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Launchpo		I am at the 'Fleeting Attention' stage of development. Auditory Attention	I am at the 'Rigid Attention' stage of development.	I am at the 'Single-Channelled Attention' stage of development.	adult-directed task for a short period one-to-one even if this is not a favoured activity. I respond well to praise.	I take part in very small group listening activities.	I am at the 'Focussing Attention' stage of development.	I take part in adult-led, hands-on activities in a small group.	activities. I listen in a small group with visual and/or kinaesthetic support.	distractions if I understand. I listen in a small group for auditory and language	l listen in small groups with	I listen as part of a medium-sized group with visual and/or kinaesthetic support and distractions minimised.	group situations if the topic interests me.	I listen to my peers' conversations in one-to-one or small	I am at the 'Two- Channelled Attention' stage of development.	I listen to my peers' conversations in one-to-one or small group situations even if the topic is not following my agenda.	(language skills permitting.)	I listen attentively in medium-sized groups, offering actions, comments or questions	minimised and with kinaesthetic and/or visual support.	l listen in larger groups with distractions	periods and cope with a level of distraction but can only sustain this if I understand.	Attention.' I listen in larger groups for short	l am beginning to demonstrate 'Integrated	I listen attentively in larger groups, responding with actions, comments or questions (language skills
	Audi	I react to sudden and loud sounds. Auditory Discrimination	l react to normal, everyday sounds.	name it. I relate familiar, everyday sounds to objects, people, play and books.	a sound in my environment and	sound to an object or photograph from a choice of four to six.	support e.g. selecting a musical instrument I have heard from a choice of six, matching an animal, environmental, human or transport	I discriminate and identify sounds in simple activities, matching sounds to objects and pictures without visual		between minimal pairs where the phonemes are distinct (e.g. 'sun- bun') and then more alike (e.g. 'tap-cap.')	I discriminate	I am aware that words start with the same phoneme in an 'auditory bombardment' activity but may not be able to name it	I discriminate between two long phonemes, distinct then more alike.	I discriminate between two short phonemes, distinct then more alike.	phoneme from the others and, later, when they are more alike.	I identify the odd-one-out in an 'auditory bombardment' activity, initially when the word begins with a very distinct	phoneme-grapheme links, visual skills permitting.	I discriminate and name the phonemes at the beginnings of words.	others and, later, when the phonemes are more alike.	in an 'auditory bombardment' activity, initially when the word ends with a very distinct phoneme from the	I identify the odd-one-out	I discriminate and name phonemes at the ends of words.	clusters containing two consonants. I discriminate and name phonemes in	I name phonemes in three consonant clusters and within longer words. I discriminate and name phonemes in
ınchnad	itory	Auditory Memory				transport sounds even if there is a slight delay between hearing the sound and the identification.	l discriminate and identify familiar, environmental, human, animal or	I fill in gaps within familiar songs, rhymes and mantras.	l carry out rhythmical, beat and simple body percussion activities.	l copy two instruments from a choice of six in any order without visual	any order. I repeat two phonemes, numbers,	I match two environmental sounds to two objects or pictures in	I find an object or picture to match an environmental sound from another location.	l repeat three phonemes, numbers, words or syllables in any order.	pictures to match two environmental sounds from another location.	I find two objects or	I find an object or picture to match an environmental sound if given a different simple		and am not confused by the number of sounds e.g. 'tomato' or 'elephant.'	I discriminate sounds at the beginnings of multisyllabic words	I discriminate initial phonemes even if the word is used in the middle of your sentence.	the word is used in the middle of your sentence.	answer. I discriminate end phonemes even if	I discriminate most sounds in longer words, words used in the middle of sentences or if you say something else before asking for the
for Lite	Addition y Wellion y	Sequential Auditory Memory					e.g. "Ready-steady- go" or "Crash, bang, wallop."	l participate in familiar, phrase-level mantras in simple activities and stories	I follow body percussion sequences of two then three in the right order.	instruments from a choice of six without visual support in order.	know"	I participate in familiar, sentence- level mantras in simple activities and stories e.g. "We can't go over it" or "Silly old fox, doesn't he	l repeat two phonemes, numbers, words or syllables in order.	I remember two environmental sounds in order.	numbers, words or syllables in order in a simple activity e.g. auditory blending or a shopping list.	visual support in order. I repeat three phonemes,	or using puppets. I copy three instruments from a choice of six without	I participate in familiar, simple, story-level mantras in repetitive, supported stories e.g. 'Talk for Writing'	syllables in order in a simple activity e.g. auditory blending or a shopping list.	l repeat four phonemes, numbers, words or	I hold three then four phonemes in more complex tasks e.g writing a word.	I hold a sentence and repeat back the words in the right	I write a sentence in the right order, holding words and	I use longer, story- level mantras without visual support e.g. 'Talk for Writing' or retelling stories.
