

Language

Reading

Emergent Skills

P6 - 7

Use of Text

Sequence pictures from left to right to demonstrate understanding of a text.

Follow or sequence pictures from narrative or their own experiences and tell the story.

Identify familiar texts.

Use words from text to retell story.

Show understanding or recognition of a familiar text by being able to complete the sentence correctly.

Communicate understanding of heard texts by answering comprehension questions about familiar texts (yes/no).

Participates in shared reading, joining in with rhymes, refrains and repeated texts.

Read with support showing changes of pace or emphasis.

Contextual Understanding

Show awareness of pictures telling one story.

Use information gathered from the text to draw/write about key characters/objects.

Relate the events in the story to their own experiences.

Conventions

Begin to match sounds to letters or groups of letters.

Differentiate between letters/symbols (text) and pictures.

Link a picture to a word/symbol/letter in simple matching games.

Follow words left to right in a range of contexts, moving finger along text left to right either as self or adult reads.

Demonstrate understanding of the conventions of reading e.g. following text left to right, top to bottom and page following page.

Order three given key-words to make a sentence.

Processes and Strategies

Use picture cues to predict unknown words within a text being read to them or read by them.

Recognize when the order is incorrect and make changes.

Starts to show an awareness of rhyme.

Writing

Emergent Skills

P6 - 7

Use of Text

*Label some pictures in text using symbols.

Convey simple meaning by assembling own writing.

Produce a drawing to accompany text.

Copy writing with support, e.g. labels and/or captions for pictures or for displays.

Verbally give a complete sentence as a caption for an object or picture.

Order symbols or words in a list form down the page.

Contextual Understanding

Demonstrate understanding that writing can be used for a range of purposes.

Write simple sentences in a variety of contexts and with a variety of media.

Add ideas as words, photos or symbols to a diagram.

Use photos/pictures/symbols to make instructions.

Write and explain their writing.

Conventions

Use a pincer grip and preferred hand to hold writing implement.

Manipulates tools and equipment with increasing control.

Order and use three key-words to make a sentence or phrase.

Produce or write recognisable letters or symbols related to a few familiar words including their name.

Appropriate use of symbols, words, letters and numbers.

Begin to group letters to form words and leave spaces between them.

Use upper case letter of initial letter of own name.

Begin to use a capital letter and full stop with verbal prompting.

Write a limited range of familiar words, including own name independently from memory.

Sentence build left to right using more than three key

Recognise some letters of the alphabet and know which letters represent some of the sounds.

Write a simple sentence with support.

Processes and Strategies

With support, write their name using a keyboard or touch screen program such as 'Switch It'/iPad APPs.

With verbal support spell their name and a few familiar words.

Order sets of pictures/lists of words/symbols.

Copy print from the environment.

Hears and says the initial sounds in words when writing.

Listening and Speaking

Emergent Skills

P6 - 7

Use of Text

Communicate a favourite part of a text.

Make up their own stories, songs, rhymes and poems with support.

Describe a familiar/favourite event.

Use words and/or symbols from a text to retell story/previous experience.

Follow instructions with four key-words, signs or symbols.

Contextual Understanding

Predict an increasing range of words, signs or symbols in familiar text by completing a phrase adult says from text.

Use words or symbols from text in different contexts.

Ask simple questions to obtain information.

Conventions

Use phrases with up to three key-words, signs or symbols to communicate simple ideas or events or make a request.

Speak with clarity and use appropriate intonation when reading and reciting texts.

Tell real and imagined stories using the conventions of familiar story language with support.

Use conjunctions, for example, 'and' and 'to', to link ideas.

Processes and Strategies

Use simple phrases and statements to communicate ideas about present events and experiences.

Name classmates, teachers and familiar classroom and playground objects.

Join in with poems, rhymes, songs, repeated phrases and shared reading experiences.

With support, attend to and answer questions from adults and their peers about experiences, events and stories.

Viewing and Presenting

Emergent Skills

P6 - 7

Use of Text

Reveal their own feelings to presentations by showing amusement curiosity or surprise.

Use gestures, facial expression, words/signs/symbols and props to share experiences or something they have created.

Make use of images to 'read' simple picture books and signs.

Able to show critique by clapping loudly or quietly after a performance and saying or choosing appropriate symbol of why they like it.

Make meaning from signs and symbols around the classroom.

Contextual Understanding

Use body language to communicate and to convey understanding, for example pointing, gesturing, facial expressions.

As a group identify favourite part of book and tell others why.

Demonstrate understanding of 'being' a character. And Show awareness of what a particular character says during well-known story/poem.

Recognise signs and symbols within the environment

Conventions

Take part in role play with confidence.

Distinguish written words from visual images.

Use an increasing range of gestures, facial expressions and/or objects to communicate.

Sort colours and simple shapes within visual images.

Processes and Strategies

Assume the role of a character during role play performance using some keywords, signs, movements and actions.

Act out a favourite part of the story using props, sounds, voices for characters or do one of their own.

Plan and present a short story using symbols/pictures or objects.

Recognises some simple symbols to help access devices or programmes.