

ENGLISH - READING

P1(i)

Blinks defensively
Turns towards touch on face
Closes fingers when palm touched
Closes eyes to sudden bright light
Responds to physical touch
Physical activity reduced by touch
Vocalises
Vocalises contentedly
Reacts to pain
Vocal activity reduced by touch
Distress reduced by physical contact
Startled by sudden loud noise
Shows an awareness of sounds
Momentarily frozen by quiet sound
Momentarily frozen by new sound
Sometimes responds to sound next to ear ie bell
May give momentary attention to someone speaking close and in direct line of vision.
Is informed of what is happening
Experiences a range of vocal styles
- story
- rhyme
- instructions
Encounters puppets
Encounters pictures in the environment
Is assisted to participate in action rhymes
Is assisted to feel materials
Is assisted to use different actions for different purposes ie stroking, tapping, waving

P1(ii)

Turns towards bright light
Briefly follows bright light
Cries for attention
Aware that crying brings response
Responds to human voice
Turns towards sound but cannot localise
Turns towards human voice
Quietens at familiar voice or sound
Attends briefly to speech from a familiar person
Interacts with familiar person briefly
Responds to music with heavy beat
Responds to music with quiet rhythm
Signs of intentional communication
Demonstrates an awareness of the presence of others
Shows pleasure in the presence of others
With help takes part in action rhymes
With help takes part in action rhymes showing some awareness
Attention fleetingly drawn to moving object
Attention fleetingly drawn to colourful picture
Attends briefly to familiar voice saying -
- stories
- rhymes
- instructions
- discussions
Vocalises repeating same sound
May respond to name
Passively accepts bathing and dressing
P2(i)
Watches person directly in line of vision
Smiles at familiar person
Smiles at people
Smiles in response to facial expression of others
Smiles in response to attention
Gives a positive response to attention
Attempts to copy facial expression

Follows light by moving head

Claps hands
Waves goodbye
Turns head away to indicate enough
Objects when attention is withdrawn
Wants to continue an enjoyable experience
Follows adult with eyes when in line of vision
Follows adult by turning head
Turns eyes towards human voice
Responds to variety of sounds
Vocalises to self
Makes cooing sounds
Makes babbling sounds
Babbles to music
Shouts to attract attention
Responds to human voice with gentle guttural sounds.
Listens to comforting voice
Responds to familiar voice or sound
Listens to sound of object ie bell
Looks for sound
Attends to physical sensory input related to story or rhyme
Attends to audio sensory input related to story or rhyme
Attends to visual sensory input related to story or rhyme

P2(ii)

Vocalises to indicate pleasure
Vocalises to indicate discomfort
Vocalises to indicate displeasure
Uses gesture to indicate pleasure
Uses gesture to indicate discomfort
Uses gesture to indicate displeasure
Facial expression indicating pleasure
Facial expression indicating discomfort
Uses facial expression to indicate displeasure
Vocalises to gain attention
Different needs indicated by different noise
Makes choices
Reaches out to request attention
Imitates adult in simple action
Claps hands in imitation
Enjoys taking part in action rhymes with assistance
Makes some movements independently in action rhymes
Remembers an action over a short period
Greets favourite visitor through gesture or vocalisation
Reaches out for favourite adult or friend
Responds to visual stimulus ie puppet
Has a favourite puppet or object and shows pleasure when it appears.
Reaches for objects with both hands
Leads with one hand when reaching for objects
Holds object with palmer grip
Imitates facial expression of familiar adult
Copies playful sounds
Joins in vocal play - coughs, car noise
Plays peek-a-boo

P3(i)

Seeks eye contact
Uses gesture to gain attention
Acts in order to gain attention ie drops object
Responds to facial expression
Waves goodbye appropriately
Looks for a familiar adult
Recognises familiar voices
Listens to familiar person not in sight
Recognises familiar noises
Attentive to everyday sounds
Enjoys appropriate physical contact
Enjoys the company of others
Repeats own sound
Repeats action to observe effect
Imitates sound
Repeats sound when repeated by carer
Makes a range of sounds
Begins to be more independent when taking part in action activities.
Can concentrate for a complete action activity
Requests repeat of action activity
Requests specific activity by pointing etc
Uses sound cues to anticipate event
Uses tactile cues to anticipate event
Uses place cues to anticipate event
Aware of sequence of events
Aware of daily routine
Responds appropriately to daily routine
Looks at a book handled by an adult
Looks at pictures with staff
With assistance uses drawing tools

