

**Enjoyment & Choice**

Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.

Experiences and Outcomes		Progression		
<b>Enjoyment &amp; Choice</b>	<p><b>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</b> LIT 0-01a 0-11a 0-20a</p>	<ul style="list-style-type: none"> <li>I can listen to songs, rhymes and stories.</li> <li>I can say clearly some of the core phonemes.</li> <li>I can recognise that some words rhyme.</li> <li>I can recognise some alliteration.</li> <li>I am beginning to keep the beat in singing games and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>I can join in with songs, rhymes and stories.</li> <li>I can say clearly most of the core phonemes.</li> <li>I can identify rhyming words.</li> <li>I can identify alliteration.</li> <li>I can make oral sentences.</li> <li>I can clap the syllables in some words.</li> <li>I can recognise a word from broken syllables.</li> </ul>	<ul style="list-style-type: none"> <li>I can actively participate in songs, rhymes and stories by keeping the beat or completing a missing rhyme.</li> <li>I can say all of the core phonemes.</li> <li>I can generate rhyme.</li> <li>I can generate alliteration.</li> <li>I can identify the words in spoken sentences.</li> <li>I can identify and use syllables in words.</li> <li>I can identify and use some phonemes in spoken words.</li> </ul>
<b>Enjoyment &amp; Choice</b>	<p><b>I enjoy exploring and choosing stories and other texts to watch, read or listen to and can share my likes and dislikes.</b> LIT 0-01b 0-11b</p>	<ul style="list-style-type: none"> <li>I am beginning to show an interest in stories, books and texts.</li> <li>I am beginning to join in story telling sessions.</li> <li>I can talk about part of texts I like.</li> </ul>	<ul style="list-style-type: none"> <li>I show an interest in stories, books and texts.</li> <li>I join in story telling sessions and I'm beginning to anticipate, ask simple questions and recognise repeated phrases.</li> <li>I can say that I like some texts better than others.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose a story, book or text to share with others.</li> <li>I actively participate in story telling sessions by predicting and anticipating what will happen, asking questions and recognising repeated phrases.</li> <li>I can state my preferences and explain why I like some texts better than others.</li> </ul>
<b>Enjoyment &amp; Choice</b>	<p><b>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</b> LIT 0-01c</p>	<ul style="list-style-type: none"> <li>I can listen to others.</li> <li>I can say who was in a story.</li> <li>I can talk about what happened in a story.</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate with my peers and adults.</li> <li>I can talk about characters and their actions in a story.</li> <li>I can retell a story in my own words.</li> </ul>	<ul style="list-style-type: none"> <li>I can initiate conversation with my peers and adults and respond appropriately.</li> <li>I can suggest reasons why characters might act in certain ways.</li> <li>I can make judgements of texts and talk about reality/fantasy, fact/opinion, and right/wrong – giving reasons for my answers.</li> </ul>

**Tools for listening and talking**

To help me when interacting or presenting within and beyond my place of learning.

Experiences and Outcomes		Progression		
Tools for listening and talking	<p><b>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.</b> <b>LIT 0-02a ENG 0-03a</b></p>	<ul style="list-style-type: none"> <li>• I can listen to other children and adults and make a simple response</li> <li>• I am beginning to become aware of the need of others to make a response</li> </ul>	<div style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>• I can talk to a range of audiences who are familiar to me, using appropriate language</li> <li>• I am aware of the needs of others and show I can wait for my turn</li> <li>• I am developing skills in listening 1 to 1, in small groups and in large groups.</li> <li>• I am beginning to use my voice appropriately re volume, pitch and sound.</li> </ul> <div style="text-align: center;"> </div>	<ul style="list-style-type: none"> <li>• I can talk with increasing appropriateness to a wider range of audiences.</li> <li>• I can show my appreciation of the needs of others when talking and listening in a range of situations.</li> <li>• I can wait until another person has stopped talking.</li> <li>• I can listen 1 to 1, in small groups and in large groups.</li> <li>• I can speak clearly showing an awareness of silence, volume, pitch and sound.</li> <li>• I look at someone who is talking to me and when I talk to them.</li> </ul>

## Literacy Progression

## Early Level: Listening and Talking

### Finding and Using Information/ Understanding, Analysing and Evaluating

#### Finding and Using Information

When listening to, watching and talking about texts, with increasingly complex ideas, structures and specialist vocabulary

#### Understanding, analysing and evaluating

Investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.