racv Ski	Receptive	expands. Auditory Memory for Understanding	with just very familiar words. My understanding will rapidly grow and should include early verbs and concepts as my vocabulary	l understand language at one- word-level, initially	if the objects are elsewhere. With familiar vocabulary, I can follow instructions at	word-level. I follow instructions at one-word-level	With familiar vocabulary, I follow instructions at three-	at two-word-level in a specific order if 'order' is visually supported.	I follow instructions	I follow instructions at three-word-level including early colour, size or position concepts.		I follow instructions at two-word-level if the objects are elsewhere or in a more demanding task.	understand 'order' or this will need to be visually supported.	I follow instructions at three-word- level in a specific order. I will need to	at three-word-level if the objects are elsewhere or in a more demanding task.	at four-word-level with familiar nouns. I follow instructions	position concepts. I follow instructions	I follow instructions at four-word-level including early colour, size or	I follow instructions at four-word-level in a specific order.	if the objects are elsewhere or in a more demanding task.	I follow instructions at four-word-level	I participate in games such as When Grandma	I follow two then three-word-level instructions even if I complete another,	I hold five, six then seven words in my auditory memory and begin to use simple memory strategies.
lls Fram	e Language	is your tummy?" "Where's teddy?" Questions & Instructions	I respond to very simple questions in familiar routines with a familiar person e.g. "Where	here-and-now. I can follow very simple instructions	I understand the words 'who', 'what' and 'where' if used in simple questions asked within the	I understand negatives used as whole words in simple sentences without visual support.	I follow simple instructions containing 'on', 'in' and 'under.'	I understand the words 'who,' 'what' and 'where' if used out of the here- and-now. I give better responses if	jumping" or "Show me the girl who hasn't got a hat."	I understand negatives in short sentences in the abbreviated form e.g. "Show me the boy who isn't	now and respond without visual support.	and 'next to.' I understand the words 'who', 'what' and 'where' if used out of the here-and-	I understand instructions containing the words 'behind,' 'in front'	responses may be limited. I offer more when reasons or explanations are modelled in comments instead.	is limited. I am beginning to understand 'why' and 'how' but	I offer responses to 'when' questions but my time vocabulary	you sad?" instead of "Why are you sad?" or "What made the car break?" instead of "How did the car break?"	response to 'why' and 'how' questions but offer more if questions are re- worded to 'what' e.g. "What has made	I am beginning to offer reasons and explanations in	containing words such as 'before,' 'after,' 'first,' 'last' and 'later.'	I understand and follow sequential instructions	I offer reasons and explanations in response to 'why'	need me to explain 'when' something happened or is going to happen. I use terms such as 'last week,' 'tomorrow'	I use inference skills to understand implied negatives. I respond well to questions that
ework	For Ea	I am aware that some objects make a noise.	I have established noun-symbolic noise links for familiar nouns.	I have established noun-symbolic noise links for less familiar nouns.	I understand the nouns 'book,' 'story,' 'page,' 'picture' and 'writing' in relation to	I understand the nouns used in familiar stories we share. I understand 'sound' and 'noise.'	e.g. instruments, vehicles, animals, things at home and things outside.	I know the names of things used in auditory activities e.g. instruments.	l understand more familiar words e.g. '	I know the names of topics for tidying up, listening for meaning and semantic sorting activities.	awareness activities e.g. 'football,' 'rainbow,' 'tiger,' 'elephant,' 'cat,' 'frog,' etc.	