

Attention and understanding	Language and communication	Reading	Writing
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Branch 8	Branch 9	Branch 10
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	- 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	
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
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		
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	
Recognises familiar words, signs and symbols	Links sounds to letters, naming and sounding the letters of the alphabet	
- In play situations - In structured situations		
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		
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		

Communicating and Listening	Reading	Writing
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Branch 11	Branch 12
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	
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	

If you have any questions or comments, please email us: [customer.service@eyfs.info](mailto:customer.service@eyfs.info).

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