

Literacy

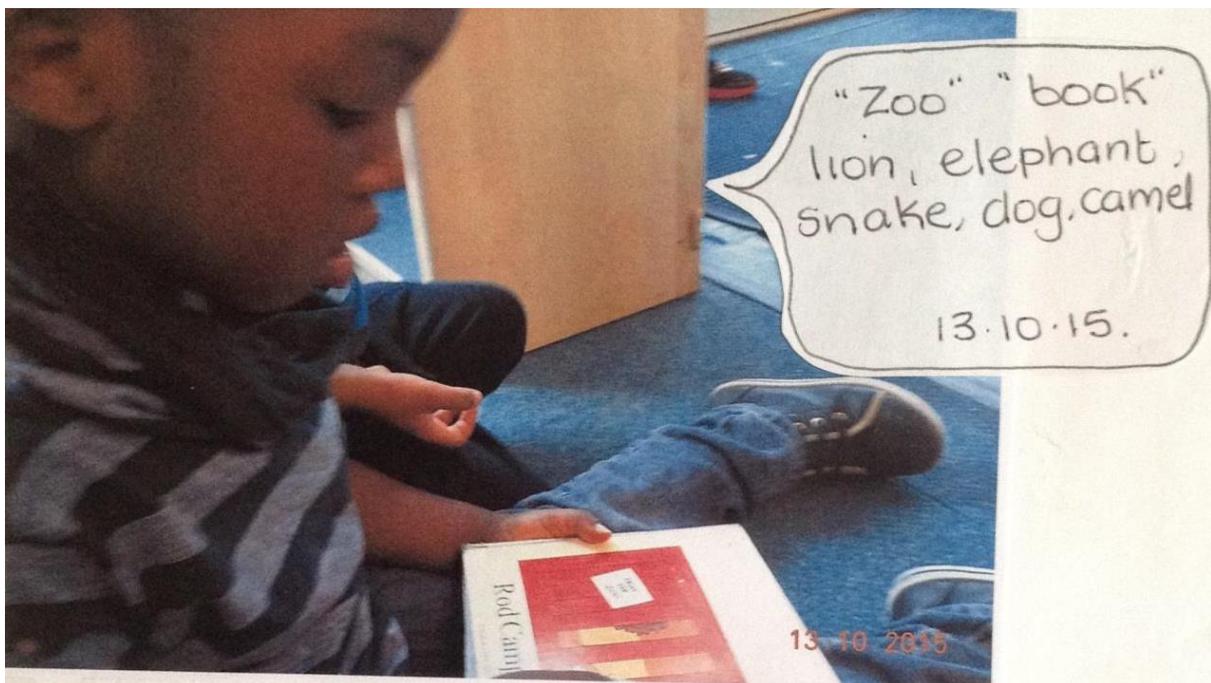
Reading

16 – 26 months

- *Interested in books and rhymes and may have favourites*
- *Has some favourite stories, rhymes, songs, poems or jingles*
- *Repeats words or phrases from familiar stories*
- *Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a'*

K

K you chose to look at a book when you arrived today. Going over to the book trolley you chose the book called Dear Zoo, saying "Zoo", "book". Carefully lifting the flaps you were quick to name some of the animals: "lion", "elephant", "snake", "dog", "camel". With support you are learning how to look through the book, turning one page at a time, working from the front to the back. You were quick to turn to the page with the lion on it. "Aah, lion, Grrrrr!" you said excitedly.



22- 36 months

- *Has some favourite stories, rhymes, songs, poems or jingles*
- *Repeats words or phrases from familiar stories*

- ***Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a'***

M

M has enjoyed reading 'Owl babies' with a small group of children. He has heard this story 3-4 times. He remembered it was called 'babies'. M joined in with the story and remembered that owls eat "mouse". He joined in with parts of the story: "mummy gone".