Experiences and Outcomes		Progression		
Finding and Using Information	<p><b>I listen or watch for useful or interesting information and I use this to make choices or learn new things.</b></p> <p><b>LIT 0-04a</b></p>	<ul style="list-style-type: none"> <li>I can listen to others and watch a range of media.</li> </ul>	<ul style="list-style-type: none"> <li>I am becoming aware that in listening to others and accessing a range of media I can learn.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to others and access a range of media to learn.</li> <li>I can ask questions to extend my knowledge and to clarify thinking.</li> <li>I can ask and answer questions about a story I have heard.</li> <li>I can give suggestions and ideas and share these with an adult, child or group of children.</li> <li>I can accurately convey a simple message about something I have watched or listened to.</li> </ul>
Understanding, analysing and evaluating	<p><b>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</b></p> <p><b>LIT 0-07a 0-16a</b> <b>ENG 0-17a</b></p>	<ul style="list-style-type: none"> <li>I am beginning to show my engagement in text by suggesting what happens next.</li> <li>I am becoming aware that I can answer and ask questions about texts.</li> <li>I am becoming aware that my own experiences may relate to the text I have shared.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to predict details, actions and outcomes in texts.</li> <li>I am beginning to answer literal questions about texts.</li> <li>I am beginning to ask literal questions about a text.</li> <li>I am beginning to talk about my own similar experiences after engaging with a text.</li> <li>I am beginning to link what I listen to or watch with what I already know.</li> </ul>	<ul style="list-style-type: none"> <li>I can predict details, actions and outcomes in texts.</li> <li>I can answer literal questions about texts.</li> <li>I can ask literal questions about texts.</li> <li>I can talk about my own similar experiences after engaging with a text.</li> <li>I can link what I listen to or watch with what I already know.</li> </ul>

**Creating Texts**

Applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Experiences and Outcomes		Progression		
Creating Texts	<p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. <b>LIT 0-09a</b></p>	<ul style="list-style-type: none"> <li>• I am beginning to talk about my experiences.</li> <li>• I am beginning to share news and other information.</li> <li>• I am beginning to share my feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about experiences and events.</li> <li>• I can share news and other information.</li> <li>• I can observe an activity and recount some details about it.</li> <li>• I can share some of my feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk clearly and logically about experiences and events.</li> <li>• I can confidently share news and other information.</li> <li>• I can observe an activity and recount it in a clear logical sequence.</li> <li>• I can share feelings.</li> </ul>
Creating Texts	<p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. <b>LIT 0-09b / LIT 0-31a</b></p>	<ul style="list-style-type: none"> <li>• I am beginning to explore ideas in real and imaginary contexts including listening to and making stories.</li> <li>• Through role play I am beginning to explore characters and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore ideas in real and imaginary contexts including listening to and making stories.</li> <li>• Through role play I can explore characters and situations.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore ideas in real and imaginary contexts including listening to and making stories.</li> <li>• I can use improvisation and work in role to explore characters and situations.</li> </ul>
Creating Texts	<p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. <b>LIT 0-10a</b></p>	<ul style="list-style-type: none"> <li>• I am beginning to listen to others and take part in conversations and discussions.</li> <li>• I am beginning to learn new words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to listen to others in a variety of situations.</li> <li>• I am beginning to listen to and take part in conversations and discussions.</li> <li>• I am beginning to learn new words and phrases.</li> <li>• I can make a response to what others have to say in a group.</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to others in a variety of situations.</li> <li>• I can listen to and take part in conversations and discussions.</li> <li>• I can use new words and phrases.</li> <li>• I am beginning to converse confidently in social situations.</li> <li>• I can respond to what others have to say in a group.</li> </ul>

**Enjoyment & Choice**

Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.

