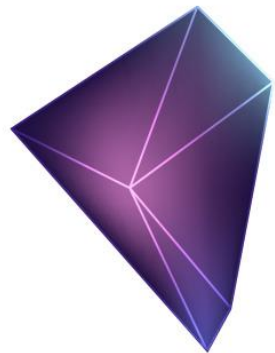


2019

Curriculum Skills and Progression;  
Let's Think in English -  
Cognitive Acceleration Taxonomy



Nebula  
where stars are born

LET'S THINK  
*in English*

The Nebula Federation

Horsford CE VA Primary School

Development Stage / Year Group	Classification	Frames of Reference	Symbolic Representation	Critical Reflection	Intention, Causality, Experimentation	Narrative Seriation
<p><b>Concrete operational / Years 1, 2 and 3</b></p>	<ul style="list-style-type: none"> <li>• Recognise the variables in a work, e.g. dialogue, characters and movement.</li> <li>• Recognise elements of style and genre e.g. forms of characterisation and non-linear narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe basic features of drama e.g. flashback.</li> <li>• Accept and offer alternative accounts, recognising the importance of context.</li> <li>• Understand stereotypes within defined context.</li> <li>• Describe events from different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Use gesture and mime to suggest place and character.</li> <li>• Use stereotypes, recognising that they are culturally determined.</li> <li>• Use simple signs and symbols to aid narrative or characterisation, e.g. cloak for a king or a queen.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the motives of self and others and respond using descriptive language.</li> <li>• Comment on the use and impact of style and structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Link a single cause and effect.</li> <li>• Make assumptions about motivation and / or artistic intent based on evidence and / or direct experience.</li> <li>• Create simple hypotheses about causes.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence events into a justifiable order.</li> <li>• Be aware of the beginning, middle and end of narratives.</li> <li>• Tell a story or create a drama from a particular point of view.</li> </ul>

<p><b>Concrete transitional / Years 3, 4 and 5</b></p>	<ul style="list-style-type: none"> <li>• Compare and contrast works, ideas, arguments and outcomes. Reclassify in the light of new evidence.</li> <li>• Recognise conventions and styles as a means of categorising the component parts of a drama or narrative.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a range of literacy styles and structures, e.g. documentary, romantic and abstract.</li> <li>• Use a range of styles to enhance meaning and re-shape meaning, e.g. soliloquy.</li> <li>• Represent the same story in a number of different styles.</li> <li>• Take into account different viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Use non-verbal techniques to create meaning and character.</li> <li>• Recognise that the relative status of characters influences the nature of relationship and character.</li> <li>• Use simile and analogy to carry meaning. Icons carry meaning, e.g. flag for nationalism.</li> </ul>	<ul style="list-style-type: none"> <li>• Justify opinions and actions.</li> <li>• Recognise and explain bias and propaganda.</li> <li>• Refine work and opinions in the light of feedback.</li> <li>• Identify and reflect on the use of dramatic structures to create meaning.</li> <li>• Construct and justify logical, critical, arguments and counter-arguments about a work.</li> </ul>	<ul style="list-style-type: none"> <li>• Find and test solutions to dramatic problems, e.g. how to show a character ageing.</li> <li>• Use dramatic techniques in order to create an intended effect, e.g. silence, voice, tone and level.</li> <li>• Link characters' motives to their actions and relate these to the consequences of these actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-order events to change their original meaning or create a new story.</li> <li>• Use complex narrative techniques, e.g. flashbacks.</li> <li>• Speculate on a number of different endings.</li> <li>• Tell the same story or create drama from a variety of viewpoints.</li> </ul>
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<p><b>Formal Operational / Years 5 and 6</b></p>	<ul style="list-style-type: none"> <li>• Make rich multi-layered comparisons between two or more works.</li> <li>• Select appropriate styles and conventions to achieve a desired effect.</li> <li>• Categorise a work using three or more variables.</li> <li>• Recognise that theatrical and narrative conventions and styles are culturally determined.</li> </ul>	<ul style="list-style-type: none"> <li>• Make explicit the implicit meaning in own work and the work of others.</li> <li>• Explore the relationship between style and genre and their impact on meaning.</li> <li>• Juxtapose apparently conflicting genres and styles to achieve a novel effect, e.g. the use of a game show format for a trial.</li> </ul>	<ul style="list-style-type: none"> <li>• Create dramatic impact by using the relative position of characters and the performance space to create meaning.</li> <li>• Recognise and speculate on the use of symbols by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Use deductive reasoning to piece together evidence to form a judgement about literacy or dramatic work.</li> <li>• Make clear and justifiable connections between own work and the work of others.</li> <li>• Understand and evaluate the literary intentions of self and others construct arguments to justify critical conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse parts of whole relationships in terms of intent and causality.</li> <li>• Create more complex hypotheses involving a number of variables.</li> <li>• Use a number of styles, structures and techniques to create an intended effect.</li> <li>• Identify and evaluate the intentions of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a narrative that carries more than one meaning at the same time, e.g. metaphor or parable.</li> <li>• Recognise layers of meaning in others' narratives.</li> </ul>
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Horsford Primary School			
Let's Think In English - Sequence of Lessons			
Year 2			
Autumn 1	La Luna (YouTube video)	Autumn 2	Crocodile (Book)
	Kites (YouTube video)		Something Else (Book)
	Bear (Book)		Kids (Poem)
Spring 1	Rosie's Walk (Book)	Spring 2	Who Did It? (Book)
	Hat (Book)		Mystery (Book)
	Journey (Book - 1/3)		Quest (Book - 2/3)
Summer 1	Wild (Book)	Summer 2	Return (Book - 3/3)
	Dark (Poem)		Today I Feel (Part 1)
			Today I Feel (Part 2)

<b>Year 3 / 4</b>			
Autumn 1	Philip part 1 (discussion)	Autumn 2	
	Philip part 2 (discussion)		
	Philip part 3-4 (bridging written task- plan/write/edit - collaborative poem)		
Spring 1	Before After part 1 (discussion)	Spring 2	Sam & Dave Dig a Hole part 1 (discussion)
	Before After part 2 (discussion)		Sam & Dave Dig a Hole part 2 (discussion)
	Before After part 3-4 (bridging written task- plan/write/edit)		Sam & Dave Dig a Hole part 3-4 (bridging written task- plan/write/edit)
	Not Now Bernard 1 (discussion)		
	Not Now Bernard 2-3 (bridging written task- plan/write/edit - Newspaper)		
Summer 1	The Present part 1 (discussion)	Summer 2	Philosophy lessons
	The Present part 2 (discussion)		
	The Present part 3-4 (bridging written task- plan/write/edit)		

<b>Year 5 / 6</b>			
Autumn 1	Maps (long poem)	Autumn 2	Bear (poem)
	Shoes (6 word short story)		Rabbits (book) part 1
	Lulu (poem)		Rabbits part 2
Spring 1	Tree (book)	Spring 2	Visitor (poem)
	Maker (short film) part 1		Home (story)
	Maker part 2		
Summer 1	Staircase (poem)	Summer 2	Hole (short film)
			The Island (short story) part 1
			The Island part 2