

Early Level Literacy and English

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support teachers' professional judgement of achievement of a level			
			E/1	E/2	E/3	Benchmark
Reading	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy exploring and playing with the patterns of language and can use what I learn.</i> LIT 0-01a / LIT 0-11a / LIT 0-20a <i>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.</i> LIT 0-01b / LIT 0-11b	I am beginning to show an interest in stories, books and texts. I am beginning to engage with the vocabulary of books, e.g. title, author, etc. I am beginning to say what I like/dislike about a text. . . I am beginning to join in with story telling sessions, song and rhyme experiences.	I am showing an interest in different types of stories, books and texts and am starting to choose my own book from a range of genres. I am beginning to engage more with the vocabulary of books and concepts of print e.g. title, author, words pictures etc. I am becoming more confident in explaining what books I like and dislike and why. I can join in with songs, rhymes and story telling experiences.	I can choose a story, book or text for enjoyment from a wide range of genres and share it with others. I can use the vocabulary of books and the concepts of print e.g. title, author, illustrator. I can state my preferences and explain why I like/dislike some texts. I can actively participate in songs, rhymes and stories by predicting and anticipating what will happen, asking questions	<ul style="list-style-type: none"> • Chooses a story, or other texts for enjoyment, making use of the cover, title, author and/or illustrator. • Shares and discusses a variety of texts, giving reasons for likes and dislikes. • Participates in storytelling sessions, using pictures, repetitive parts of the story or rhyme to make predictions. <p>Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes and can share likes and dislikes.</p>

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		I am beginning to recognise that some words rhyme.	I am beginning to recognise that some words rhyme and anticipate and predict what will happened in stories.	and recognising repetition and rhyme	
<p>Tools for reading - to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning</p>	<p><i>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.</i> ENG 0-12a / LIT 0-13a / LIT 0-21a</p>	<p>I am beginning to have an awareness of environmental print.</p> <p>I am beginning hold a book correctly and notice that words are different from picture.</p> <p>I am beginning to recognise that some words rhyme.</p> <p>..</p> <p>I am beginning to be aware of some single sounds in spoken words.</p>	<p>I know that environmental print conveys meaning</p> <p>I can hold a book correctly and am beginning to recognise that print is read from left to right and top to bottom.</p> <p>I am beginning to identify words that rhyme.</p> <p>I am beginning to recognise some initial sounds.</p>	<p>I know the difference between a letter, sound, letter name and the difference between a letter, word and sentence.</p> <p>I can hold a book correctly and can demonstrate that print is read from left to right and top to bottom.</p> <p>I can identify words that rhyme.</p> <p>I can recognise and read all initial sounds.</p>	<ul style="list-style-type: none"> • <i>Knows the difference between a letter, word and numeral.</i> • <i>Reads from left to right and top to bottom.</i> • <i>Uses knowledge of sounds, letters and patterns to read words.</i> • <i>Hears and says patterns in words.</i> • <i>Hears and says the different single sounds made by letters.</i> • <i>Hears and says blends/sounds made by a combination of letters.</i> • <i>Recognises common words in texts.</i> • <i>Uses knowledge of sight vocabulary/tricky words to read familiar words in context.</i> • <i>Reads aloud familiar texts with attention to simple punctuation.</i> • <i>Uses context clues to</i>

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			<p>I am becoming aware that drawings and symbols can convey meaning.</p>	<p>I am beginning to recognise some symbols within print that are special to me. E.g. initial letter of name</p> <p>I can identify some single sounds in spoken words.</p>	<p>I can blend single sounds and phonemes together to read words.</p> <p>I can recognise taught common words.</p> <p>I can use phonological knowledge, common words and sight vocabulary when reading.</p>	<p><i>support understanding of different texts.</i></p>
			<p>I am beginning to recognise that texts and illustrations are related.</p>	<p>I can tell the difference between words and pictures..</p>	<p>I can use simple punctuation cues to aid my reading.</p> <p>I can use punctuation clues to help me to understand what I read.</p>	

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		E/1	E/2	E/3	Benchmarks	
Reading	<p>Finding and using information - when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabulary</p>	<p><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.</i> LIT 0-14a</p>	<p>I am beginning to look at information from a variety of sources with support.</p> <p>I am beginning to show an interest in different types of texts.</p>	<p>I am becoming aware that I can look at and talk about information from a variety of sources.</p> <p>I can look for information from a variety of sources with support.</p> <p>I can find information I am interested in and can tell others about the information I have found with support.</p>	<p>I can gain information from a variety of sources and answer questions.</p> <p>I can locate information from a variety of sources.</p> <p>I can tell the difference between fiction and non-fiction texts.</p>	<ul style="list-style-type: none"> • <i>Finds information in a text to learn new things.</i> • <i>Shows an awareness of a few of the features of fiction and non-fiction texts when using/choosing texts for particular purposes.</i>
	<p>Understanding, analysing and evaluating investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and</p>	<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> LIT 0-07a / LIT</p>	<p>I am beginning to show an interest in texts by suggesting what happens next.</p> <p>I am becoming aware that I can answer and ask questions about texts.</p>	<p>I am beginning to predict details, actions and outcomes in texts read to me.</p> <p>I am aware that there are different levels of questioning and I am beginning to</p>	<p>I can listen and respond appropriately with texts read to me.</p> <p>I can ask and answer literal questions about events and ideas in a text.</p> <p>I can answer questions to</p>	<ul style="list-style-type: none"> • <i>Engages with texts read to them.</i> • <i>Asks and answers questions about events and ideas in a text.</i> • <i>Answers questions to help predict what will happen next.</i> • <i>Contributes to discussions about events, characters and ideas relevant to the text.</i> • <i>Shares thoughts and feelings about stories and</i>

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specialist vocabulary for different purposes	0-16a / ENG 0-17a <i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i> LIT 0-19a ENG 1-19a	<p>I am beginning to show an interest in texts by talking about characters I have liked and retelling parts of stories I have liked with support.</p>	<p>ask and answer literal and inferential questions about texts with some support.</p>	<p>help predict what will happen next.</p>	<p><i>other texts in different ways.</i></p> <ul style="list-style-type: none"> • <i>Retells familiar stories in different ways, for example, role play, puppets and/or drawings.</i> • <i>Relates information and ideas from a text to personal experiences.</i>
	<p>I am beginning to retell stories through play.</p>	<p>I am beginning to talk about events and characters in texts.</p>	<p>I can contribute to discussions about events, characters and ideas in a text.</p>		
	<p>I am beginning to say what texts I like and dislike.</p>	<p>I am beginning to retell a story in different ways including role play, puppets and drawing.</p>	<p>I can retell familiar stories I have read in the correct sequence in different ways e.g. orally, pictorially, written, role play.</p>		
	<p>I am becoming aware that my own experiences may relate to the text I have shared.</p>	<p>I can identify texts that I like/dislike and explain reasons why.</p>	<p>I can express my thoughts and feelings on texts I have read.</p>		
		<p>I am beginning to talk about my own similar experiences after engaging with a text.</p>	<p>I can make links between texts and personal experiences to help understand what I have heard/seen/read.</p>		

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