Experiences and Outcomes		Progression		
<b>Enjoyment &amp; Choice</b>	<p><b>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</b> LIT 0-01a/LIT 0-11a/LIT 0-20a</p>	<ul style="list-style-type: none"> <li>I can listen to songs, rhymes and stories.</li> <li>I can say clearly some of the core phonemes.</li> <li>I can recognise that some words rhyme.</li> <li>I can recognise some alliteration.</li> <li>I am beginning to keep the beat in singing games and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>I can join in with songs, rhymes and stories.</li> <li>I can say clearly most of the core phonemes.</li> <li>I can identify rhyming words.</li> <li>I can identify alliteration.</li> <li>I can make oral sentences.</li> <li>I can clap the syllables in some words.</li> <li>I can recognise a word from its syllables.</li> </ul>	<ul style="list-style-type: none"> <li>I can actively participate in songs, rhymes and stories by keeping the beat or completing a missing rhyme.</li> <li>I can say all of the core phonemes.</li> <li>I can generate rhyme.</li> <li>I can generate alliteration.</li> <li>I can identify the words in spoken sentences.</li> <li>I can identify and use syllables in words.</li> <li>I can identify and use some phonemes in spoken words.</li> </ul>
<b>Enjoyment &amp; Choice</b>	<p><b>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</b> LIT 0-01b/LIT 0-11b</p>	<ul style="list-style-type: none"> <li>I am beginning to show an interest in stories, books and texts.</li> <li>I can choose my own library book</li> <li>I am beginning to join in story telling sessions.</li> <li>I can say what I like/dislike about a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can choose my favourite text from a range of genres and listen attentively when this is read to me.</li> <li>I join in story telling sessions and I'm beginning to anticipate, ask simple questions and recognise repeated phrases.</li> <li>I can choose my favourite text from a wide range of genres and listen attentively when this is read to me.</li> <li>I can say that I like some texts better than others.</li> <li>I can recognise and name familiar signs, labels notices and logos. (print in the environment)</li> </ul>	<ul style="list-style-type: none"> <li>I can choose a story, book or text from a wide range of genres and share it with others.</li> <li>I actively participate in story telling sessions by predicting and anticipating what will happen, asking questions and recognising repeated phrases.</li> <li>I can state my preferences and explain why I like some texts.</li> <li>I expect my reading book to make sense</li> <li>I can recognise that print conveys a message and is meaningful and make the link between the spoken and written word</li> <li>I can differentiate between letters, words, numbers spaces sentences and illustrations.</li> </ul>

**Tools for Reading**

To help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning.

Experiences and Outcomes		Progression		
<b>Tools for Reading</b>	<p><b>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write.</b></p> <p><b>ENG 0-12a / LIT 0-13a / LIT 0-21a</b></p>	<ul style="list-style-type: none"> <li>• I am beginning to have an awareness of environmental print.</li> <li>• I can listen to songs, rhymes and stories.</li> <li>• I can recognise that some words rhyme.</li> <li>• I can recognise some alliteration.</li> <li>• I can begin to clap the syllables in rhymes.</li> <li>• I can repeat the words in simple spoken sentences.</li> <li>• I can produce some of the core phonemes.</li> <li>• I am beginning to be aware of some single sounds in spoken words.</li> <li>• I am becoming aware that drawings and symbols can convey meaning.</li> <li>• I know that texts and illustrations are related.</li> <li>• I know that print is read from left to right and from top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that environmental print conveys meaning.</li> <li>• I can join in with songs, rhymes and stories.</li> <li>• I can identify rhyming words.</li> <li>• I can identify alliteration.</li> <li>• I can clap the syllables in some words and recognise a word from broken syllables.</li> <li>• I can make oral sentences.</li> <li>• In my normal speech I produce most of the core phonemes clearly.</li> <li>• I can identify some single sounds in spoken words.</li> <li>• I am beginning to recognise some symbols within print that are special to me. E.g. initial letter of name.</li> <li>• I can match objects to their initial sound</li> <li>• I can look at pictures to help me understand the words.</li> <li>• I know that letters are used in print.</li> </ul>	<ul style="list-style-type: none"> <li>• I can generate rhyming words.</li> <li>• I can generate alliteration.</li> <li>• I can identify syllables in words and synthesise words from broken syllables.</li> <li>• I can count the words in a spoken sentence.</li> <li>• In my normal speech I can produce the core phonemes clearly.</li> <li>• I can identify the single sounds in spoken words.</li> <li>• I can select the letter for a spoken sound.</li> <li>• I can say the names and sounds for lower case letters.</li> <li>• I can say the names and sounds for upper case letters.</li> <li>• I can identify phonemes at the start, end or middle of words.</li> <li>• I can identify long/short vowel sounds.</li> <li>• I can blend phonemes to make words like dish</li> <li>• I can make CVC words like pot ,sat, pin</li> <li>• I can make CCVC words.</li> <li>• I can make CVCC words.</li> <li>• I add some morphemes to make new words e.g. -ing, -ed.</li> <li>• I can spell some irregular words correctly.</li> <li>• I can understand and use the vocabulary of books and the concepts of print. Eg. Title, author, illustrator</li> <li>• I can use my knowledge of sounds and letters to help me with the texts I read.</li> </ul> <p>I can read familiar and unseen texts with increasing fluency and expression to convey understanding</p>