P3(ii)

Greet staff in a conventional manner
Greet peers in a conventional manner
Shows pleasure in joint activity
Instigates joint activity
Willing participates in small adult led group activity
Wants others to join activity
Offers object to others
Shows pleasure in achievement
Aware of praise
Strings 2 sounds together
Laughs
Makes sound and babbles at different volumes
"Talks" to mirror image
Discriminates between friendly and angry voices
Babbles to familiar people
Imitates gesture
Responds to gesture
Responds to gesture with a gesture
Recognises own name when spoken
Knowledge of what is self and not self
Calls for attention to indicate need
Select item to indicate a preference
Find an item to show what they want to do
Anticipates what is going to happen
Remembers simple actions or sounds to a familiar poem
Remembers responses in an experienced activity
Looks at a computer screen
Look at a picture and point to objects
Turns pages when sharing a book
Pauses to look at pictures in a book
Hands book to staff to read or share
Uses whole hand to hold pencil
Has the opportunity to use drawing tools
Makes marks on paper

P4

Word Recognition: decoding (reading) and encoding (spelling)

Repeats specific repetitive lines
Joins in repetitive verse (sound pattern)
Story telling "talk" while looking at book
Make noises in response to a picture-car, cat etc
Engaging With and Responding to Texts
Looks at books randomly
Looks at pictures independently
Willingly shares a book with staff
Shows pleasure when sharing a book
Demonstrates preferences
Shows a preference for specific books
Sits calmly to listen to story
Watches the TV screen
Responds to an event on TV screen
Relates book or picture to TV programme
Watches a computer screen
Responds to changes on computer screen
Offers a book to staff
Looks at pictures with staff
Watches staff point to pictures
Listens as staff talks about the picture
Understanding and Interpreting Texts
Attempts to find a specific book
Turns book round to look at pictures in different ways
Holds book the right way up
Turns pages - several at a time
Picks up books
Opens books
Watches others reading

P5

Word Recognition: decoding (reading) and encoding (spelling)
Recognises symbols on familiar items ie cornflake box
Aware of print in the environment
Notices print in the environment
Gives meaning to some environmental text sign or symbol
Matches pictures on TV or computer to household objects
Matches picture on TV or computer to objects in the environment
Makes appropriate animal sound when presented with a picture
Matches pictures to household objects
Matches picture to objects in the environment
Matches symbol to object
Recognise picture of familiar person
Engaging With and Responding to Texts
Listens to stories from books containing pictures and text
Sits for several minutes looking at a books by themselves
Shows something found in a book
Looks for specific objects in a book
Brings a book to read
Has favourite book
Finds a specific book
Requests the reading of a book
Sharing book becomes involved in discussion
Names objects in picture book
Answers key-word question about the story
Answers 2 key-word question about the story
Understanding and Interpreting Texts
Turns book the right way up
Turns pages several at a time to find the named picture

Aware when the story has finished
Shows an awareness if the reader changes the story
Watches as staff points to text
Listens to stories from picture book
Watches a story on DVD / TV
Tries to retell stories when looking at books
Recognise that pictures tell stories

P6

Word Recognition: decoding (reading) and encoding (spelling)
Point to names / words beginning with the same letter as their own name
Matches pictures
Matches written shapes / letters
Matches short words with distinct shape
Points to text as they read books to themselves
Points to own name
Points to words with letters from own name
Aware of own name on personal possessions-books
Recognises words or symbols in the environment
Reads words or symbols in the environment ie symbols for ladies/gents/disabled toilet
Engaging With and Responding to Texts
Enjoys a story containing own or friends name.
Enjoys photo album with text
Enjoys listening to specific books several times
Frequently looks at books
Looks at the same book many times
Share a book for 5 minutes
Shares book with an adult + child
Asks for a specific story
Asks for a specific computer program
Finds a specific book on request
Responds appropriately to specific character
Recognises specific character in different context
Finishes line in familiar repetitive passage
Understanding and Interpreting Texts
Makes predictions in familiar stories
Objects when stories are altered
Begin rhymes when specific page observed
Creates own narrative when reading a book
Creates own narrative with reference to listened to story.
Turns pages with care
Starts at the front of the book

