

A4

Writing

- 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

- 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

- 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 and Writing Pathway 2
Skills development

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; 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	Begin to use more complex sentences to link thoughts (e.g. using and, because) 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 		<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 	

Reading and Writing Pathway 2
Skills development

<ul style="list-style-type: none"> 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"> 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
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A7			
Writing			
Transcription		Composition	
Spelling	Handwriting	Structure and Purpose	Vocabulary, Grammar and Punctuation
Write some or all of their name	Use large muscle movements to wave flags & streamers, paint & make marks	Retell a simple past event in correct order (e.g. went down slide, hurt finger)	Absorb and use language they hear around them in their community and culture
Write initial sound for familiar words such as 'm' for mummy	Use one handed tools & equipment, e.g. snips in paper with scissors	Use speech to explain what is happening and anticipate what might happen next	although will continue to make some errors in language e.g. runned
Use correct initial sound in words	Use a comfortable grip with good control when holding pens & pencils	Use some of their print & letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page	Use intonation, rhythm and phrasing to make the meaning clear to others
Use correct final sound in words	Show a preference for a dominant hand Create lines and circles pivoting from the shoulder and elbow Write some letters accurately		Talk more extensively about things that are of particular importance to them
			Build up vocabulary that reflects the breadth of their experiences
			Use speech in pretending that objects stand for something else in play, e.g. This box is my castle
Reading			
Word Reading		Comprehension	
<ul style="list-style-type: none"> Understand print has meaning and different purposes Know that we read English text from left to right & from top to bottom Know the names of the different parts of books & page sequencing Count or clap syllables in a word Recognise words with the same initial sound Recognise familiar words and signs such as own name, advertising logos and screen icons Read some of the simple 45 high frequency word list recommended for pupils working between A7 to A9 		<ul style="list-style-type: none"> Look at and enjoys print and digital books independently Join in with repeated refrains and anticipates key events and phrases in rhymes and stories Begin to be aware of the way stories are structured, and to tell own stories Be able to talk about familiar stories & tell a long story Engage in extended conversations about stories, learning new vocabulary Build up vocabulary that reflects the breadth of their experiences Beginning to understand why and how questions 	

Reading and Writing Pathway 2
Skills development

	<ul style="list-style-type: none"> • Talk about events and principal characters in stories and suggests how the story might end • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Be able to express a point of view & to debate when they disagree
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A8			
Writing			
Transcription		Composition	
Spelling	Handwriting	Structure and Purpose	Vocabulary, Grammar and Punctuation
Start to develop phonic knowledge by linking sounds to letters	Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology	Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
Name and sound some of the letters of the alphabet	Begin to use anticlockwise movement and retrace vertical lines	Write own name and other things such as labels and captions	Use language to imagine and recreate roles and experiences in play situations for younger pupils or role-play and social situations for older pupils
Identify letters			
Write recognisable letters in sequence, such as in their own name	Use a pencil and how to hold it effectively, using pencil aids where appropriate	Create texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats	Link statements and sticks to a main theme or intention
Spell words by identifying the sounds & then writing the sound with letter/s Using finger spelling, segment the sounds into simple words and blend them together to progressively write VC, CVC, CCVC and finally CVCC words in later blocks of learning	Begin to form lower-case letters and taught the correct direction, starting and finishing in the right place How to hold a pencil between thumb and first finger, building on the previous whole-hand grasp		Use speech to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline or narrative into their play
Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together			Begin or attempt to write 1 or 2 word sentences with words with known sound-letter correspondences using a capital letter & full stop e.g A cat.
Copy-write days of the week			
Reading			
Word Reading		Comprehension	
<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Read the alphabet understanding letters have names as well as making sounds • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound, saying or signing sounds for them 		<ul style="list-style-type: none"> • Enjoy an increasing range of print & digital books, both fiction and non-fiction • Know that information can be retrieved from books, computers & mobile digital devices • Describe main story settings, events & principal characters in increasing detail • Re-enact and reinvents stories / poems they have heard in their play • Beginning to understand humour, e.g. nonsense rhymes • Use combinations of art forms, e.g. moving and singing, making and dramatic 	

