

Early Level Tracker 1

Reading

Enjoyment & Choice LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b	Become increasingly aware that there are different types of texts e.g. stories, non fiction	With support, start to select texts that can be explored for enjoyment		With support, discuss a story through illustrations and share likes and dislikes	Begin to develop vocabulary through listening to and exploring different text forms	Be supported to select appropriate texts within collaborative and play contexts	Enjoy exploring and reciting nursery rhymes, songs or chants	Generate a short string of rhyming words (can be nonsense rhymes)
	Enjoy exploring, identifying and generating rhyme using familiar words e.g. own name	Enjoy exploring the rhythm of language and listening to stories read aloud by reading role model	Interact with predictable, patterned texts through repetition of rhyme, refrain and identify deliberate mistakes	Begin to keep a steady beat along with familiar songs and rhymes	Begin to develop confidence to clap out syllables in own name and familiar 1-3 syllable words		Begin to develop confidence with book handling skills e.g. holding book correctly	Begin to become aware that print conveys meaning
Tools for Reading ENG 0-12a LIT 0-13a LIT 0-21a	Can recognise own name and some other familiar words as appropriate		With support can aurally identify most familiar initial sounds starting with own name and friends' names		With support begin to generate some words with same initial sound		Begin to recognise the difference between a letter and a word	
	Begin to use knowledge of sounds, patterns and word shapes to recognise some words and some sounds within words				Begin to use context clues such as illustrations to support understanding of stories.		Begin to be aware of some basic punctuation when sharing a story	
Understanding Analysing and Evaluating LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a	Explore and discuss features such as title, author, blurb, illustrator and pictures			Discuss the basic differences between fiction and non fiction and begin to develop understanding		With support, use what is known already about subject and text type to help understanding		Ask and answer simple open ended questions about events and ideas in a text
	Use knowledge of familiar patterns and answer questions to help predict what will happen next	Shares thoughts and feeling about stories and other texts during and after reading		Contribute to discussion about events, characters and ideas relevant to the text and begin to make some links with own experiences and other texts		Retell familiar stories in different way e.g. role play, puppets and drawings		
Finding & Using Information LIT 0-14a	Identify some familiar print from environment	Begin to show an awareness of features of fiction and non fiction texts when choosing texts for a particular purpose		With support, find information in a text to learn new things		Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts		Retell some key events from a familiar story

Early Level Tracker 2



Reading

<p>Enjoyment & Choice</p> <p>LIT 0-01a LIT 0-11a LIT 0-20a LIT 0-01b</p>	<p>Become increasingly aware that there are different types of texts e.g. stories, nonfiction</p>	<p>With support, start to select texts that can be explored for enjoyment</p>	<p>Be encouraged to share text preferences with others, e.g. likes and dislikes, favourite story and give simple reasons for preference</p>	<p>Begin to develop vocabulary through listening to and exploring different text forms</p>	<p>Be guided to select appropriate texts within collaborative and play contexts</p>	<p>Enjoy exploring, identifying and generating rhyme</p>
	<p>Clap out syllables in own name and in familiar one to three syllable words</p>	<p>Enjoy exploring the rhythm of language found in texts and listening to stories read aloud by reading role model</p>	<p>Interact with predictable, patterned texts through repetition of rhyme, refrain etc</p>		<p>Begin to develop confidence with book handling skills e.g. holding book correctly, print directionality and mimic reading habits</p>	<p>Become increasingly aware that print conveys meaning</p>
<p>Tools for Reading</p> <p>ENG 0-12a LIT 0-13a LIT 0-21a</p>	<p>Recognise and generate words with the same initial sounds and identify sounds within words</p>	<p>Develop increasing knowledge of grapheme phoneme correspondence/sounds. Use knowledge to blend to decode all through the word with support.</p>			<p>Become aware of the terms 'consonant' and 'vowel' and may use in play activities</p>	<p>Break or chunk up more complex words into manageable parts.</p>
<p>Phonics</p>	<p>Develop awareness of reversibility when blending and segmenting</p>	<p>Recognise the difference between letters, letter names, sounds, words and sentences</p>	<p>With support, build a bank of sight vocabulary, paying attention to phonemes</p>		<p>Begin to use context clues to support understanding, meaning and comprehension</p>	
<p>Sight vocab and context clues</p>	<p>Recognise that a sentence is something that makes sense on its own</p>	<p>Recognise basic punctuation and explore effects when reading aloud</p>	<p>Begin to explore how add description</p>	<p>Begin to explore the use of simple conjunctions in sentences</p>	<p>With guidance, put together knowledge of tools for reading to read with increasing confidence</p>	<p>Start to self-correct using visual, syntax and meaning cues</p>
<p>Punctuation & Grammar</p>						
<p>Understanding Analysing and Evaluating</p> <p>LIT 0-07a ENG 0-17a LIT 0-16a LIT 0-19a</p>	<p>Build confidence in selecting and using Reading Tools to help make sense of a text</p>	<p>Explore and identify features such as title, author, blurb, illustrator and pictures</p>	<p>Begin to understand the basic differences between fiction and non fiction</p>		<p>With support, use what is known already about subject and text type to help understanding</p>	<p>Ask questions to find out more and to help when not sure what something means</p>
	<p>Use knowledge of familiar patterns and texts to find out or predict what will happen next</p>	<p>Communicate likes and dislikes during and after reading</p>	<p>Begin to discuss character, setting and story from fiction texts and begin to make links with own experiences</p>	<p>Answer simple open ended questions after reading to demonstrate comprehension</p>		<p>Complete simple close reading tasks with support to demonstrate comprehension</p>
<p>Finding & Using Information</p> <p>LIT 0-14a</p>	<p>Identify some familiar print from environment and use phonemic and word recognition strategies to explore less familiar print</p>	<p>With support, recognise some simple features of fiction texts, e.g. illustrations, chapters, rhymes</p>	<p>With support, recognise some simple features of non fiction texts, e.g. index, photographs</p>	<p>Begin to answer simple open ended questions about what has been explicitly stated in specific sections of non-fiction texts</p>	<p>Begin recognise that sometimes information is presented in alphabetical order and how this can help us find information</p>	<p>With directed support, find simple information from non fiction texts</p>
	<p>Begin to use simple graphic organisers to organise basic information</p>	<p>Use what has been learned from non-fiction and fiction texts during play and collaborative contexts</p>	<p>Begin to answer simple open ended questions about what has been explicitly stated in specific sections of fiction texts</p>	<p>Retell some of what has been found out in a story, e.g. with a story map that has been created by others</p>		<p>With support, create a story map to retell a story</p>