Points to detail in picture
Points to named object in pictures
Explores picture on computer screen
Discusses pictures in books

P7

Engaging With and Responding to Texts
Knows some verse by heart
Brings a favourite book to be read
Enjoys hearing familiar stories
Chooses to read a book
Joins in story with repetitive passage
Uses repetitive passage when "reading" independently
Creates own story from pictures

Questions reader if part of story alters
"Reads" story to a friend
Uses picture to tell of own experience
Understanding and Interpreting Texts
Answers questions about the story
Asks questions about the story
Immediately turns book the right way up
Opens book at first page
Progresses through a book from front to back.
Tries to turns one page at a time
Knows the difference between print and pictures
Points to text
Points to text when " reading"
Moves from top to bottom of a page
Looks at the left hand page first
Moves finger along text from left to right
Realises printed word relates to picture on page
Predicts ending of sentence.
Predicts what will happen in a repetitive story
Follows a sequence of a simple picture story
Word Recognition: decoding (reading) and encoding (spelling)
Recognises letters in own First name
Knows initial sound of First name
Recognises letters in own Surname
Recognises own name in a variety of contexts
Knows the sound of some letters in own name
Relates letters in own name to print in the environment
Finds letters contained in name in book.
Knows name of some letters of the alphabet
Knows the sound of some letters of the alphabet
Identifies the letters of the alphabet by their sound
Sings the alphabet
"reads" text in the environment ie logos, traffic lights

P8

Engaging With and Responding to Texts

Responds to situations in a story -laughs

Comments on a story

Sits appropriately to listen to a story

Chooses to take a book home

Treats books with care

Creates a story from pictures

Sequences 2 pictures

Sequences 3 pictures

Talks about the events in a story

Relates story to own experience

Joins in discussion about a story

In a book identifies:

- a page

- a word

- a letter

- top

- bottom

- beginning

- middle

- end

Understanding and Interpreting Texts

Offers an appropriate word to complete a sentence

Starts at the beginning of a book

Turns pages one at a time throughout book

Retells a story in own words

Adds own detail to a story

Name a character in a story

Acts out situations in a story

Aware of situations in a story

Uses picture clues to suggest what the book may be about

Word Recognition: decoding (reading) and encoding (spelling)

Matches 3 letter words

Matches 4 letter words with distinct shape

Matches phrases

Recognise own name when written

Recognises some words like Mum

Knows the names of half the letters of the alphabet

Knows the sound of half the letters of the alphabet

Identifies half the letters of the alphabet by their sound and name

Knows the shape of half the letters of the alphabet

Follows line of text with finger

Moves finger in Z lines down page

Aware that each letter makes a different sound

Points to words in a book

Points to lines of text as staff reads

Asks what text says

Comments on print in the classroom

Points to labels and reads them

Points to text on packets etc

Enjoys playing with rhyming words

Echoes an adult reading

NC1C

Word Recognition: decoding (reading) and encoding (spelling)

Joins in rote chant of the alphabet

Knows the alphabet from A to F

Knows the alphabet from A to M

Knows the alphabet from A to T

Knows the alphabet from A to Z

Identifies the name of 5 letters

Identifies the sound of 5 letters

Identifies the name of 10 letters

Identifies the sound of 10 letters

Identifies the name of 20 letters

Identifies the sound of 20 letters

Identifies the name of all letters

Identifies the sound of all letters

Relates letter sound and letter name

Identify the initial sound of spoken words

Identify the initial sounds of written words

Finds words beginning with given letter sound

Sight vocabulary - high frequency word list

5 words

10 words

Words from the pupils environment

Engaging With and Responding to Texts

Holds book while sharing

Relate own experience to a story

Has favourite stories and poems

Returns to favourite book

Chooses to share books

Chooses to browse through books

Joins in verse with predictable repetitive pattern

Enjoys verse and song with rhymes

Notice adults reading

Re-enacts part of story

Returns to familiar books

Recite a simple verse

Re-read familiar books

Range of literature

Picture stories

Stories in familiar settings

Rhymes with predictable repetitive pattern

Signs

Labels

Captions

Lists

Understanding and Interpreting Texts

Aware of signs and symbols

Mulls over details in picture

Aware that pictures relate to text

Uses pictures to help decode text

Use pictures to predict an unfamiliar word

With help read a simple sentence or phrase ie The bat is red.

