

Language

Reading

Emergent Skills

P4 - 5

Use of Text

Listen to story being read, look at pictures, feel objects.

Match objects to pictures/photographs or symbols.

Choose a book or demonstrate the desire to hear a particular story.

Join in with actions, signs, movements that relate to familiar text, rhymes.

Recognize familiar environmental print.

Looks at books independently, displaying reading like behaviors.

Contextual Understanding

Show some awareness that particular books, pictures, signs or symbols are associated with particular stories.

Indicates recognition of familiar texts by demonstrating consistent responses.

Begin to use single words from text in other contexts.

Anticipate and use key word phrases from text.

Identify specific items in a story on request.

Select appropriate objects, symbols, words to accompany text.

Select a few words, signs or symbols with which they are particularly familiar.

Conventions

Show some understanding of how books work, for example, turning pages and holding the book the right way up.

Begin to show awareness of difference between picture and words.

Recognise a few symbols or pictures presented in a way familiar to them.

Processes and Strategies

Watch adult point to text.

Repeat copy and imitate adult model of finger scanning pictures left to right in personal space.

Match picture to picture, symbol to symbol, or word to word.

Point to specific objects or characters in a story/picture. PECS stage 6.

Sequence two pictures/symbols to demonstrate understanding

Writing

Emergent Skills

P4 - 5

Use of Text

Make marks next to work/photo.

Understand their marks and symbols convey meaning.

Copy over/under captions or labels linked to text.

Produce some meaningful print, signs or symbols associated with, actions, images or events, for example, contributing to records of their own experiences.

To combine two key-words, symbols or signs to label pictures from a text.

Contextual Understanding

Use photos/pictures/symbols to create text for a given purpose.

Make marks about picture or photograph telling adult what they have written

Conventions

Match the letters of their name.

Make marks or symbols.

Use writing implements with a pincer grip.

Overwrite and copy under or over a model making horizontal, vertical lines

Make left to right and top to bottom tracking marks, with increasing control and co

Create picture or patterns using lines and circles with support.

Produce the first letter of their name using pencil, stamp, flashcard, computer

With visual support mark make about what they've done (eg label photo of a recent experience)

Processes and Strategies

Develop their mark making skills by accepting co-active movements with an adult.

Co-operate to record information.

Generate symbols from a selection on a computer/IPad.

Choose a photograph to write about.

Use ICT and with support find/input some letters of their name.

Listening and Speaking

Emergent Skills

P4 - 5

Use of Text

Perform/copy some actions/signs (from the text) with or without adult or other learners to copy from.

Attempt to say key phrases in a well-known story/text.

Listen and respond to familiar songs and rhymes showing enjoyment.

Copy or imitate phrases from text.

Identify specific items in a story on request.

Answer questions using signs, symbols or speech about familiar text using two key-word, sign or symbol.

Contextual Understanding

Use a core of five symbols/words in at least three different situations.

Show some anticipation of actions/signs within a text.

Demonstrate understanding of adult questions by responding appropriately to them.

Conventions

Respond to questions using one word answers e.g. yes or no.

Listen with enjoyment and respond to stories, songs and other music, rhymes and poems.

Use single words or symbols to communicate about an event or feelings of likes/dislikes.

Answer frequently asked questions consistently, correctly using speech or signs.

Express two concepts: adjective + noun, verb + noun, noun + verb, noun + noun.

Use a vocabulary of up to 50 words.

Processes and Strategies

Use single words, signs and symbols for familiar objects showing an understanding of their names.

Demonstrate to an adult the desire to hear a particular song, rhyme, story or part of a story, by any means.

Combine two words, signs or symbols when communicating.

Combine single words, signs or symbols to communicate meaning to a range of listeners.

Repeat, copy and imitate between 10 and 20 single words, signs or phrases.

Follow instructions containing two key-words i.e. 'Give me ...' 'Point to the ...' 'Put the ...' 'Where is ...?'

Viewing and Presenting

Emergent Skills

P4 - 5

Use of Text

Communicate likes/dislikes in response to presentations and visual images using facial expression, gesture and/or body language.

Engage in co-active participation in drama and role play activities that focus on particular texts.

Join in actions and improvisations.

Perform some actions from the text with or without adult or other pupils to copy from.

With adult and visual support report back to class about a personal experience or piece of work.

Contextual Understanding

With visual and verbal support, remember which character they are during role play.

Choose a category of critique through symbols or communication aids to show if they like a performance e.g. clapping.

Match similar facial expressions and body language.

Conventions

Use gestures, facial expressions and/or objects to communicate.

Act out part of a simple daily routine when given a prop.

Co-operate in group activities and show curiosity about content at a simple level.

Match colours within visual images.

Processes and Strategies

Use a prop appropriately.

Use single words, signs or symbols to communicate meaning to a range of listeners.

With adult support they can choose a favourite item from story and report back to class by showing and naming their favourite.

Uses pictures/visual prompts to access devices or programmes.

Use specific apps and programmes to show understanding.