Early Level Tracker 1

<p>Enjoyment & Choice LIT 0-1a LIT 0-11a LIT 0-20a</p>	<p>Have opportunities to write, inspired by what they have listened to, watched or read</p>	<p>Explore a variety of writing materials for purposeful mark making</p>	<p>Develop mark making in different contexts and share what they have created</p>	<p>Begin to explore creating texts in meaningful contexts through play based and outdoor learning</p>	<p>Begin to explore imitating writing letters and words and use the print in their environment as a stimulus</p>	<p>Begin to develop pride and confidence in writing own name</p>	
<p>Tools for Writing ENG 0-12a LIT 0-13a LIT 0-21a/b</p>	<p>Begin to be aware that words and writing go in a left to right direction</p>	<p>Begin to be aware that words are made up of letters</p>	<p>Use a variety of tools to mark make e.g. sticks and fingers in the sand</p>	<p>Begin to explore writing letters</p>	<p>With adult scaffolding participate in collaborative writing activities</p>	<p>Develop gross and fine motor skills and pencil control</p>	<p>Use own drawings to retell a story and show their knowledge of a text</p>
<p>Organising and Using Information LIT 0-26a</p>	<p>With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about</p>	<p>Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists</p>	<p>Begin to share feelings and opinions on stories and illustrations</p>	<p>Begin to use signs and labels from the environment in own texts and drawings</p>	<p>Contribute to a collaborative piece of writing</p>		
<p>Creating Texts LIT 0-9a ENG 0-31a</p>	<p>Begin to invent own stories and characters and share these ideas with others through mark making and talk</p>	<p>Begin to describe characters and explain likes and dislikes using appropriate vocabulary</p>	<p>Begin to describe settings and explain likes and dislikes using appropriate vocabulary</p>	<p>Begin to retell and adapt familiar stories using a combination of drawing and mark making</p>	<p>Be able to give meaning to own drawings and mark making</p>		