Answer an question about what they have read ie

What is red?

Recognise own name in variety of places

Recognise own name handwritten or in print

Notices print around the classroom

Read labels on equipment

Read names of other children

Learns chunks of text by heart

Responds to notices in the classroom

Look at non-fiction books and identify subjects ie cats

Aware of information in the environment ie traffic signs

Name several characters in a story

State where the story took place

NC1B

Word Recognition: decoding (reading) and encoding (spelling)

Relates upper and lower case letters

Identifies the final sound of written words

Identifies the final sound of spoken words

With help use letter sounds to decode a simple word

With help use letter sounds to decode a simple sentence

Sight Vocabulary - high frequency word list

15 words

25 words

Use context to help decode text not always correctly ie sock / shoe

Re-read text to help decode

Follow text of taped story

Understanding and Interpreting Texts

Give out exercise books correctly

Using initial letter sounds find equipment

Match classroom labels

Name the principal character in a story

Give a simple description of a character in a story

Describe an action of the character

Describe an event in a story

Retell parts of a story

Act out events in stories

With assistance try to make sense of what they read

Locate and read key characters names

Use knowledge of story to assist in decoding text

Engaging With and Responding to Texts

Understand and use correctly the terms:

- book

- cover

- beginning

- end

- page

- line

- word

- letter

- title

Re-read own stories

Re-read big books

Re-read story books

Responds to rhyme and pattern

Respond to situations in story appropriately ie

laugh / look worried

Acts out something they have read

Recognise a range of printed and handwritten text forms:

- stories

- notes

- labels

- register

- letters

- lists

- newspapers

- advertisements

- greeting cards

Range of literature

Rhymes

Chants

Action Verse

Poetry

Stories with repetition

Stories with set structure

Speech bubbles

NC1A

Word Recognition: decoding (reading) and encoding (spelling)

Use vowel in CVC words

Uses phonic knowledge to read

Accurate consistent use of letter sounds

Sight vocabulary - high frequency word list

35 words

45 words

Predict word using contextual clues

Use a range of knowledge to decode

Engaging With and Responding to Texts

Range of literature

Picture non-fiction

Rhyming stories

Lists

Signs

Labels

Instructions

Stories with familiar settings

Repetitive stories

Predictable Stories

Express an opinion on the story

Express an opinion on the character

Relates a character / story to their own lives

Understands that some stories are based on fact and others are not

Talks about the important part of a story

Understanding and Interpreting Texts

Expect the text to make sense

Talk about what they have read

Recognise that text has permanence

Discuss reasons for having text

Read class group lists

Use labels round the school

Be aware of the information given on the location of Fire Exits

Discuss the main topic in a non-fiction book

Use pictures for information in non-fiction books

Browse through a non fiction book

Use wall notices to find information ie day of the week / class duty rota

Retell a simple story in sequence

State where the story happens

Relate story incident in a to their own experience with some detail

Re-enact a story in role play

Re enact a story with puppets or dolls

Illustrate an event in a story

Makes sensible predictions in a story

Points out repeated words or phrases

NC2C

Word Recognition: decoding (reading) and encoding (spelling)

Read short vowel sounds in CVC words

With help read some initial consonant clusters

With help read some final consonant clusters

Use phonic knowledge to decode unknown CVC word

Use sight vocabulary when reading

Reads words in sight vocabulary quickly and clearly

Sight vocabulary - high frequency word list

75 words

100 words

Is aware of unknown word

Is aware when meaning is lost

With prompts rediscovers the meaning of the text

Re-read familiar text independently

Scanning words correctly

Uses picture information to add detail

Reads familiar books with concentration and attention

Chooses to read familiar books

Track the text:

- in the right order

- from page to page

- left to right

- top to bottom

- pointing while reading

- reading / telling story

Identify full stops when reading

Name the capital letters correctly

Identifies sounds that rhyme

Create words that rhyme with a given word

Notices similarities in words

Aware of patterns within words

Enjoys the sound of alliteration-ie slithering snakes

Understanding and Interpreting Texts

Be aware of the terms fiction and non-fiction

Access a simple picture dictionary

Shows awareness of index page

Use icons on a computer screen

States what happens next

Discuss different book versions of the same story and state preference

Note the differences between written and spoken versions of a story

Retells the main events of a story

Makes a relevant comment about a feature of the story

Can state why a character acted that way

Can state why a character changed their view / actions

Identifies words with similar meanings

Engaging With and Responding to Texts

Range of literature

Computer

Comics

Worksheets

Catalogues

Dictionaries

Timetables

TV Programmes

Reference

Poems

Humour

Posters

Discusses why he likes a specific book

Reads a book on his own

NC2B

Word Recognition: decoding (reading) and encoding (spelling)