**Finding and using information** When reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.

Experiences and Outcomes		Progression	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Finding and Using information</b></p>	<p><b>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.</b> <b>LIT 0-14a</b></p>	<ul style="list-style-type: none"> <li>• With support I enjoy looking at and talking about information from a variety of sources</li> <li>• With support I can choose information I need to learn new things.</li> </ul>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> <li>• I am becoming aware that I can gain information from a variety of sources</li> <li>• With support I know where to look for information from a variety of sources</li> <li>• With support I can find the information I am interested in</li> <li>• I can tell others about the information I have found</li> <li>• I can learn new things from this information</li> <li>• I am able to re-call the facts afterwards.</li> <li>• I can recognise my name and the names of my friends</li> <li>• I can use posters to find new information</li> </ul> </div> <div style="width: 45%;"> <ul style="list-style-type: none"> <li>• I understand that I can gain information from a variety of sources</li> <li>• With support I can locate information I am interested in from a variety of sources.</li> <li>• I can use ICT to research information.</li> <li>• I can select main points from a text appropriate to the task</li> <li>• I can organise the information I have selected to share with others.</li> <li>• I can use books to predict what the text will be about.</li> <li>• I tell the difference between fiction and non fiction texts.</li> <li>• I can recognise some everyday signs and act on the information they convey</li> <li>• I can make simple predictions to demonstrate understanding e.g. title cover, illustrations, information provided, prior knowledge and blurb.</li> </ul> </div> </div>

**Understanding, analysing and evaluating** investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.

Experiences and Outcomes		Progression		
Understanding, analysing and evaluating	<p><b>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</b> LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	<ul style="list-style-type: none"> <li>I am beginning to show my engagement with text by suggesting what happens next.</li> <li>I am becoming aware that I can answer and asks questions about texts.</li> <li>I am becoming aware that my own experiences may relate to the text I have shared.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to predict details, actions and outcomes in texts.</li> <li>I am beginning to use context clues to work out the meaning of new words.</li> <li>I am beginning to talk about my own similar experiences after engaging with a text.</li> <li>I am aware that there are different levels of questioning and I am beginning to ask and answer literal and inferential questions about texts with some support.</li> </ul>	<ul style="list-style-type: none"> <li>I can predict details, actions and outcomes in texts.</li> <li>I can answer simple literal questions about texts.</li> <li>I can ask simple literal questions about a text.</li> <li>I can answer simple inferential questions about texts.</li> <li>I can talk about my own similar experiences after engaging with a text.</li> <li>I can guess what is going to happen in a story that has repeated patterns</li> <li>I can demonstrate understanding of new vocabulary in talking and writing</li> <li>I can set questions for myself and others to answer</li> </ul>
	<p><b>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</b> LIT 0-19a</p>	<ul style="list-style-type: none"> <li>I am beginning to show my engagement with text by recalling characters that have appealed to me and retelling part of the story I have enjoyed.</li> <li>With support I can use props to help me retell the main parts of the story.</li> <li>I can draw and / or write about a text with adult support</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to talk about events and characters in texts.</li> <li>I am beginning to retell a story in different ways including role play, puppets and drawing.</li> <li>I am beginning to empathise with characters and talk about their feelings.</li> <li>I am beginning to make judgements about characters and events relevant to the texts.</li> <li>I am beginning to use context clues to work out the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about events and characters in texts.</li> <li>I can retell a story in different ways including role play, puppets and drawing.</li> <li>I can empathise with characters and talk about their feelings.</li> <li>I can make judgements about characters and events relevant to the texts</li> <li>I can tell the main points in a recount in the right order</li> <li>I can talk about what I like and dislike about the characters and events in stories and say why.</li> <li>I can talk about the feelings of characters and justify my opinions</li> <li>I can take on the role of a character in a story</li> </ul>

**Enjoyment & Choice**

Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.

