

Specific Area	Literacy	
	Reading (R)	Writing (W)
30 – 50 months	<ol style="list-style-type: none"> 1. Enjoys rhyming and rhythmic activities. 2. Shows awareness of rhyme and alliteration. 3. Recognises rhythm in spoken words. 4. Listens to and joins in with stories and poems, one-to-one and also in small groups. 5. Joins in with repeated refrains and anticipates key events and Phrases in rhymes and stories. 6. Beginning to be aware of the way stories are structured. 7. Suggests how the story might end. 8. Listens to stories with increasing attention and recall. 9. Describes main story settings, events and principal characters. 10. Shows interest in illustrations and print in books and print in the environment. 11. Recognises familiar words and signs such as own name and advertising logos. 12. Looks at books independently. 13. Handles books carefully. 14. Knows information can be relayed in the form of print. 15. Holds books the correct way up and turns pages. 16. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ol style="list-style-type: none"> 1. Sometimes gives meaning to marks as they draw and paint. 2. Ascribes meanings to marks that they see in different places.
40 – 60+ months	<ol style="list-style-type: none"> 17. Continues a rhyming string. 18. Hears and says the initial sound in words. 19. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. 20. Links sounds to letters, naming and sounding the letters of the alphabet. 21. Begins to read words and simple sentences. 22. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 23. Enjoys an increasing range of books. 24. Knows that information can be retrieved from books and computers. 	<ol style="list-style-type: none"> 1. Gives meaning to marks they make as they draw, write and paint. 2. Begins to break the flow of speech into words. 3. Continues a rhyming string. 4. Hears and says the initial sound in words. 5. Can segment the sounds in simple words and blend them together. 6. Links sounds to letters, naming and sounding the letters of the alphabet. 7. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 8. Writes own name and other things such as labels, captions. 9. Attempts to write short sentences in meaningful contexts.
ELGs	<ol style="list-style-type: none"> 1. Children read and understand simple sentences. 2. They use phonic knowledge to decode regular words and read them aloud accurately. 3. They read some common irregular words. 4. They demonstrate understanding when talking with others about what they have read. 	<ol style="list-style-type: none"> 1. Children use their phonic knowledge to write words in ways which match their spoken sounds. 2. They also write some irregular common words. 3. They write simple sentences which can be read by themselves and others. 4. Some words are spelt correctly and others are phonetically plausible.
Exceeding	<ol style="list-style-type: none"> 1. Children can read phonetically regular words of more than 1 syllable as well as many irregular but high frequency words. 2. They use phonics, semantic and syntactic knowledge to understand unfamiliar vocabulary. 3. They can describe the main events in the simple stories they have read. 	<ol style="list-style-type: none"> 1. Children can spell phonetically regular words of more than 1 syllable as well as many irregular but high frequency words. 2. They use key features of narrative in their own writing.