I understand less familiar nouns used in rhyming and rhythmical stories. I know nouns used in phonological	in relation to the spoken word and early print experiences.	I understand 'word,' 'sentence,' 'beat,' 'claps,' 'rhyme,' 'sound' and 'letter'	I use specific nouns or name parts to clarify meaning.	'full stop' and 'capital letter.' I understand the nouns used in the phonics programme	I clarify the subject I am talking about before adding finer detail. I understand 'phoneme,' 'syllable,'	that will be used in p 'pain/pane,' 'wail/wh	'event,' 'fiction' and 'non-fiction' as we talk about books, stories or role play.	I understand 'role,' 'character,' 'author,' 'illustrator,' 'cover,' 'blurb,' 'setting,'	I select a noun to convey specific meaning within the context of a story.	digraph,' 'upper/ lower case,' 'cursive script/ handwriting,' 'speech/question/ exclamation mark/s' and 'comma.'	'advert' and 'poster.' I understand 'special friends/	I understand nouns that will be used in specific writing tasks such as 'audience,' 'letter,' 'invitation,' 'postcard,' 'article,'
	arly Literacy & Group Lo	Verbs	and 'like.'	'sit,' 'copy,' 'hold,' 'make,' 'write,' 'draw,' 'say' (person/animal,) 'tell,' 'read,' 'open,' 'close,' 'turn' (page,) 'take turns,' 'share,' 'tidy,' 'play,' 'pretend'	'move,' 'dance,' 'sing,' 'look,' 'listen,' 'hear,'	'start' and 'finish.'	'think,' 'remember,' 'imagine,' 'act,' 'feel,' 'happen,' 'retell,' 'question,' 'answer,' 'match,' 'sort,' 'join,' 'line-up,' 'cross,' 'follow,' 'grip,' 'leave,'	I understand the verbs 'guess,' 'mean,'	than one meaning of 'slide,' 'boot,' 'lift,' 'can,' nd 'sea/see/c/si.'	'bird' and 'rocket.' I describe activity using a specific verb.	from stories in the past and present tense, relating the verb to other events e.g. 'flew,' 'fly' and 'flying' with 'witch,'	construction.	I use specific verbs within a running commentary to describe a sequence of events e.g. small	'create,' 'illustrate,' 'occur,' 'arrange' and 'group' (sort.)	verbs 'blend,' 'segment,' 'say' (letter,) 'consider,' 'describe,' 'explain,' 'respond,' 'reply,' 'recall,' 'begin,' 'end,' 'plan,' 'invent,'	real events. I understand the	I use specific verbs to describe the activity of characters in stories I retell, those I make up myself and in recounts of	eaning of homophones shonics and spelling e.g. nale,' 'piece/peace' and /whole.'	I use different verbs to describe the same or similar activity e.g. 'run' and 'jog,' 'hold' and 'carry.'	I select a verb to convey specific meaning within the context of a story.	decorate, build,' or 'walk, stroll, march, creep.'	or selecting the best word to describe specific activity and convey specific meaning e.g. 'make, create, design, bake,	I use a few words relating to similar activity, explaining	verbs are used
	earning Vocabulary	Concepts, Abstract & Non-Literal	over, 'off,' 'a bit,' 'on,' 'in,' 'under' and 'turn.'	'-er' and '-est.' I understand the concepts 'small,' 'big,' 'little,' 'up,' 'down,'	I understand comparatives and superlatives with concepts I know i.e.	your/yours,' 'we/us/ our/ours,' 'boy/girl,' 'he/him/his/his,' 'she/ her/her/hers,' 'they/ them/their/theirs' and 'it/its.'	I understand in relation to myself and others 'I/me/ my/mine,' 'you/you/	'all,' 'everyone,' 'everybody,' 'someone,' 'somebody,' 'else,' 'group,' 'circle' and class/group names.	I understand in relation to myself and others 'child,' 'children,' 'adult,' 'grown-up,' 'person,'	I use simple comparisons e.g. "My stick is bigger" or "Mine is the tallest."	(correct,) 'take away' (concrete) and 'left' (remaining.)	'together,' 'front,' 'back,' 'first,' 'last,' 'next,' 'line,' 'same,' 'different,' 'match,' 'nearly,' 'tall,' 'short,' 'top,' 'bottom,' 'round,' 'next,' 'space' (P.E./carpet,) 'right'	I understand the concepts 'another,'	I compare things with connected comments e.g. "I am bigger than this chair" or "My stick is the longest and that one's little."	(auditory,) 'favourite,' 'least,' 'best' and 'worst.'	