**Organising & using information**

Considering texts to help create short and extended texts for different purposes.

**Creating Texts**

Applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Experiences and Outcomes		Progression		
<b>Enjoyment &amp; Choice</b>	<p><b>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</b> LIT 0-01a / LIT 0-11a / LIT 0-20a</p>	<ul style="list-style-type: none"> <li>I can listen to songs, rhymes and stories.</li> <li>I can express my wants and needs.</li> <li>I can say clearly some of the core phonemes.</li> <li>I can recognise that some words rhyme.</li> <li>I can recognise some alliteration.</li> <li>I am beginning to keep the beat in singing games and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>I can join in with songs, rhymes and stories.</li> <li>I can express my feelings and wishes.</li> <li>I can say clearly most of the core phonemes.</li> <li>I can identify rhyming words.</li> <li>I can identify alliteration.</li> <li>I can make oral sentences.</li> <li>I can clap the syllables in some words.</li> <li>I can recognise a word from broken syllables.</li> <li>I am beginning to show an awareness of sounds within words.</li> </ul>	<ul style="list-style-type: none"> <li>I can exchange my ideas, feelings and opinions with others.</li> <li>I can say all of the core phonemes</li> <li>I can generate rhyme.</li> <li>I can generate alliteration.</li> <li>I can identify the words in spoken sentences.</li> <li>I can identify and use syllables in words.</li> <li>I can identify and use some phonemes in spoken words.</li> </ul>
<b>Organising &amp; using information</b>	<p><b>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</b> LIT 0-26</p>	<ul style="list-style-type: none"> <li>I am beginning to talk about pretend situations and people.</li> <li>I am beginning to engage in simple role play.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about pretend situations, characters and the experiences and feelings they may have.</li> <li>I can take part in role play situations.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about pretend situations, including a simple sequence of event, characters and the experiences and feelings they may have.</li> <li>I can use pictures in a storyboarding approach to help me organise my ideas for writing.</li> </ul>
<b>Creating Texts</b>	<p><b>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</b> LIT 0-09b / LIT 0-31a</p>	<ul style="list-style-type: none"> <li>I enjoy listening to imaginative stories.</li> <li>I can say who was in a story.</li> <li>I can talk about what happened in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Orally, I can make an imaginative story e.g. in a role play area.</li> <li>I can retell in my own words a story.</li> <li>I can finish a known story in my own words.</li> <li>I can suggest orally the possible endings of stories.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell my ideas in order so that my story makes sense.</li> <li>I can make my oral story tell WHO, WHAT, WHEN.</li> <li>I can write one or two items in order to make sense.</li> <li>I can continue a simple story orally or in writing when given a beginning.</li> <li>I can make-up, write and share a story of my own of methods e.g. using a variety of methods, written, recorded.</li> </ul>

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Considering texts to help create short and extended texts for different purposes.

