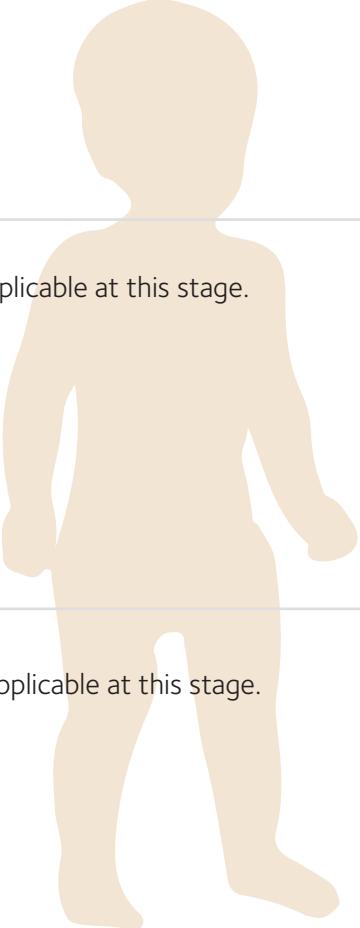
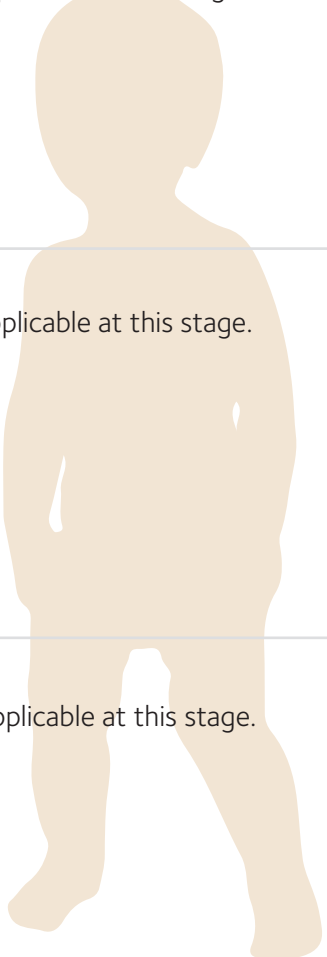
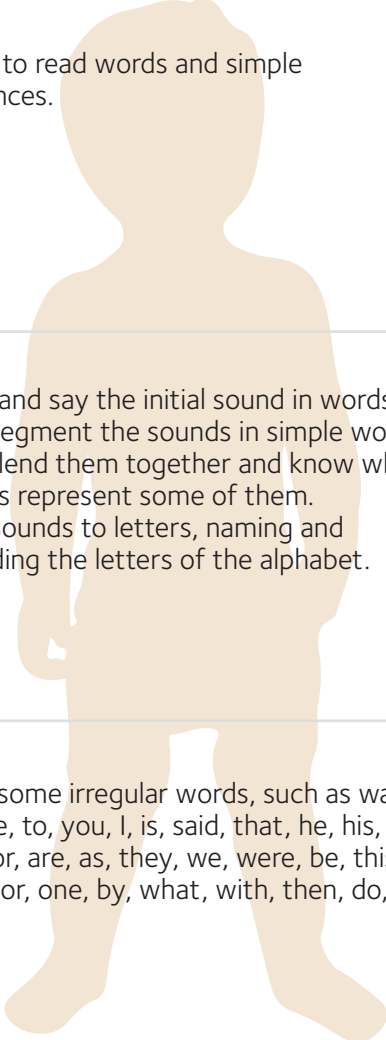


