

# LITERACY

	READING	WRITING
16-26 mths	<ul style="list-style-type: none"> <li>Interested in books and rhymes and may have favourites.</li> </ul>	
22 - 36 mths	<ul style="list-style-type: none"> <li>Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>Repeats words or phrases from familiar stories.</li> <li>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between the different marks they make.</li> </ul>
30 - 50 months	<ul style="list-style-type: none"> <li>Enjoy rhyming and rhythmic activities.</li> <li>Show awareness of rhyme and alliteration.</li> <li>Recognise rhythm in spoken words.</li> <li>Listen to and join in with stories and poems, one-to-one and also in small groups.</li> <li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> <li>Begin to be aware of the way stories are structured.</li> <li>Suggest how the story might end.</li> <li>Listen to stories with increasing attention and recall</li> <li>Describe main story settings, events and principal characters</li> <li>Show an interest in illustrations and print in the environment.</li> <li>Recognises familiar words and signs such as own name and advertising logos.</li> <li>Looks at books independently.</li> <li>Handle books carefully</li> <li>Know information can be relayed in the form of print</li> <li>Hold books the correct way up and turn the pages</li> <li>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes give meaning to marks as they draw and paint.</li> <li>Ascribe meanings to marks that they see in different places</li> </ul>
40 - 60+ months	<ul style="list-style-type: none"> <li>Continue a rhyming string.</li> </ul> <p>Hears and says the initial sound in words.</p> <ul style="list-style-type: none"> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet</li> </ul> <p>Begins to read words and simple sentences.</p> <ul style="list-style-type: none"> <li>Use vocabulary and forms of speech that are increasingly influenced by their experience of books</li> </ul> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p><b>Early Learning Goal</b>            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.</p>	<ul style="list-style-type: none"> <li>Gives meaning to marks as they draw, write and paint</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sounds in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>Early Learning Goal</b>            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.</p>