**Creating Texts**

Applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Experiences and Outcomes		Progression		
<b>Enjoyment &amp; Choice</b>	<p><b>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</b> LIT 0-01a / LIT 0-11a / LIT 0-20a</p>	<ul style="list-style-type: none"> <li>I can listen to others and adults.</li> <li>I can listen to songs, rhymes and stories.</li> <li>I can express my wants and needs.</li> <li>In my normal speech I can say clearly some of the core phonemes.</li> <li>I can recognise that some words rhyme.</li> <li>I can recognise some alliteration.</li> <li>I am beginning to keep the beat in singing games and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate with others and adults.</li> <li>I can join in with songs, rhymes and stories.</li> <li>I can express my feelings and wishes.</li> <li>In my normal speech I produce most of the core phonemes clearly.</li> <li>I can identify rhyming words.</li> <li>I can identify alliteration.</li> <li>I can make oral sentences.</li> <li>I can clap the syllables in some words.</li> <li>I can recognise a word from broken syllables.</li> <li>I am beginning to show an awareness of sounds within words.</li> </ul>	<ul style="list-style-type: none"> <li>I can initiate conversation with others and adults and respond appropriately.</li> <li>I can exchange my ideas, feelings and opinions with others.</li> <li>I can say all of the core phonemes.</li> <li>I can generate rhyme.</li> <li>I can generate alliteration.</li> <li>I can identify and the words in spoken sentences.</li> <li>I can identify and use syllables in words.</li> <li>I can identify and use some phonemes in spoken words.</li> </ul>
<b>Organising &amp; using information</b>	<p><b>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</b> LIT 0-26</p>	<ul style="list-style-type: none"> <li>I can talk about experiences I know.</li> <li>I am beginning to engage in simple role play.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about experiences familiar to me.</li> <li>I can take part in role play situations.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about a range of experiences and feelings, describing one or two steps in a sequence.</li> <li>I can use pictures in a storyboarding approach to help me organise my ideas and information for writing.</li> </ul>
<b>Creating Texts</b>	<p><b>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</b> LIT 0-09b / LIT 0-31a</p>	<ul style="list-style-type: none"> <li>I am beginning to use a variety of tools for mark making to communicate my information.</li> <li>I can express my simple wants or needs.</li> </ul>	<ul style="list-style-type: none"> <li>I can use mark making to write simple labels, signs and captions to convey information.</li> <li>I can explain what I want or need.</li> <li>I can talk about how a simple task.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my own drawing and writing which conveys information.</li> <li>I can write labels, signs and captions for the classroom.</li> <li>I can write to give others information e.g. an instruction, a list.</li> <li>I can write and share with others information using a variety of methods, e.g. ICT, written, recorded.</li> </ul>

## Enjoyment & Choice

Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.

## Organising & using information

Considering texts to help create short and extended texts for different purposes.

## Creating Texts

Applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Experiences and Outcomes		Progression		
<b>Enjoyment &amp; Choice</b>	<p><b>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</b>  <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p>	<ul style="list-style-type: none"> <li>I can listen to songs, rhymes and stories.</li> <li>I can express my wants and needs.</li> <li>I can say clearly some of the core phonemes.</li> <li>I can recognise that some words rhyme.</li> <li>I can recognise some alliteration.</li> <li>I am beginning to keep the beat in singing games and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>I can join in with songs, rhymes and stories.</li> <li>I can express my feelings and wishes.</li> <li>I can say clearly most of the core phonemes.</li> <li>I can identify rhyming words.</li> <li>I can identify alliteration.</li> <li>I can make oral sentences.</li> <li>I can clap the syllables in some words.</li> <li>I can recognise a word from broken syllables.</li> <li>I am beginning to show an awareness of sounds within words.</li> </ul>	<ul style="list-style-type: none"> <li>I can exchange my ideas, feelings and opinions with others.</li> <li>I can say all of the core phonemes.</li> <li>I can generate rhyme.</li> <li>I can generate alliteration.</li> <li>I can identify the words in spoken sentences.</li> <li>I can identify and use syllables in words.</li> <li>I can identify and use some phonemes in spoken words.</li> </ul>
<b>Organising &amp; using information</b>	<p><b>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</b>  <b>LIT 0-26</b></p>	<ul style="list-style-type: none"> <li>I am beginning to talk about personal experiences and people I know.</li> <li>I am beginning to engage in simple role play.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about personal experiences, people and the feelings they may have.</li> <li>I can take part in role play situations.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about personal experiences, people and the experiences and feelings they may have in a simple sequence.</li> <li>I can use pictures in a storyboarding approach to help me organise my ideas for writing.</li> </ul>
<b>Creating Texts</b>	<p><b>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</b>  <b>LIT 0-09b / LIT 0-31a</b></p>	<ul style="list-style-type: none"> <li>I can share some personal experiences and talk about things that have happened to me.</li> <li>I can talk about people I know.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell in my own words a story which involves me and people I know.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell my ideas in order so that my story makes sense.</li> <li>I can make my oral text tell WHO, WHAT, WHEN.</li> <li>I can write one or two items in order to make sense.</li> <li>I can write and share a story about my personal experiences using a variety of methods e.g. ICT, written, recorded.</li> </ul>

**Tools for Writing**

using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.

