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| **Literacy: Reading: Word Level Learning: Developing and Improving Visual Memory –**  *Developing Knowledge and Skills Sequentially* | | | |
| **Range/Knowledge** | | **Positive Relationships** | **Enabling Environments** |
| 1. | • Recognises the faces of people who they have an attachment with – family, key-worker, people they see regularly  • Begins to explore with their hands, mouth and eyes e.g. showing adults they notice colour, pattern, sheen and movement of objects  • Chooses (goes to/requests with gestures) a book they like or have seen before from memory  •Watches movements and moving pictures in visuals, video calls and telephone calls with responses that show recall/memory | • Use finger play, rhymes and familiar songs to support young babies’ enjoyment.  • Provide enjoyable shared experiences with books and apps in ways that are emotionally secure and supportive.  • Plan shared story and book time as a key source of nurture and attachment which will continue throughout EYFS and beyond. | • Provide mobiles, inviting displays and pictures of familiar characters in the environment, including in physical care areas, to prompt babies’ focused gaze, pointing and shared attention.  • Collect a diverse range of board books, cloth books, picture books and stories to share with young babies.  • Offer books that provide sensory experiences.  • Include babies in telephone and video calls with family and close friends |
| 2. | • Matches two of the same objects even if they are different sizes or colours e.g. teddies, dolls, blankets – from familiar objects they use in play/around them  • Recognises the object represented by a miniature object  • Recognises familiar objects/people depicted in a photograph or on screen  • Pays attention to adults, looks at pictures when pointed out by grown ups and looks intently at objects adults show them  •Begins to identify an object depicted by a picture | • Notice and support babies’ developing responses, gestures and movements as they learn to anticipate and join in with finger and word play.  • Sing simple songs and nursery rhymes with children, encouraging them to join in – using props to stimulate memory and recall. | • Let children handle books and draw their attention to pictures.  • Tell and read stories, looking at and interacting with young babies, and using voice, intonation and gesture to prompt babies’ interactions.  • Draw on children’s home cultures to create meaningful reading experiences e.g. Make family stories using small photo albums or story apps with photos of family members, significant people in the child’s life and familiar everyday objects - Expand these to include the stories, songs, rhymes and lives of those in local communities and wider histories and cultures. |
| 3. | • Identifies a wider range of objects depicted by/in coloured pictures • Recognises objects when shown part of them or parts of incomplete objects  • Plays Kim’s Game with a set of two and then four dissimilar objects that are familiar to them • Sorts and matches objects that have different colours/patterns – in their own ways/play •Knows that pieces may need to be turned to fit in to a simple jigsaw/shape sorter i.e. notices same shape/different orientation | • Encourage and support children’s responses to picture books and stories you read with them. | • Provide picture books, books with flaps or hidden words, and books with accompanying story apps.  • Provide story sacks for children to take home, for parents to read books with their children and talk about stories.  • Suggest to parents they might encourage children to take part during telephone and video calls, through smiling, making sounds and words. |
| 4. | • Begins to name colour/colours that they recognise, prefer and are familiar to them in real objects and in printed pictures/photographs  • Names a familiar object shown to them as a silhouette or in a more abstract picture  • Recognises, identifies and discriminates between familiar objects depicted in line drawings • Recognises differences between shapes and patterns – but may not know their names • | • Encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories.  • Tune into words from stories that individual children particularly enjoy, e.g. children’s favourite words and words that are emotionally important to them. Revisit these words in meaningful interactions.  • Read stories that children already know, pausing at intervals to encourage them to “read” the next word. • Encourage children to notice signs and symbols in everyday life, such as familiar logos, own name and icons for apps • Encourage children to spot where letters and numbers are in their environment, classroom, home, wider school, walk to school | • Find quality time every day to tell and read stories to children, using puppets, soft toys, or real objects as props.  • Provide stories, pictures and puppets that allow children to experience and talk about how characters feel.  • Include familiar environmental print in the role-play area.  • Include children in digital screen activity, for example, to recognise screen icons. |
