in literature.		<ul style="list-style-type: none"> Begin to consider how a character feels, making links to their own experiences 	<ul style="list-style-type: none"> Make connections to stories through their own experiences, or from similar situations, beginning to empathise with characters.