Experiences and Outcomes		Progression		
<b>Punctuation &amp; Structure</b>	<p><b>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</b> <b>LIT 0-21b</b></p>	<ul style="list-style-type: none"> <li>I can begin to recognise symbols in the environment.</li> <li>I can recognise my own name label with a symbol or picture to help me.</li> <li>I can use tools to begin to explore mark making.</li> <li>I am aware of some of the features of text through sharing books.</li> <li>I am beginning to convey my ideas and thoughts verbally.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise the shapes of some letters.</li> <li>I can recognise my own name.</li> <li>I am beginning to use the shapes of some lower and upper case letter symbols in my emergent writing/mark making play.</li> <li>I am aware of some of the features of text through sharing books.</li> <li>I can verbally make a meaningful sentence.</li> </ul>	<ul style="list-style-type: none"> <li>I can use lower and upper case letters in my writing.</li> <li>I can write my first name beginning with a capital letter.</li> <li>I can use a capital letter at the start of my writing, and a full stop to show the end of my writing.</li> <li>I can recognise a question mark and exclamation mark in text.</li> <li>I can begin to write a meaningful written sentence.</li> </ul>
<b>Handwriting and Presentation</b>	<p><b>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</b> <b>LIT 0-21b</b></p>	<ul style="list-style-type: none"> <li>I can make marks on paper and other surfaces using different materials.</li> <li>I can make marks on paper and other surfaces to represent some of my ideas.</li> <li>I can produce scribble streams, scribble script, word like clusters and drawing marks to express my ideas and feelings.</li> <li>I can recognise some colours shapes or symbols.</li> </ul>	<ul style="list-style-type: none"> <li>I can draw shapes and pictures and tell someone what they are.</li> <li>I can experiment with making letter shapes using a wide variety of materials.</li> <li>I can mimic writing by making patterns on paper.</li> <li>I can understand that we record ideas using written symbols.</li> <li>I can try writing some letters that are very familiar to me e.g. Letters from my name.</li> <li>I can match or group shapes/symbols.</li> <li>I can find the odd one out of shapes, colours, symbols.</li> <li>I can recall/recreate the patterns/sequences of colour, shapes and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>I can hold a pencil correctly.</li> <li>I can recognise copy and continue patterns with left to right tracking.</li> <li>I can form most lower case letters correctly.</li> <li>I can form most upper case letters correctly.</li> <li>I can form letters to write words.</li> <li>I can find lower case letters on a keyboard.</li> <li>I can create my own patterns using colour, shapes and symbols.</li> <li>I can recognise and match in different orientations different shapes and symbols.</li> </ul>

**Tools for Writing**

using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning.

**Experiences and Outcomes** **Progression**

<b>Spelling &amp; Phonics</b>	<p><b>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.</b>  <b>ENG 0-12a/LIT 0-13a/LIT 0-21a</b></p>	<ul style="list-style-type: none"> <li>• I am beginning to recognise my name with the help of a picture symbol.</li> <li>• I can explore symbols and sounds in my environment.</li> <li>• I can listen to others and adults.</li> <li>• I can listen to songs, rhymes and stories.</li> <li>• I can express my wants and needs.</li> <li>• I can say clearly some of the core phonemes.</li> <li>• I can recognise that some words rhyme.</li> <li>• I am beginning to keep the beat in singing games and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise my forename and make an attempt to write it.</li> <li>• I can experiment with symbols and the sounds they make.</li> <li>• I can communicate with others and adults.</li> <li>• I can join in with songs, rhymes and stories.</li> <li>• I can express my feelings and wishes.</li> <li>• In my normal speech I produce most of the core phonemes clearly.</li> <li>• I can identify some rhyming words.</li> <li>• I can identify some examples of alliteration.</li> <li>• I can clap the syllables in some words.</li> <li>• I can recognise a word from broken syllables.</li> <li>• I am beginning to show an awareness of sounds within words.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write my forename.</li> <li>• I can select the letter for a spoken sound.</li> <li>• I can say the phoneme for a given letter.</li> <li>• I can say the names and sounds for lower case letters.</li> <li>• I can say the names and sounds for upper case letters.</li> <li>• I can identify phonemes at the start, end or middle of words.</li> <li>• I can identify long/short vowel sounds.</li> <li>• I can blend phonemes to make words.</li> <li>• I can identify rhyming words.</li> <li>• I can recognise alliteration.</li> <li>• I can spell some irregular words correctly.</li> </ul>
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