'above,' 'below,' 'across,' 'dot,' 'half- way,' 'straight,' 'like/alike,' 'similar,' 'wrong,' 'take away,' 'apart,' 'gap,' 'space' (finger,) 'long'	I understand the concepts 'other,' 'way,' 'direction,' 'beginning,' 'middle,' 'end,' 'before,' 'after,' 'order,' 'curl/curly,'	I am unsure e.g. "Are you joking?" or "Was it really?"	I understand that what you say does not always match exactly what you mean and question if	in simple metaphors and analogies e.g. 'we're on fire,' 'in a pickle,' 'cool' and 'pull your socks up.'	yet. I understand non- literal use of familiar words and phrases	I understand simple humour and sarcasm even if I don't use it myself	'apple of his eye,' 'bolt from the blue,' 'eat a horse,' etc. Later, I transfer this understanding to things I read.	I understand non-literal use of words and phrases in conversations, stories and films e.g.
	Semantic Sorting	familiar words in context e.g. 'milk,' 'mummy,' 'bath,' etc. Listening for Meaning &	from a small group of objects or going to find it.	I select familiar objects by name, finding the right one	part of a picture or to a person based on their activity/ verb e.g. "Who is sleeping?" "Who is crying?"	the one you eat/cut with/read/etc."	I select a familiar object by function if the simplest verb is used e.g. "Give me	bedroom/the shiny one/the one with wheels/etc."	I select a familiar object if a simple topic, location, attribute or part word is used e.g. "Give me the animal/the one from the	games.	I play simple 'things- that-go-together'	I sort a set of objects into two groups based on a shared, simple semantic link e.g. 'food' or 'clothes.'	of three does not share the same, simple semantic link.	I play 'odd-one-out' games and detect which object or picture from a choice	I work out what makes a group of objects go together.	I select objects when a less familiar function, location, attribute or part word is used.	a small choice of objects.	I play 'What am I?' games with visual support, selecting the target from	I sort objects into subtopics or by a less familiar semantic link.	support if simple, semantic links are used.	permitting. I play 'What am I?' games without visual	I read words and sort semantically, decoding skills	no visual support. I play 'What am I?' games without visual	Semantic Inferencing - I solve riddles or name an object, location or activity when given some related words with
	aca Generation	I imitate sounds and, later, words. Learning, Use & Idea Generation	I actively seek out talk from adults so I can hear and learn new words.	I use different types of words (nouns, verbs and concepts.)	I learn new words rapidly and use immediately in	I use non-specific vocabulary in simple sentences alongside actions to describe even if I know the verb e.g. "I/me do this" when painting.	I extend my vocabulary as people name and explain using words I know.	I learn new words as we group things based on common meaning.	I am beginning to think about the structure and meaning of words.	I am keen to know the meaning of new words and ask if I	vocabulary to name people/objects and to describe events, offering more detail when talking out of the here-and-now.	I generate ideas for a given function e.g. "What can we eat/ open?"	see, do or find in a given location (easier with familiar topics.)	I generate ideas within a given story structure for something we might	semantic link with no visual support e.g. something with a lid/ from the kitchen/ that is shiny/etc.	for 'horse' or 'bag' for 'rucksack.' I generate ideas when given one	l offer simple definitions for familiar words e.g. "What is a hat?" I accept flexible naming e.g. 'animal'	I generate five words for a simple semantic link e.g. things to eat.	I give you a word that means the same thing as a given word.	a fast thing that is a vehicle, something that is in the kitchen and is sharp.	l generate ideas when given two semantic links e.g.	when given three semantic links e.g. an animal that is scary and lives under the sea, a food that is juicy that you peel.	l generate ideas	I generate a rapid list of five to ten words for a less familiar semantic link e.g. my 'Top Ten' things with buttons/wings.