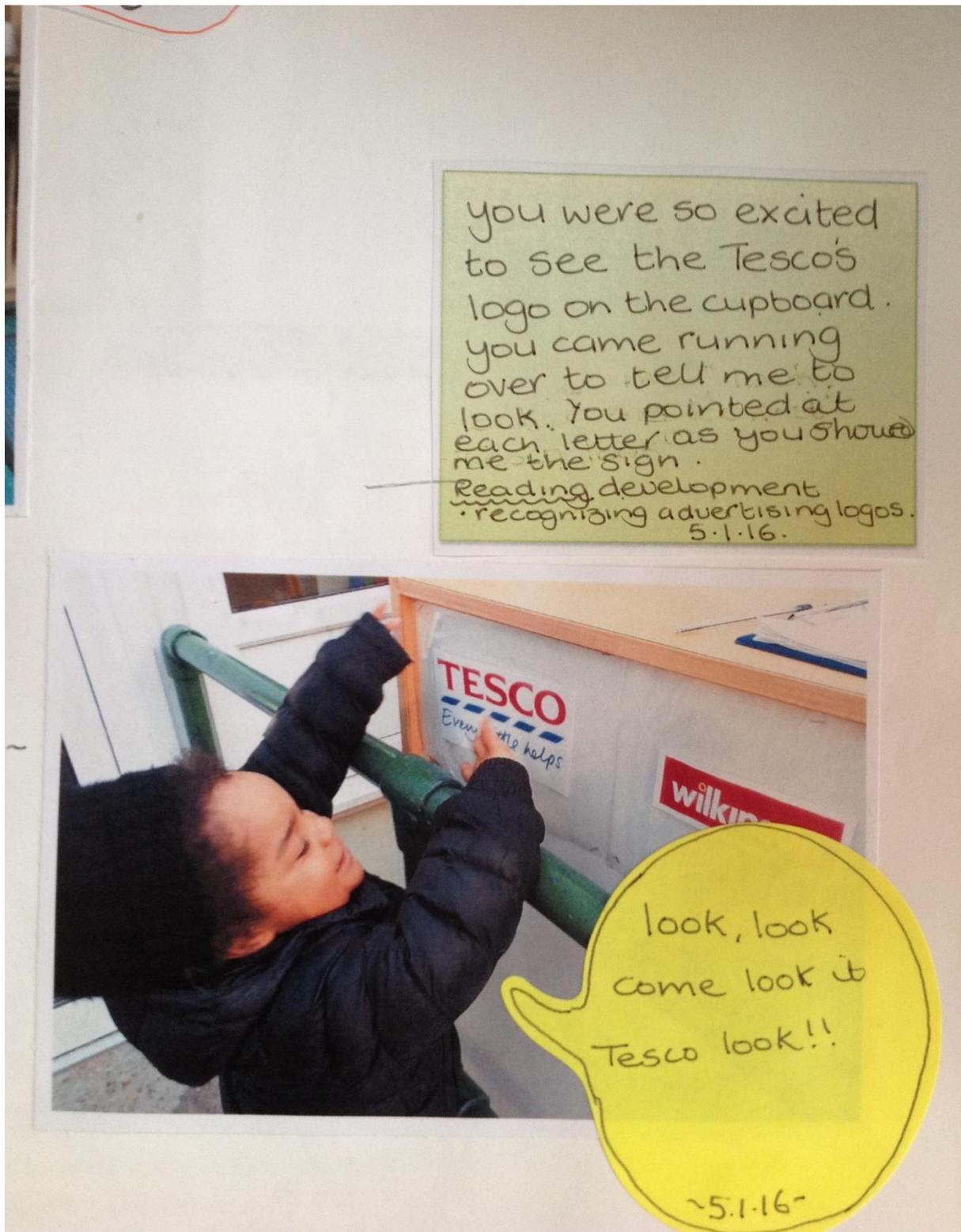
He read this story a couple of weeks later with Gurdeep. She recorded what he said during the story: "owl, mummy", "Baby, Sarah, Percy, Bill", "Mummy go, mummy gone out"
"Mummy, mummy Bill said"

30 – 50 months

- ***Recognises familiar words and signs such as own name and advertising logos***

I

I was very excited to show me the sign she had noticed "it Tesco shop!"



R

R shows an interest in signs and labels. She runs her fingers under the letters as she attempts to read them. She names all the letters in her name and uses her name card to help her write her name on her work.

- ***Shows interest in illustrations and print in books and print in the environment***

Y

Y points to the word and picture on the Bug Poster and says *"Look, spider!"*

- ***Knows that print carries meaning and, in English, is read from left to right and top to bottom***

N

N noticed the lunch board as she walked through the community room. She automatically pointed to the letters in turn, moving from left to right, and named them correctly in turn.

- ***Describes main story settings, events and principal characters***

Connor

Connor read Goldilocks and the Three Bears to some other children. He recalled the main parts of the story using the picture cues. He changed his voice to represent each character:

"Who's sleeping in my bed?" (mummy bear voice)

"Who's sleeping in my bed?" (daddy bear voice)

"Who's STILL sleeping in my bed?" (baby bear – shrieking voice)

"Then she runned away"

"The end"

40- 60+ months

- **Uses vocabulary and forms of speech that are increasingly influenced by their experience of books**
- **Enjoys an increasing range of books**

A

A was really focused when we introduced our new power of reading book Yucky Worms. Following the teaching sequence, we began by looking at the picture with the text and the worm in Grandma's hand hidden. A made a number of comments: *"I think they are in a garden because there is a cat. I think they are gardening"*. After thinking carefully, she suggested the Grandma might be holding a worm in her

hand.

Later in the week A brought in a copy of Sleeping Beauty that belonged to her auntie. I asked her if she could tell me the story by looking at the pictures. Again A went into great detail about all the fairies and the bad fairy. She was able to retell the whole story in the correct sequence delighting in the illustrations of characters asleep standing up.