Early Level Tracker 2

Writing- Shared, Guided and Independent

Enjoyment & Choice LIT0-1a LIT0-11a LIT0-20a	Have opportunities to choose what they want to write about with support, inspired by what they have listened to, watched or read	Enjoy exploring a variety of engaging materials to create texts of their own choice	Develop confidence by having mark making (progressing to have a go writing) valued and share what they have created with others	Explore creating texts in meaningful contexts and in particular through play based and outdoor learning	Explore imitating letters and words and use print in their environment as a stimulus	Develop pride and ownership by writing own name with confidence	
Tools for Writing ENG 0-12a LIT0-13a LIT0-21a/b	Use knowledge of initial sounds/phonemes and grapheme correspondence to write letters	Use phonemic knowledge to segment words and apply to 'have a go' writing with increasing confidence	With support, use tools such as alphabet mats to assist with have a go and other types of writing	Spell CVC, CVCC etc. words with increasing confidence and accuracy	With support, begin to use some strategies to spell appropriate common	With support, begin to consolidate what has been learned through different activities	
Spelling	Become increasingly confident in identifying punctuation in texts and use some basic punctuation to communicate meaning	Begin to understand that capital letters are used for different purposes, e.g. for a name and at the start of a sentence	Become increasingly aware of how a sentence is constructed and construct one or more of their own	Begin to explore different ways of starting sentences with support	Begin to explore using one or more conjunctions to vary sentences with support		
Punctuation & Grammar							
Layout and Presentation	Develop gross and fine motor skills and pencil control	Develop letter formation of both lower and upper case letters	Attempt to write so that others can read what has been created, paying attention to letter size, directionality and spacing	Begin to use illustrations, diagrams, labels etc as appropriate to enhance written text	Begin to use a mixture of words, graphics and digital technology with support to make meaning	Understand the differences between sounds, letters and words and use to assist in writing process	
Organising and Using Information LIT0-26a	With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about	With support, describe a variety of purposes for writing, e.g. to tell someone something, to write a list etc.	Sequence and describe graphics to retell events, personal experiences or explain processes	Share information and what has been learned using text and graphics and with support, begin to use headings to organise information	Share feelings and opinions through text and graphics	Use signs and labels from the environment in own texts	Begin to link basic ideas in a logical order
Creating Texts LIT 0-9b ENG 0-31a	Imitate familiar texts and patterns and develop confidence to create own ideas for fiction texts	Describe characters, using appropriate vocabulary	Describe settings, using appropriate vocabulary	Use story maps or other illustrations to retell own and familiar stories, using a combination of text and graphics as appropriate	With support, begin to give and receive simple but relevant feedback on how to improve writing	Be able to ascribe meaning to what has been created and discuss/answer questions with support	

Early Level Tracker 1

Listening and Talking

Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b	Become aware that there are different types of text. e.g. those that can be read, watched or listened to	With support start to select texts that can be explored for enjoyment	With support be encouraged to share text preferences with others e.g. favourite stories/film and give simple reasons for preference.	Develop vocabulary through listening to and exploring different text forms		Will take opportunities to select appropriate texts within collaborative play contexts	Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to
	Begin to interact with predictable patterned text through repetition of rhyme and refrain etc.	Interact with songs, rhymes and stories and recite some well-known songs/rhymes from memory	Begins to engage with and respond to texts using means of their choice e.g. role play, puppets, mark making	Enjoy exploring and identifying rhyming words and with support, begin to create a string of rhyming words (can be nonsense rhymes)	Can hear and segment and identify the number of syllables in familiar words	Begin to keep a steady beat when exploring familiar stories, rhymes and songs	Begin to recognise and generate words with the same initial sound starting with own name and friends names
Tools for listening and talking LIT 0-02a / ENG 0-03a	Begin to listen to others with attention and give a response based on what has been said	Listens to and responds appropriately to others in a range of situations using body language appropriate to age and stage e.g. eye contact	Begin to hold a conversation with one or more persons on a theme of their own choosing, staying on theme for a short time	Begin to take turns when listening and talking in a variety of contexts	Begin to develop confidence in asking questions based on what they have heard	Begin to respond appropriately to some questions about what they have said and heard	Can follow a two part instructions and can give a simple instruction to others e.g. when-mixing paint, baking and ask questions to clarify
Finding and Using Information LIT 0-04a	Begin to listen/watch with concentration to find useful information e.g. to learn form a visitor about their occupation	Talk about information that has been interesting to them and/or new information	Begin to ask and answer questions to demonstrate recall of key information	Describe and share ideas/thoughts using what has been learned from listening to/watching texts.	With support begin to make connections between information learned and their own experiences to expand on a topic or theme	Begin with support to use new vocabulary when talking about information they have learned	Use what they have learned in order to make simple choices
UAE LIT 0-07a / LIT 0-16a / ENG 0-17a	With support can draw on prior knowledge and experiences to make connections and talk about a range of texts		With support begin to make predictions based on prior knowledge and experiences e.g. repetition in storylines	Can understand and ask 'what', 'where' and 'who' questions to clarify meaning		With support can discuss and answer some questions to demonstrate understanding of what they have heard	
Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a	Begin to speak in well-formed short sentences to relay information and use some detail to give opinions, describe feelings, needs and events/experiences	Begin to use sequential language (first, next, now etc.) to describe or recount experiences	Speak clearly most of the time and begin to develop grammatical accuracy e.g. using correct verb/tense	Through modelling develop the use of a range of vocabulary including nouns, verbs, adverbs, adjectives, prepositions and pronouns during play and in different areas of the curriculum	Explore own and familiar stories through play and role play	Begin to ascribe meaning to what has been created e.g. drawings and models and discuss/answer questions with support	Use new vocabulary to which they have had repetitive exposure to