| 5. | • Recognises what is being shown in a line drawing – with some of it missing or not complete • Plays Kim’s Game with six different objects then six similar objects • Sequences two items they have seen without auditory support • Knows the meaning conveyed by familiar symbols and logos, recall where seen and remember what they are for • Recognises different simple shapes and patterns and names them correctly when asked e.g. ‘please give me a triangle’ • Recognises more abstract pictures and symbols, some letters and numbers that are familiar to them • Remembers what own name looks like and recognises it, identifying it from other names/words • Recognises names of peers and familiar people e.g. siblings, mam and dad • Sequences three items they have seen without auditory support • Attempts to write their own name then the names of others/family/friends • Recognises increasing number of graphemes/letters and knows the sound they make e.g. initial letters of friends’ names • Improves formation of own name so that most letters are written/formed correctly according to RW Inc school writing scheme • Copies, remembers, recalls and then writes letters of alphabet when asked using rhymes from school writing scheme | • Focus on meaningful print (such as a child’s name, words on a cereal packet or a book title, icons on a weather app) in order to discuss similarities and differences between symbols.  • Help children to understand what a word is by using names and labels and by pointing out words in the environment and in print  and digital books.  • Remember not all languages have written forms and not all families speak English at home, or are literate in their home language.  • Include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents  • Read dual language books (English and another language) with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting.  • Remember that established literacy practices in homes might differ from those of the setting. | • Provide some simple poetry, song, fiction and nonfiction  books, both paper copies and digital.  • Provide fact and fiction books and possibly e-books that children can access independently in all areas, e.g. construction area as well as the book area.  • Provide books containing photographs that children can share with adults, peers and read on their own.  • Add child-made books and adult-scribed children’s stories to the book area and share these stories with others.  • Provide multimodal texts (that blend alphabetic print, images and symbols) that reflect the literacy practices that children encounter in their home and community spaces, enabling children to connect and draw on different aspects of their emerging literacy experiences.  • Provide a range of reading materials that both enable children to draw on their home and community experiences and introduce children to a new and diverse range of texts, genre and media.  • Ensure children can see written text, e.g. use big books, and model the language of print, such as *letter, word, page, beginning, end, first, last, middle.*  • Provide a range of resources in play areas, such as empty cereal packets, labels and signs that children become familiar with and include in their play.  • Introduce children to books and other materials that provide information or instructions.  • Carry out activities using instructions, such as reading a recipe to make a cake or following safety procedures.  • Furnish the setting with diverse resources that reflect children’s home cultures and the diversity of cultures in the local community, including dual language books, as well as artefacts that children are attached to, such as special objects, sounds, images, as well as animals and insects |
| 6. |  | • Read aloud to children every day, introducing children to a wide variety of literature, and talking about the print and digital books you share  • Discuss and model ways of finding out information from non-fiction texts in print books, digital resources and online.  • Encourage children to add to their first-hand experience of the world by seeking information using print and digital sources of information.  • Encourage children to recall words they see frequently, such as their own and friends’ names.  • Play games to help children make links between letters (graphemes) and speech sounds (phonemes), such as letter bingo and linking actions with sounds.  • Support and scaffold individual children’s reading as opportunities arise with print and digital texts. | Introduce children to new words, and explore their meaning together e.g. by acting out words and playing games with words.  • Provide story sacks and boxes and make them with the children for use in the setting and at home.  • Provide story-boards and props which support children to talk about a story’s characters and sequences of events.  • Include playful, multi-sensory and creative experiences and games that promote children’s interest in reading and in developing phonics skills and knowledge  • Demonstrate using phonics as a strategy to decode words while children can see the text, e.g. using big books or an interactive whiteboard.  • Provide varied texts, including decodable texts, and encourage children to use all their skills including their phonic knowledge to practise reading with the skills and knowledge they have, so they experience success.  • Begin to introduce playful systematic phonics sessions in fun ways that capture children’s interest, sustain motivation and reinforce learning and success. |