	Expressive Language	I experiment with babble and then use to communicate. Sentences	I use single words and then link two together.	I talk in the here- and-now alongside activity or visual support.	'What?' 'Where?' and 'Who?' I use simple sentences containing three words.	I use word endings to indicate present tenses, plurals and negatives. I ask a variety of questions e.g.	play/activities with visual support.	I anticipate and join in with key phrases and events in familiar stories.	the here-and-now. This is easier with familiar topics and the immediate past or future.	I begin to use language out of	I use more complex sentence structure and link thoughts, ideas and events with 'and,' 'because' and 'so.'	I use pronouns correctly.	I retell stories with visual support including the main events.	I recount simple, past events in the right order.	support. I use a variety of tenses but still have immature irregular grammar.	without needing visual support. I use language to choose and plan play/activities without visual	I link sentences and generally stick to the topic of the conversation. I participate in conversations	I retell stories without visual support and can predict.	I am beginning to tell my own stories.	l ask why things happen and am beginning to offer explanations.	I use talk to organise, sequence and clarify my thoughts and ideas.	order which makes sense to a listener. Longer descriptions, stories or recounts can still be 'jumbled.'	and more complex tenses.	I sequence information in longer explanations, stories or recounts. I use irregular grammatical forms
		Rhythm & Syllable	a strong, steady beat.	I react to music with	alongside music and rhythms.	l enjoy dancing, marching and using musical instruments	to a piece of music or rhythm.	I keep a steady beat alongside others or	rhythms containing one, two or three beats using claps, instruments or body percussion.	I copy simple	musical instruments to indicate the beat/ syllables within words.	I clap out one to three syllable words depending on the number of syllables they have. I also use	shorter rhythms with beat variation.	I copy simple rhythms containing up to five beats or	five syllable words depending on the number of syllables they have.	I clap out one to	I count the number of claps/syllables in a one to three syllable word.	word.	I count the number of claps/syllables in a one to five syllable	the number of claps/syllables they contain.	l sort words/ objects based on	I use syllable skills to read multisyllabic words (visual and auditory blending skills permitting.)	skills permitting.)	I use my syllable skills when attempting to write longer words (auditory memory and segmentation
		Auditory Blending							I blend compound words e.g. 'foot-ball' and 'rain-bow.'		I blend two syllable words e.g. 'ta-ble' and 'co-ffee.'	J	I blend three syllable words e.g. 'e-le-phant.'	I blend a cvc word when the vowel is split e.g. 'ca-at.'	I blend at onset-rime level when the onset is a long phoneme e.g. 'sh-ark.'	I blend at onset-rime level when the onset is a long or short phoneme e.g. 'sh-ark' or 'p-ark.'	I blend four syllable words e.g. 'he-li-cop-ter.'	I blend cvc words with long phonemes e.g. 's-oa-p' or 'sh-ar-k.'	phonemes e.g. 'sh-ar-k' and 'b-a-t.'	I blend cvc words with long and short	with ccvc, cvcc, cvcv and vcvc blends e.g. 's-t-o-p,' 'm-a-s-k,' 'w-a-t-er' and 'o-p-e-n.'	'hi-ppo-po-ta-mus.' I blend four phoneme words	e.g. 'j-u-m-p-er.' I blend five syllable words e.g.	If I can decode at syllable level I blend and read longer words. I blend five
	Phonologica	Segmentation														make a compound word.	I segment compound words with visual support. I find the two words that go together to	I independently segment compound words.	I segment a syllable from a word with two syllables.	I segment a syllable from a word with three syllables.	at onset-rime level, segmenting the initial consonant or consonant cluster.	end of a word.	l segment a phoneme from the	I segment a phoneme from any location in longer words. I segment a phoneme from a
