

A3ii
Writing
<ul style="list-style-type: none">• Engage in sensory play using a variety of medium• Engage in supported sensory play• Copy fine motor movements• Use palmer grasp• Copy gross motor movements• Independently engage in early mark making on paper• Engage in a range of fine motor activities
Reading
<ul style="list-style-type: none">• Turn pages in a book• Understand how a book works• Share books and digital reading devices with adults• Show an understanding of five timetable symbols• Pay attention and respond to the pictures or the words in a book• Engage with Sensory Stories• Use symbols to express preferences (out of sight)• Select a symbol to represent a character in a book with support

A4
Writing
<ul style="list-style-type: none">• Use a range of mark making tools• Attempt to write (scribble across page)• Accept hand-over-hand support• Pair objects to photographs• Pair objects with symbols• Independently engage in sensory mark making• Make marks when asked to draw a picture or write• Trace horizontal, vertical and circular strokes• Begin to draw lines and shapes• Use a screen to mark make• Label a picture by selecting words or symbols• Consistently select their own photograph
Reading
<ul style="list-style-type: none">• Hold a book the correct way around• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.• Repeat words and phrases from familiar stories• Develop role-play around favourite stories• Identify familiar places in pictures• Respond appropriately when listening to a familiar story or rhyme• Respond to pictures by making noises• Pair symbol to characters in a book• Recognise familiar people in pictures• Identify objects and characters in familiar books• Look at the pages in a book when an adult is reading• Identify themselves in a photograph when given a choice of two• Match pictures in books to objects in their environment

A5	
Writing	
<ul style="list-style-type: none"> • Enjoy drawing freely • Copy and complete a pattern • Pair the initial sound of their name • Pair letters in their name • Add some marks to their drawings which they give meaning to. For example: 'That says mum' • Identify what they have drawn • Complete a sentence with an appropriate word • Use two key words to caption a picture • Make marks on their picture to stand for their name • Write/draw using a pincer grip • Label a picture by selecting words or symbols (4 symbols) • Watch an adult as they write • Write the initial sound of their name on work • Differentiate between the marks they make • Use anti-clockwise movements for circular shapes when writing • Draw characters including head and other features 	
Reading	
<ul style="list-style-type: none"> • Identify different objects in a range of simple books • Notice some print, such as the first letter of their names, a bus or door number, or a familiar logo • Identify colours in books or pictures (minimum of three) • Ask questions about the book. Make comments and share their own ideas • Identify objects that are big and small within a story • Develop play around their favourite stories using props • When listening to a familiar story, use actions or repeated words • Pair pictures and symbols to new objects • Recognise 8 iconic symbols • Pair pictures • Recognise 3 letters of the alphabet by sound • Recognise own name from a choice of 2 • Show anticipation during a familiar story • Identify a familiar symbol from a choice of four • Identify objects/characters in a simple book • Enjoy looking at books independently 	

A6			
Writing			
Transcription		Composition	
Spelling	Handwriting	Structure and Purpose	Vocabulary, Grammar and Punctuation
Use some of their print and letter knowledge in their early writing for example 's' snake	Write some letters accurately	Write some or all of their name Understand the 5 key concepts about print;	Begin to use more complex sentences to link thoughts (e.g. using and, because)

Reading and Writing Pathway 1
Skills development

		1) Print has meaning 2) Print can have different purposes 3) We read English text from left to right and from top to bottom 4) The names of the different parts of a book 5) Page sequencing	Use language in recalling past experiences Begin to use a range of tenses (e.g. play, playing, will play, played)
Reading			
Word Reading		Comprehension	
<ul style="list-style-type: none"> • Begin to understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing • Count or clap syllables in a word with an adult • Learn how words have an initial sound and some words have the same initial sound • With an adult recognise familiar words such as own name, advertising logos and screen logos 		<ul style="list-style-type: none"> • Show interest in illustrations and words in print and digital books and words in the environment • Join in with repeated refrains in stories and rhymes • Begin to tell own stories • Begin to talk about a familiar story • Build up vocabulary that reflects the breadth of their experiences • Engage in extended conversations about stories, learning new vocabulary • Use speech to explain what is happening • Listen to others in one-to-one or small groups, when conversation interests them • Listen to familiar stories with increasing attention and recall 	