Early Level Tracker 2

Listening and Talking

<p>Enjoyment & Choice LIT 0-01a / LIT 0-11a / LIT 0-20a LIT 0-01c LIT 0-01b / LIT 0-11b</p>	<p>Become increasingly aware that there are different types of texts e.g. those that can be read, watched or listened to</p>	<p>With support, start to select texts that can be explored for enjoyment</p>		<p>Be encouraged to share text preferences with others, e.g. likes and dislikes, favourite story/film and give simple reasons for preference</p>		<p>Continue to develop vocabulary through listening to and exploring different text forms</p>	<p>Be guided to select appropriate texts within collaborative and play contexts</p>	<p>Enjoy exploring the rhythm of language when listening to stories read aloud and other texts they watch or listen to</p>
	<p>Interact with predictable, patterned texts through repetition of rhyme, refrain etc.</p>	<p>Interact confidently with songs, rhymes and stories and recite some well-known songs/rhymes from memory</p>	<p>Engage with and respond to texts using means of their choice, e.g. role play</p>	<p>Enjoy exploring, identifying and generating rhyme</p>	<p>Listen to, distinguish and identify syllables in familiar one to three syllable words</p>	<p>Keep a steady beat with increasing confidence when exploring familiar songs and rhymes</p>	<p>Recognise and generate words with the same initial sounds and identify sounds within words</p>	
<p>Tools for listening and talking LIT 0-02a / ENG 0-03a</p>	<p>Listen to others with increasing attention and give some relevant feedback on what has been said</p>	<p>Demonstrate some use of appropriate body language when listening in a range of situations e.g. eye contact</p>	<p>Hold a conversation with one or more persons and stay on theme for increasing amounts of time</p>	<p>Be encouraged to take turns when listening and talking in a variety of contexts</p>	<p>Develop confidence in asking appropriate questions at appropriate times based on what others have said</p>	<p>Respond appropriately to different questions about what they have said with increasing confidence</p>	<p>Follow two or more part instructions and give simple instructions to others</p> <p>With support, talk about experiences, ideas and information to increasingly wide audience</p>	
<p>Finding and Using Information LIT 0-04a</p>	<p>Listen to/watch texts with increasing concentration and with an outcome in mind, e.g. to learn from a visitor about their occupation</p>	<p>Identify verbally information that has been particularly interesting to them and/or information that is new</p>	<p>With support, ask and answer questions to demonstrate recall of key information</p>	<p>Use what has been learned through listening/watching to verbally describe, explain, group or compare things with support</p>	<p>With support, relate information learned to their own experiences in order to expand on a topic or theme</p>	<p>Begin with support to use subject specific vocabulary when talking about information they have heard</p>	<p>Use what they have listened to in order to make simple choices</p>	
<p>UAE LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	<p>With support, make links with prior knowledge and experience to enhance understanding of a range of texts</p>		<p>With support, make predictions based on prior knowledge and experience, e.g. patterns in texts, subject matter</p>	<p>With support, ask an increasing range of questions with the purpose of clarifying meaning</p>		<p>With support, answer an increasing range of questions to demonstrate understanding of what has been heard</p>		<p>Begin to develop opinions based on what they have listened to/watched</p>
<p>Creating Texts LIT 0-09a LIT 0-09b / LIT 0-31a LIT 0-10a</p>	<p>Speak in sentences to relay information and use increasing detail to give opinions, describe feelings, needs and events/experiences</p>	<p>Understand and use sequential language with support e.g. before, after, next, yesterday, tomorrow to recount or describe</p>	<p>Speak clearly almost all of the time and develop grammatical accuracy, e.g. using correct verb/tense</p>	<p>Develop the use of a range of parts of speech including nouns, verbs, pronouns, adjectives, adverbs and prepositions during play and in different areas of the curriculum.</p>	<p>Explore own and familiar stories through play and use story maps, illustrations or props to share own and familiar stories</p>	<p>Be able to ascribe meaning to what has been created and discuss/answer questions with support</p>		<p>Develop an increasing range of vocabulary through what they see, watch or listen to and use different strategies with support to learn new words</p>