Literacy

Reading

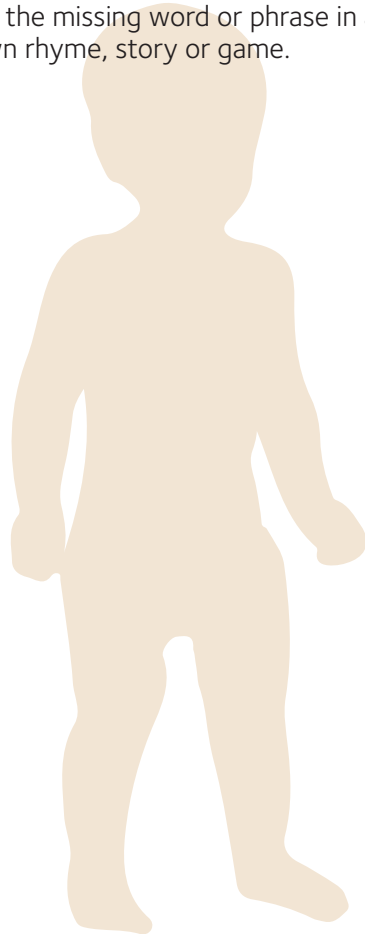
| | 22–36 months | 30–50 months | 40–60+ months |
|--|--|--|---|
| Read and understand simple sentences | <ul style="list-style-type: none">• Not applicable at this stage.  | <ul style="list-style-type: none">• Not applicable at this stage.  | <ul style="list-style-type: none">• Begin to read words and simple sentences.  |
| Use phonic knowledge to decode regular words | <ul style="list-style-type: none">• Not applicable at this stage. | <ul style="list-style-type: none">• Not applicable at this stage. | <ul style="list-style-type: none">• Hear and say the initial sound in words.• Can segment the sounds in simple words and blend them together and know which letters represent some of them.• Link sounds to letters, naming and sounding the letters of the alphabet. |
| Read some common irregular words | <ul style="list-style-type: none">• Not applicable at this stage. | <ul style="list-style-type: none">• Not applicable at this stage. | <ul style="list-style-type: none">• Read some irregular words, such as was, of, the, to, you, I, is, said, that, he, his, she, her, for, are, as, they, we, were, be, this, have, or, one, by, what, with, then, do, and there. |

Reading

Demonstrate to others an understanding of reading

22–36 months

- Have some favourite stories, rhymes, songs, poems or jingles.
- Repeat words or phrases from familiar stories.
- Fill in the missing word or phrase in a known rhyme, story or game.



30–50 months

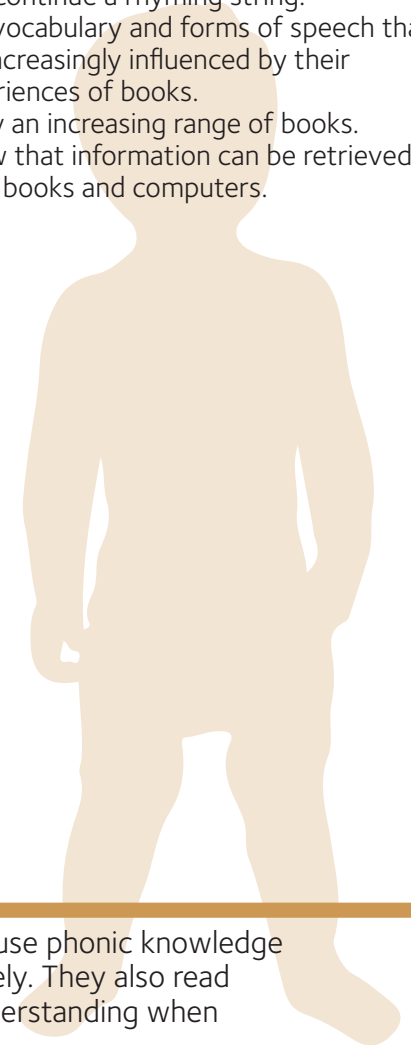
- Enjoy rhyming and rhythmic activities.
- Show awareness of rhyme and alliteration.
- Recognise rhythm in spoken words.
- Listen to and join in with stories and poems, one-to-one and also in small groups.
- Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
- Begin to be aware of the way stories are structured.
- Suggest how the story might end.
- Listen to stories with increasing attention and recall.
- Describe main story settings, events and principal characters.
- Show interest in illustrations and print in books and print in the environment.
- Recognise familiar words and signs, such as own name and advertising logos.
- Look at books independently.
- Handle books carefully.
- Know information can be relayed in the form of print.
- Hold books the correct way up and turn pages.
- Know that print carries meaning and, in English, is read from left to right and top to bottom.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

40–60+ months

- Can continue a rhyming string.
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoy an increasing range of books.
- Know that information can be retrieved from books and computers.