Reading and Writing Pathway 2
Skills development

<ul style="list-style-type: none"> • Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words • Build vocabulary, especially by grouping and naming, exploring the meaning and sounds of unfamiliar words • Re-read simple, decodable phonics books with an adult until they are familiar, raising confidence and familiarity with book reading • Read the 45 high frequency word list recommended for pupils working between A7 to A9 	<ul style="list-style-type: none"> • Engage with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text • Use speech to organise, sequence & clarify thinking, ideas, feelings and events • Give explanation of why events happened in a story • Understand a range of complex sentence structures including negatives, plurals and tense markers • Recall & discuss stories or information that has been read to them, or they have read themselves • Listen & responds to ideas expressed by others in conversation or discussion • Understand questions such as who; why; when; where and how • Link statements & sticks to a main theme or intention
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A9			
Writing			
Transcription		Composition: <i>Planning, drafting, evaluating, editing, proof reading</i>	
Spelling	Handwriting	Structure and Purpose	Vocabulary, Grammar and Punctuation
Write from memory, short and simple dictated sentences containing the GPCs and words taught so far	Sit correctly at the table for longer periods of time, holding a pencil comfortably and the other hand to hold their work	Attempt to write appropriately to the task using simple words or 2-3 word sentences	Begin to show an awareness of how full stops are used e.g. the end of a sentence
Write days of the week	Taught to form and orientate letters correctly, including lower case, capital letters and digits; there may be some inconsistency in size and writing may still need to be mediated to be understood	Write simple sentences based on real or fictional experiences	Begin to use a capital letter, finger space and full stop although inconsistent
Spelling attempts are beginning to be phonetically correct with correct initial sounds		Begin to write in different forms; e.g. lists, captions, simple stories, emails	Begin to be aware of question marks and exclamation marks and use them with support
Spell a few common exception words (e.g. I, the, he, said, of)	Develop letter formation, however some letters may be formed with ascenders and	Write own personal information to include full name and address	Begin to use capital letters for days of the week and months
Recognise and begin to spell some compound words	descenders under or over the line	How to talk about what they are going to write progressing to how to compose a sentence orally before writing it	Begin to join either words, ideas or clauses with 'and' or be aware of how clauses are joined with 'and' for future writing
Name some of the letters of the alphabet	Begin to write with Some spaces between words, although inconsistent	Talk about a sentence or word they have created progressing to reading or retelling their writing to a peer or adult	Begin to learn about question marks and exclamation marks and show some use of these
Using finger spelling, segment the sounds into simple words and blend them together to write CVC, CCVC and CVCC words	How to sit letters on the line correctly, although this will be inconsistent	Sequence several pictures and talk about them, communicating non-verbally or verbally in sentences	Use adjectives for description and may refer to them as 'describers'
Begin to divide words into syllabus to support phonemically finger-spelling		Discuss or communicate own writing with others; make simple changes where suggested	Uses nouns for writing and may refer to them as 'names'

Reading and Writing Pathway 2
Skills development

Use phonetically plausible spelling attempts		<p>Listen to or begin to use story language</p> <p>Create simple poems either written or communicated verbally or non-verbally</p> <p>Re-read their own work and, with support, may recognise if it makes sense</p> <p>Use the drafting process to write down ideas or key words, including some new vocabulary drawn from listening to and talking about whole books. Give opportunities to redraft a few, focused corrections to improve writing</p> <p>Discuss what they have written with the teacher or other pupils and may begin to read back their work</p>	
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Reading

Word Reading	Comprehension
<ul style="list-style-type: none"> • Continue to practise and consolidate reading of the 45 high frequency word list recommended for pupils working between A7 to A9 • Apply phonic knowledge learnt so far to decode words • Read simple phrases and sentences within their current phonics knowledge including some Phase tricky words from Letters and Sounds • Blend sounds into words so that they can read short and longer words made up of known letter-sound correspondences from the Phase they are working within • Begin to read some words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Re-read decodable phonics books with a partner and an adult, until they are familiar, to build up their fluency and confidence in word reading • Develop their vocabulary especially by grouping and naming, exploring the meaning and sounds of unfamiliar words • Read and develop their understanding of specialist words for example those related to jobs or advertisements 	<ul style="list-style-type: none"> • Show an understanding of a wide range of poems, stories and non-fiction that has been read and listened to • Understand non-fiction texts and what they are used for or what they tell us • Find and point to a full stop in the text and understand it is the end of the sentence • Begin to talk about the main points or events in a simple text • Listen to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Listen to and enjoy a range of rhymes and poems from our most current pupils and teenage authors • Enjoy discovering about and celebrating our most current authors and illustrators • Become familiar with key stories, fairy stories for younger pupils and traditional tales and fractured fairy stories for older pupils, retelling them, recognising and joining in with predictable phrases • Check that the text makes sense to them as they read

Reading and Writing Pathway 2
Skills development

<ul style="list-style-type: none">• Research the meaning of words using electronic search engines or dictionaries	<ul style="list-style-type: none">• Discuss the significance of the title and events within the book• Understand what inference means and make inferences on the basis of what is being said and done in the text, for example Jack is scared of the giant because he is hiding• Participate in discussion about what is being read to them, taking turns and listening to other views• Begin to make predictions based on the title, blurb and pictures
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