

| In Preschool it looks like | In Reception it looks like | In Years 1 & 2 it looks like |
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| <p>Understanding that symbols convey meaning and that print is different to pictures</p> <ul style="list-style-type: none"> • Chooses favourite books to be read • Recognises familiar packaging & signs • Points to words in a book while listening to a story • Requests their name be written on personal items • Dictates to a scribe • Recognises functions of printed/written material eg shopping list, catalogues, story books, birthday cards • Pretends to read • Points to where writing starts • Differentiates letters and numerals • “Chimes in” during story reading <p>Noticing that sounds and letters are related</p> <ul style="list-style-type: none"> • Recognises rhyming in stories • Knows words are made of sounds, and written using letters • Can point to a “letter” • Recognises first sounds and rhyme patterns in spoken words and may start to link to some letters <p>Experimenting with print</p> <ul style="list-style-type: none"> • Purposefully “writes” as distinct from draws • ‘Reads’ what they have ‘written’ (This says...) • Asks what words say • Shows others what has been written • Scribble “writes” • Tries to write some letters of the alphabet • Attempts to copy writing • Incorporates print, number, symbols and patterns in play • Writes and recognises own name • Knows about 10 letters by end of preschool <p>Beginning to notice some conventions</p> <ul style="list-style-type: none"> • Holds books right way and starts from front • Approaches pages from left to right • Understands print can represent speech (eg speech bubble = “talking”) | <p>Understanding the alphabetic principle</p> <ul style="list-style-type: none"> • Recites the alphabet song • Learns the sounds that go with letters (early reception) • Says the alphabet while pointing to letters • Sounds out the prominent sounds in words • Develops some consistent spelling for particular words eg ‘war’ for where • Knows the name of all letters and their most common sounds • Knows simple letter patterns (some digraphs) <p>Understanding print and text concepts:</p> <ul style="list-style-type: none"> • Knows letter, sound, word, sentence (eg ‘A word is a group of letters with a space at each end’) • Writing includes beginning, middle, end • Consistently leaves space between words or work-like clusters of letters • Writes numbers 1 – 10 <p>Developing some writing conventions</p> <ul style="list-style-type: none"> • Writes some high frequency words learned from memory • Writes some of the prominent sounds in words eg ‘sa’ for snake (semi-phonemic spelling) gradually moving to phonemic spelling • Orients left to right and top to bottom for print • Attempts to write brief, simple texts which intersperse conventional and unconventional letters and symbols (invented spelling) • Copies words that are needed • Uses repetitive writing formats <p>Early conventional reading skills</p> <ul style="list-style-type: none"> • Reads a range of sight words, frequently used computer symbols and commands, and short predictable texts largely using memory • Points to words as reads • Begins to “sound out” unfamiliar words • Substitutes words during reading based on memory, pictures cues etc | <p>Print conventions</p> <ul style="list-style-type: none"> • Understands a wider variety of terminology to do with print eg paragraph, edit • Recognises upper case letters • Consistently spaces words • Correct punctuation in simple sentences • Developing awareness of audience • Edits and publishes own work with decreasing assistance from adults • All sounds in words are represented <p>Developing text organisation</p> <ul style="list-style-type: none"> • Plans what will be written • Writes a variety of text types eg recount, story, procedure • Writes a title • Joins simple sentences and begins to use extended sentences • Vocabulary becoming more interesting with less reliance on familiar spelling words <p>Fluency & Accuracy</p> <ul style="list-style-type: none"> • Uses cues from letter-sound patterns, sense of story or sentence grammar to self-correct and identify words • Competent beginner readers may still read new material with difficulty. Reading and spelling conventions are understood but still developing in their application • Independent readers will use a variety of strategies to decode and predict words and will monitor and self-correct for meaning. Reading and spelling conventions are largely well managed • Stable sight word vocabulary which steadily increases |

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