Writing

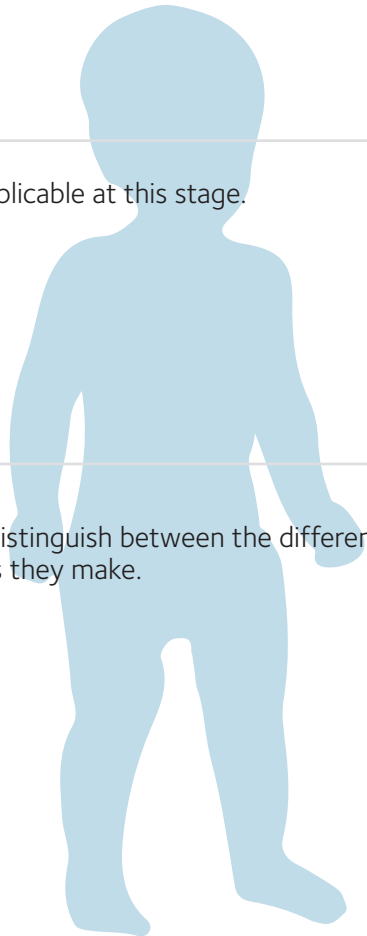
Use phonic knowledge to write words

Write some irregular common words

Write simple sentences

22–36 months

- Not applicable at this stage.



- Not applicable at this stage.

- Can distinguish between the different marks they make.

30–50 months

- Not applicable at this stage.

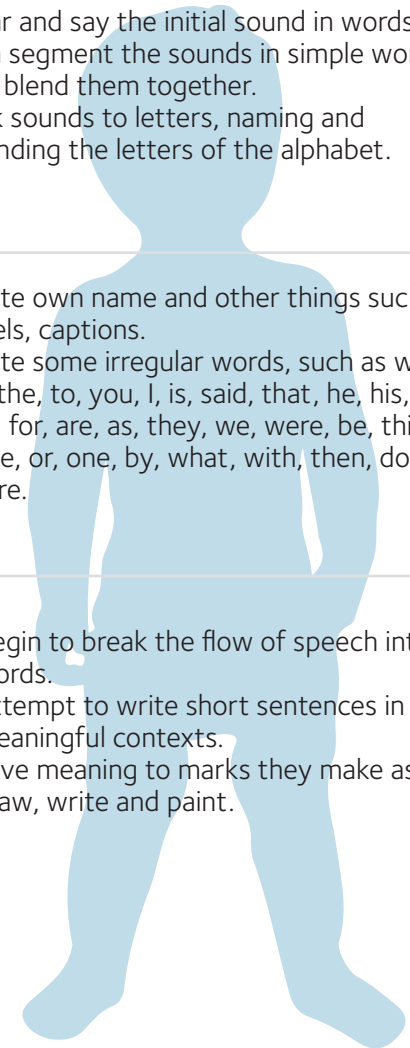


- Not applicable at this stage.

- Sometimes give meaning to marks as they draw and paint.
- Ascribe meanings to marks that they see in different places.

40–60+ months

- Hear and say the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Link sounds to letters, naming and sounding the letters of the alphabet.



- Write own name and other things such as labels, captions.
- Write some irregular words, such as was, of, the, to, you, I, is, said, that, he, his, she, her, for, are, as, they, we, were, be, this, have, or, one, by, what, with, then, do, and there.

- Begin to break the flow of speech into words.
- Attempt to write short sentences in meaningful contexts.
- Give meaning to marks they make as they draw, write and paint.

