


CEC Literacy and English Progression Pathway

Reading - Early Level

CURRICULUM ORGANISER: Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life. (All curricular areas)		EXPERIENCE & OUTCOME: <i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b</i> <i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c</i>	
Core Aspect	Phase 1	Phase 2	Benchmarks
Reading	<ul style="list-style-type: none"> • Select favourite texts from a range and listen attentively when these are read. • Use the cover and author to select a book they might enjoy. • Ask an adult to read a favourite book or sing a favourite song or rhyme and recall or join in with repetitive parts. • Anticipate and predict what is going to happen in a familiar story. • Talk about what happened in a story e.g. 'Zog crashed, the Princess made him better then they decided to become the flying doctors.' • Say what they like/dislike about a story e.g. 'I like the Princess, I don't like the Prince at the start.' 	<ul style="list-style-type: none"> • Select favourite texts from a wide range of genres and talk about what their knowledge of the author, the illustrations, events and characters. • Use the cover, title, author and illustrations to select a book they might enjoy. • Enjoy favourite books, songs and rhymes more independently, and begin to share them with others. • Use the pictures and the repetitive parts of a story, song or rhyme to anticipate and predict what is going to happen. • Talk about what happened in a story, referring back to the story and using a simple example from the text to explain their thinking e.g. 'Zog was sad when he crashed here, but the princess made him better and put a plaster on his nose, look. Zog was happy again • Say what they think about the texts they choose, using a simple example e.g. 'I like the Princess because she becomes a doctor, even when people didn't want her to', to back up their opinion. 	<p>Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.</p> <p>Chooses a story or other texts for enjoyment, making use of the cover, title, author and/or illustrator.</p>

<p>CURRICULUM ORGANISER:</p> <p>Tools for Literacy</p> <p>- to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning.</p>		<p>EXPERIENCE & OUTCOME:</p> <p><i>Explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a</i></p>	
Core Aspect	Phase 1	Phase 2	Benchmark
			
Reading	<ul style="list-style-type: none"> Recognise own name in print. Use pictures to 'read'/tell stories in their own words, predict what might happen or say what is happening in a text. 	<ul style="list-style-type: none"> Link the phoneme to the grapheme (the sound to the letter or letters) Read single words by blending the sounds the letter(s) make together. Can recognise and read familiar and tricky words (Literacy Rich P1 Phonics Progression – Blocks 1-4) Read each word from left to right, using the spaces in between to know where one-word ends, and another begins Use pictures, events and personal experiences to predict what might happen next or say what is happening in a text e.g. 'She's putting on her boots; She might be going outside in the snow to build a snowman.' 	<p>Knows the difference between a letter, word and numeral.</p> <p>Uses knowledge of sight vocabulary/tricky words to read familiar words in context.</p> <p>Reads from left to right and top to bottom.</p> <p>Reads aloud familiar texts with attention to simple punctuation.</p> <p>Uses context clues to support understanding of different texts.</p>

CURRICULUM ORGANISER:		EXPERIENCE & OUTCOME:	
Finding and using information - using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.		<i>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a</i>	
Core Aspect	Phase 1	Phase 2	Benchmark
Reading	<ul style="list-style-type: none"> Recognise and refer to simple book features e.g. title, cover, page, pictures etc. Recognise that some texts give us information and begin exploring a variety of different sources e.g. non-fiction books, brochures, leaflets, adverts and their uses, with support. Select a book or other text from a range to find something out, with support. Recall a fact they have learned. Recognise their own name in the environment e.g. coat peg, art labels, placemat, tray. Notice environmental print, and begins to make connections with their own experience e.g. 'My house has one of those on the door'. 	<ul style="list-style-type: none"> Use the title, cover, page, pictures and words to make simple predictions about what a book is about. Know the difference between fiction and non-fiction texts and can tell which is which e.g. story book, book about space. Select a book or other text from a range to gather information, giving a simple explanation of why they chose it for that purpose. Recall one or two simple facts from what they have learned and begin to use this for their own purposes e.g. to inform others. Use simple patterns and structures of words and texts when retelling a story. Recognise their own name, those of some of their friends and other familiar words in the environment. Recognises letters, words and numbers in the environment and knows that they have different meanings and uses e.g. logos for different shops, numbers and route information on buses, different shapes of warning and order signs. 	<p>Shows an awareness of a few features of fiction and non-fiction texts when using or choosing texts for particular purposes.</p> <p>Finds information in a text to learn new things.</p>

CURRICULUM ORGANISER: Understanding, analysing and evaluating - investigating and/or appreciating texts (fiction and non-fiction) with increasingly complex ideas, structures and specialist vocabulary for different purposes.		EXPERIENCE & OUTCOME: <i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / NG 0-17a</i> <i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a</i>	
Core Aspect	Phase 1	Phase 2	Benchmark
Reading	<ul style="list-style-type: none"> • Use pictures or recalled details from familiar texts to make predictions about what will happen next. • Link what happens in a text to their own experience e.g. ‘That happened to me too!’ • Give a simple opinion about the characters and events in a story e.g.’ I like the Princess, I don’t like the Prince at the start.’ • Use a prop to help retell the main part/s of a story, in a group or in play. • Re-tell/join in with repetitive parts of a familiar story or rhyme. • Begin to take on the role of a character in a story. 	<ul style="list-style-type: none"> • Predict what is going to happen in a story, using pictures or repeating patterns in the text. • Answer questions from adults about a text and begin to use this information to predict what happens next, with support. • Talk about their own similar experiences after engaging with a text e.g. ‘That happened to me too! I felt scared like the mouse.’” • Say, draw or write what they think about the characters, events, settings, ideas and themes in a story, using a simple example from the text to back up their opinion e.g. ‘I like the Princess because she becomes a doctor.’ • Retell stories using puppets, story spoons, small world characters, role-play and drawings, on their own, in groups and in play. • Take on the role of a character from a story, showing knowledge and 	Makes simple predictions about texts. Answers questions to help predict what will happen next. Contributes to discussions about events, characters and ideas relevant to the text. Shares thoughts and feelings about stories and other texts in different ways Retells familiar stories in different ways, for example, role play, puppets, and/or drawings.

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		understanding through use of voice, choice of costume, use of language etc.	
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