	al Awareness	face-to-face. Rhyming	I respond to early interaction rhymes involving physical closeness and being	'more' during interaction rhymes and, later, initiate them.	l indicate wanting	rhymes, finger rhymes and when an adult makes up rhymes about me or our daily routines.	I enjoy rhyming stories, songs and	songs and rhymes and, later, sing familiar ones in full.	I fill in gaps during	I find it funny when you make a deliberate 'mistake' during a rhyming story or song.		I find it funny when you make a 'mistake' during a rhyming activity and I tell you what the right word should be.	a different syllable structure e.g. match 'candle' with 'handle' and not 'hat'.	I detect rhyme and match two words from a choice of three when there is	from a choice of three when there is a differing rime but the same syllable structure.	rhyme in games such as 'rhyming lotto.' I detect rhyme and match two words	word.	I detect rhyme even when the odd-one- out is semantically linked to the target	I add a word that rhymes to a rhyming string you generate.	I independently generate a string of rhyming words.	alongside the written word, even when they contain different spelling patterns.	I know that two words rhyme	making up stories, songs or poems to tell or sing and, later, to write.	l generate a word that rhymes and also gives appropriate meaning when
		Alliteration					l enjoy stories and songs containing alliteration	songs containing alliteration, increasingly as an auditory activity.	I enjoy stories and	I find it funny when you produce an alliterative word string.		word string if the 'mistake' begins with a very different phoneme from the others.	I detect an odd-one- out in an alliterative	phoneme to the others.	I detect the word that is an odd-one- out in an alliterative word string even if the 'mistake' begins with a similar	,	sorting whether a word starts with the target sound or not. I do not need to hear you say the words first (vocabulary permitting.)	I independently detect alliterative words during specific activities such as	or make suggestions when you make a 'mistake.'	I generate a string of alliterative words	word even when the words contain different spelling patterns.	I identify alliteration alongside the written	when making up stories, songs or poems to tell or sing and, later, to write.	l generate an alliterative word that also gives appropriate meaning
	dentification	Phoneme Identification										I know what sound my name starts with.	'caterpillar' or 'spy' in 'spider.'	I know if there is a word within a longer word e.g. 'cat' in	a syllable within a word e.g. 'tion' in 'cushion' and 'station.'	with the same sound as my name.	I independently sort by long and/or 'lip' initial phonemes. I am aware when some words start	I independently sort by distinct, short initial phonemes.	I independently sort by similar, long or short initial phonemes.	I independently identify initial phonemes with long or 'lip' sounds.	l independently identify all initial phonemes.	I independently identify long and/or 'lip' final phonemes.	phonemes with long then short vowels. I independently identify all final	I independently identify phonemes within blends or longer words. I independently identify medial
	Speech	sounds and change the volume, rhythm or pitch of my babble.	l use sounds in my 'jargon' and then use this alongside some real words.	'm,' 'p,' 'b,' 'n,' 't,' 'd,' 'w' and 'h' in my speech. I may omit final sounds and substitute sounds.	I use vowel sounds and the consonants	I add the consonants 'k/c,' 'g,' 'f,' 's' and 'y' to my consonant range. I may begin to use 'l.'	I am becoming clearer although sound changes are still present.	and 'sn.'	I add the consonants 'z,' 'v,' 'sh,' 'ch,' 'j' and 'ng.' I develop the consonant clusters 'sp,' 'st,' 'sk/sc,' 'sm'	others, even in connected speech.	I am usually understood by	'cw/q,' 'gr' and 'gl.'	I develop the consonant clusters 'pr,' 'pl,' 'br,' 'bl,' 'tr,' 'tw,' 'dr,' 'cr,' 'cl,'		developing.	I use most phonemes consistently and 'l,' 'r' and 'th' are	to others most of the time, even to unfamiliar adults.	I am intelligible	'l,' r' and 'th.' l develop more complex clusters such as 'spr,' spl,' 'sps,' 'str,' 'scr' and 'skw/sq.'	Ladd the consonants	if these are longer words e.g. 'astronaut,' 'hippopotamus' or 'microscope.'	and clusters in words, including longer, multisyllabic words. I repeat back new vocabulary correctly even if these are	say. I use all phonemes	I speak clearly in connected speech even when using new or longer words or when I have lots to think about and