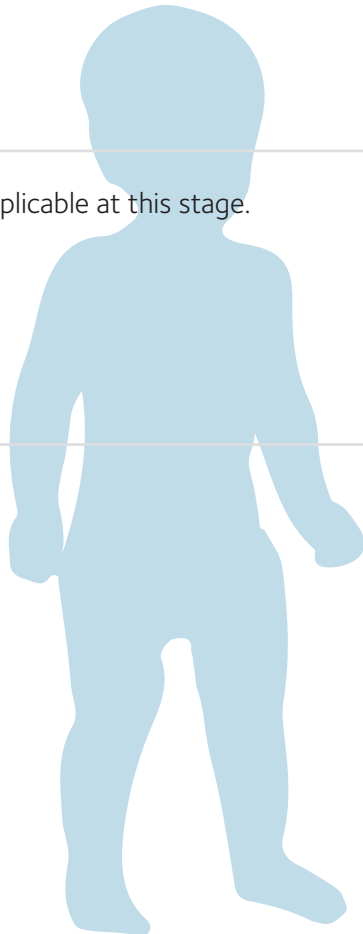
Writing

Spell some words correctly

Spell some words in a phonetically plausible way

22–36 months

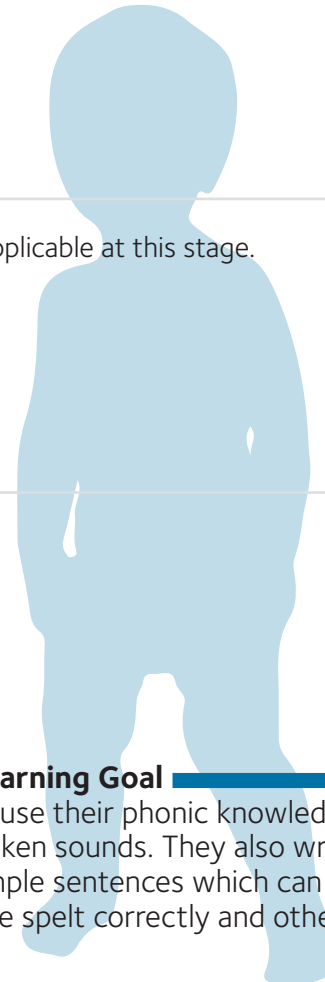
- Not applicable at this stage.



- Not applicable at this stage.

30–50 months

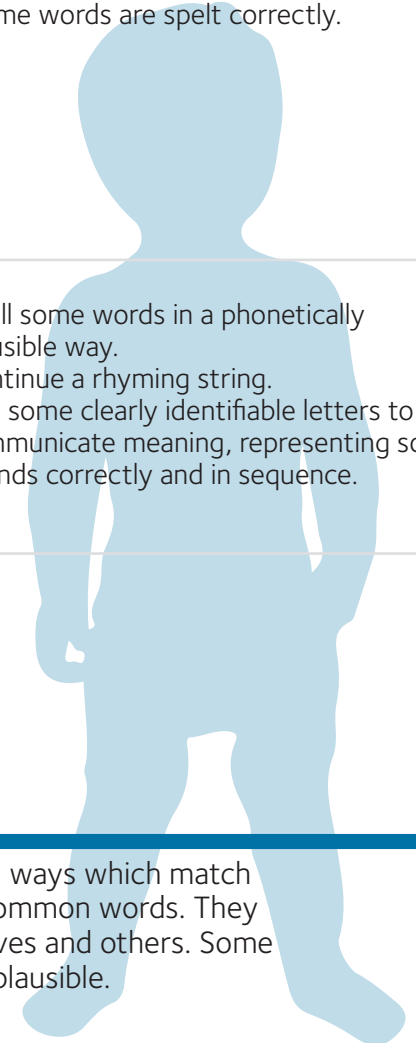
- Not applicable at this stage.



- Not applicable at this stage.

40–60+ months

- Some words are spelt correctly.



- Spell some words in a phonetically plausible way.
- Continue a rhyming string.
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.