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| Attention and understanding | Language and communication | Reading | Writing |
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| Communicating and Listening | Reading | Writing |
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| Branch 8 | Branch 9 | Branch 10 |
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| Shows understanding of prepositions such as 'under' 'on top', 'behind' | Listen and respond to ideas expressed by others in conversations or discussions | Indicate or sign the correct picture or object when the adult says or signs the first sound |
| - In play situations - In structured situations | - In structured situations - In play situations - With familiar and unfamiliar people | |
| Responds to instructions involving a two part sequence in a range of familiar contexts | Understands instructions containing sequencing words such as 'first', 'after' and 'last' | Indicate or sign the correct letter when the adult says or signs the sound |
| | - Follow a recipe - Follow a simple route plan (first go to pink class, then...) | |
| Focusing attention – still listen or do but can shift own attention | Can answer simple questions about a story without props or pictures, to show understanding | To recognise and communicate every letter of the alphabet |
| | - Familiar story - Unfamiliar story | |
| Understand 2 key word sentences | Demonstrate an understanding of 'how' and questions | Has a good understanding of phase 3 phonics blends |
| - Within social routine - In play situations - In structured situations - In unfamiliar environments | - Able to communicate ideas in response to a 'how will you do this?' question | - Saying - Reading - Writing |
| Can retell a simple past event in the correct order using visual support | Has a good understanding of phase 2 initial phonic sounds | Uses future tense |
| - Using objects or props - Using symbols | - Saying - Reading - Writing | - Next |
| Talks to explain what is happening and predict what might happen next | To give explanations in response to why questions | In a familiar story, jump in with the next phrase when the adult pauses |
| | | |
| Uses past and present tense. | Uses language to imagine and recreate roles and experiences with a narrative in play situations | Can read simple sentences with no symbol or picture support |
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| Talks in more complex sentences, using linking words 'and' 'because' | Can use language to organise and sequence ideas | To begin to write or type common and cvc words |
| - In play situations - In structured situations | | |
| Can describe a picture using adjectives | Initiates conversation, pays attention and takes account of what others say | |
| | | |
| Knows that we read from left to right and top to bottom | Can read familiar words and cvc words with no symbol or picture support | |
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| Recognises familiar words, signs and symbols | Links sounds to letters, naming and sounding the letters of the alphabet | |
| - In play situations - In structured situations - In the community | | |
| Can retell a story showing awareness of settings, events and principal characters | Can match cvc words | |
| - Using objects or props - Using symbols - Using symbol software | | |
| Knows the sound of ten different letters and can find words starting with those sounds | Can copy some letters from their own name accurately | |
| | | |
| Can copy line patterns | Holds pencil near the point between first two fingers and thumb and uses with good control | |
| - Horizontal - Vertical - Circular - Wavy - Zigzag | | |
| Make marks, with the intention of conveying meaning | Write or type the correct letter for most of the letters in the alphabet in response to hearing the sound or a single letter sign | |
| - Draws a person including simple features | | |
| Can colour in simple pictures staying within the lines | | |

| Branch 11 | Branch 12 |
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| Can sustain a conversation by adapting their responses to those of the communication partner. | Use appropriate voice in context |
| | - Volume - Intention - In response to others' voice/volume |
| Can use chosen communication method to communicate effectively in a wide range of contexts | Use prefixes and suffixes appropriately |
| - Unfamiliar adults - Peers - Adults in the community | -s -es -ing -ed -er -est un- |
| Can retain information to carry out a sequenced verbal instruction | Can initiate conversations on a range of topics. |
| -Including a transition -Over a period of time -Unfamiliar environments -With distractions | |
| Use context specific phrases or talk about a range of topics in correct context | Can respond appropriately to 2-part questions e.g. What is your dog called? Is he nice? |
| - Group / Circle Time - Cooking - Art - Tidy Up - Community Trips - Swimming - Outdoor learning | |
| Can make predictions about what will happen in a story based on what they have read so far. | Can answer questions or make predictions about what will happen in a story based on their prior knowledge or experiences. |
| - Make predictions - Discuss characters - Comment using chat boards/Communication aids | |
| Discuss the physical and emotional features of characters in a story, based on their own experience. | Read other words of more than one syllable that contain taught GPCs |
| - Make predictions - Engage in role play - Use communication aids if appropriate | |
| Can read a range of more complex sentences in context | Can discuss a story and explain what they liked and why |
| - Blending and segmenting - Whole word | -Stories they have read -Stories they have heard |
| Can engage with different types of text that they find motivating. | Read common exception words, in context |
| -Non-fiction -Poetry/rhyme -Fiction -Magazines/comics | |
| Write/type CVCC words | Write and type common exception words |
| | |
| Know difference between upper and lower case and can form these for each letter of the alphabet. | Re-read what they have written |
| - In typing - In writing | -Check -Type -Share |
| Attempt to write more than one word in combination for a purpose | Consistently use capital letters for names |
| -Lists -Labels -Captions | |
| Leave spaces between words | Write a simple sentence |
| - In typing - In writing | |