	Symbolic	as a whole.	I explore toys and resources using a variety of senses but also see the object	l understand what a toy symbolises/ represents.	l explore creative materials.	that I can conv	I engage in simple role play.		l carry out a sequence of activities in my pretend play.		I ascribe meaning to things I have drawn, made or painted after or during the creative process.	l give my puppets, role play characters and figures a 'voice.'	before the creative process.	I ascribe meaning to things I have drawn, made or painted	I construct and create with purposeful intent.	and relate it to myself. I understand that print has meaning. I pretend to read and	ones in my name.	I know that a grapheme makes a 'sound' and may know some such as	recognise a few familiar words or logos (visual memory permitting.)	I know that written words and symbols have meaning and	My play contains a storyline or narrative.	with others in order to create or recreate roles and experiences in play. I demonstrate early negotiation skills.	l collaborate	I make up stories with others, making up plays, puppet shows or short films.
	Pragn	pointing and babble to gain attention and affect others. Conversation & Group	and reactions to my actions or communication.	I use social referencing, looking to others for responses	I take turns with an adult one-to- one using a simple	I talk to adults and other children and enjoy spending time with and receiving attention from both.	I take turns in a small group with a simple resource.	I initiate interactions using talk. My range of 'phrases' to do so may still be limited.	experiences. I begin to use talk to 'ask.'	'dominoes.' I use talk to engage	I take turns with simple, rule-bound games such as 'picture lotto' or	I take turns to talk in a small group. I take on the intonation pattern and accent of the people around me.	I take turns in larger groups if props to indicate turns are used.	I use sentences and simple manners to 'ask.'	I take turns in conversations and alter what I say depending on what the other person has said.	in larger groups with adult support or when a prop to indicate turns is used.	clarification if I have not understood.	I offer explanations and more detail when asked. I know how to ask others for	opinions about a topic/activity when in a group or playing collaboratively.	I 'ask' in a variety of ways. I express my thoughts and	begin to notice and interpret non-verbal signals.	I am aware of my listener when speaking and begin to notice and	listening to those expressed by others. I am learning to negotiate and compromise.	I demonstrate more advanced group conversational skills, expressing my thoughts and opinions but also
Copyright @		make eye contact, copy noises and facial movements.	interaction games such as 'peek-a-boo.'	communication, using and responding to pointing, eye contact		I respond to the feelings of others. I am interested in what other children	thing using early 'projection' skills, putting myself in another's shoes.	I take on a role and 'become' another person or	·			I accept the needs of others with less support and identify when another child is being 'unkind.'	world and characters in familiar stories.	l talk about home, other people in my	from another's point of view in a simple way e.g. "What might they see?" or "What might they do?"	with events or people.	I know how to ask when I need help or when I want a turn. I talk about feelings and can link these	I express my needs and feelings using words as well as non-verbally.	I form good relationships with adults and peers.	"What might they do next?" or "How might they feel?"	from another person's point of view in a more complex way including prediction and empathy e.g.	my listener's needs.	another. I offer enough information but not too much to meet	I talk about the feelings of others and the impact I have on this. I also think about what I could do to improve the feelings of