Knows all phonic sounds

Blend letter sounds

With assistance blend letter sounds and consonant clusters

Decodes all phonic based CVC

Points to the letters that make up a consonant cluster

Read some initial consonant clusters consistently

Read some final consonant clusters

Read on sight familiar words ie children's names, labels

Sight Vocabulary:

125 words

150 words

Re-read a passage they have not understood

Refers to illustration to aide decoding

Read ahead in order to make sense of passage

Uses contextual cues

Uses phonic cues

Uses grammatical cues

Break a passage down into parts to try and gain greater understanding

Track the text -

- 1 to 1 correspondence between written and spoken words

- Go to the left hand page first

- Tracks text while listening to tape

Add expression and intonation

Pause at full stops

Uses full stops to help add expression

Read a simple unfamiliar passage independently

Reads simple unfamiliar text with reasonable accuracy

Read at a steady pace

Understanding and Interpreting Texts

Answers questions about text

Aware that you dip into reference books

Aware information comes from a range of sources

Predict what a book may be about from its cover

Use a reference book for information ie a picture of an insect in science

Discuss why an event occurred

Discuss how a character may act

Discuss what a character may say

Discuss how a character may feel

Identify dialogue in a book

Identifies question mark

Identifies commas

Understand the terms:

- layout

- contents

- author

- dedication

Discuss and compare story settings

Discuss an incident and its effects in a story

Become aware that some text may be fact or fiction

Engaging With and Responding to Texts

Sustains interest in long stories

Range of literature

Newspapers

Magazines

Recipes

Diagrams

Graphs

Observations

Reports

Instructions

Fantasy

Familiar text

Indexes

Speech bubbles

Nc2A

Word Recognition: decoding (reading) and encoding (spelling)

Know the sounds of:

- ch

- sh

- th

Builds words using ch, sh and th

Reads common initial consonant clusters consistently

Reads common final consonant clusters

Read some long vowel phoneme ie - ee

Points to the letters of long vowel phoneme

Recognise long vowel phonemes with different spellings but same sound-"ee", "ea"

Recognise that some long vowel phonemes have different sounds -"oo"

Decodes the majority of phonic based CCVC words accurately

Sight Vocabulary:

175 words

200 words

Blend sounds to build words

Use preceding text to investigate words that may "fit"

Re-read and use contextual knowledge

Recognise plurals

Recognise simple prefixes

Recognise simple suffixes

Recognise common endings ie ing , ed, er

Read aloud with confidence

Use appropriate expression

Reads silently mouthing the words

Engaging With and Responding to Texts

Non-Fiction:

- Explanations

- Glossaries

- Encyclopaedias

- Dictionaries

- Information books

- Non-chronological reports

Range of poetry and verse:

- riddles

- tongue twisters

- narrative

- humorous

- from different cultures

- class anthology of poems

Fiction:

- Traditional stories

- Stories from different cultures

- Extended stories

- Stories by significant authors

- Poems by significant authors

- Range of stories by the same author

Can relate to character's dilemma

State preferences and reasons

Re-read favourite stories

Aware of different styles of illustrators

Understanding and Interpreting Texts

Aware of difference between fact and fiction

Use content page in a book

Use the content page on a CD Rom

State position of letter in alphabet ie beginning, middle or end

Use knowledge of alphabet to open dictionary in an appropriate place

Locate a word in a dictionary

Follow a set of instructions

Read a simple index

Aware of groupings in catalogue

Reads picture captions in non-fiction books

Can state how texts are organised

Identify and record significant sentences

Rearrange words to create different meanings-ie the here cup is

Read common icons on a computer screen

Use description of character

Describe character and recount from text reasons for comments

Explain the actions of a story character

Identify a simple rhythm in a poem

Compare story beginnings

Compare story endings

Use story beginnings and endings