2018 Launchpad f	Visi	I engage with people and tune-in to faces. Visual Attention & Discrimination	I discriminate between objects with big differences. I focus on an object in child-led play.	I match colours. I focus on the adult's face, objects and pictures used in very small groups.	I discriminate by detail, size or orientation between very similar objects.	pictures in books and jigsaws. I discriminate between similar photographs and coloured pictures.	happening?" I discriminate between dissimilar line drawings. I notice detail in busy	Visual Inferencing: I lift meaning from a stationary picture and work out activity e.g."What is he doing?" or "What is	I look at and track lines of objects or pictures from left-to- right.	l discriminate between similar line drawings by detail or orientation.	symbols, patterns and shapes. I discriminate between silhouettes.	l discriminate between similar symbols, patterns and shapes. I discriminate between dissimilar	I discriminate between numbers and dissimilar letters.	I find my name from a choice, even if some also start with the same letter.	l discriminate between similar letters.	Prediction: I lift less obvious meaning from pictures e.g. "Where do you think he is going?" or "What do you think they are making?"	between similar digraphs, consonant clusters and two-digit numbers.	I discriminate between distinct words by the shape of the word. I discriminate	I discriminate between words that do or do not contain a certain grapheme.	I discriminate between words that do or do not contain a certain digraph.	I rapidly discriminate between short, similar words.		'reading' non-verbal communication or when looking at non-verbal and situational clues in	Inference & Empathy: I work out how people feel, what has happened or what is wrong when
or Literacy - www.lau	al	I explore colour, pattern, sheen and movement.	I match two of the same objects even if different sizes or colour.	I recognise the I object represented by a miniature object.	coloured picture.	incomplete object.	depicted by a line drawing.	l play 'Kim's Game' with a set of four dissimilar objects.	picture.	I recognise things when shown an incomplete coloured	similar objects. I identify the object depicted by a	I sequence two items I have seen without auditory support. I play 'Kim's Game' with a set of six	I recognise what is depicted in an incomplete line drawing.	I understand the meaning conveyed	symbols, some letters and numbers.	my name.	items I have seen without auditory	I recognise single graphemes and	I associate lower with upper case letters and print with cursive script.	I recognise digraphs and know the phoneme. I identify digraphs in a word.	I sequence four items I have seen without auditory support.	I read familiar, phonetic words and key sight vocabulary	I recognise groups of letters forming a syllable group or consonant blend. I recognise these groups within words.	1
ınchpadforliteracy.co.uk	Motor	explore texture and moving parts. Fine Motor	one. S I pick up small items such as raisins or threads.	circular marks. build a tower of five or six bricks.	I thread cotton reels or big beads. I make vertical, horizontal and	I hold a crayon and scribble freely. I snip with scissors.	I use two containers to pour and fill. I paint with wrist action, making dots.	to make balls and snakes. I cut with scissors.	request with head and face, usually no body.	I draw circles and can copy V, H and T. I draw a person on	I paint and draw freely. R I use scissors to cut out.	I thread and screw nuts, bolts and washers.	I build structures with blocks, boxes or planks.	or tongs. I thread small beads or complete a threading card.	request with head, legs and body. I complete a sorting task using tweezers	I complete simple jigsaws that contain six to ten pieces.	I track objects, pictures and text with my finger from left-to-right.	I hold a pencil using a conventional grip. I copy the letters X, V, T, H and O.	my name. I button and unbutton.	I write one or two letters independently, usually ones from	squares and other geometric shapes. I cut on a line continuously.	I complete jigsaws with twenty pieces or more. I copy triangles,	I thread needles, sew big stitches and make pom-poms.	I trace with detail. I coordinate shoulder, wrist and finger movements to write, moving across and down the page.

