

## Literacy Framework

Strand	RfL routemap	A steps	B steps	C steps
Translanguaging				

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Listening	<b>Listening for meaning</b>	Communicates choice to attentive adult <i>[RfL 37]</i>	I can understand spoken language when it is supported by visual and environmental clues within the immediate context.	I can listen and respond appropriately to key words in short sentences accompanied by gestures, e.g. 'Get your coat'.	I can show I have listened and understood others, e.g. by selecting relevant pictures from a collection.
	<b>Developing vocabulary</b>	Joint attention <i>[RfL 40]</i>	I can pay attention and show I understand a small number of words/signs for familiar objects or people.	I can show I understand up to 50 words/signs/symbols, mostly in concrete contexts.	I can show I understand up to 200 words/signs/symbols, mostly in concrete contexts.
	<b>Listening to understand</b>	Joint attention <i>[RfL 40]</i>	I can pay attention and respond to familiar requests in a routine.	I can respond appropriately to simple requests, e.g. involving changing the location of objects or transferring them to people.	I can respond appropriately to simple requests that include attributes (e.g. big, dirty), possessives (e.g. my, your) and prepositions (e.g. in, on, under).
	<b>Listening as part of collaborative talk</b>	Joint attention <i>[RfL 40]</i>	I can pay attention and listen to others in simple turn-taking activities.	I can listen and take turns in small groups when I am supported by an attentive adult.	I can listen and take turns in simple group conversations and stories.

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Reading	Phonological and phonemic awareness	Joint attention [RfL 40]	I can attend with interest in rhythm, patterns and sounds.	I can notice and imitate rhythms, patterns and sounds when modelled by an attentive adult.	I can experiment with rhythms, patterns and sounds in my speech, and explore words that sound similar and different.
			I can explore sounds in my environment.		
	Reading strategies	Object permanence [RfL 34]	I can show attention to some books, while discarding others.	I can seek out a favourite book for an adult to read to me.	I am beginning to hold a book the right way up, turn pages mostly from front to back, looking left to right.
			I can pay attention to activities that explore letter sounds.	I can pay increased attention to sounds when read to by an adult.	I am beginning to recognise a few specific letters and experiment with the associated sounds.
			I can seek out 'representational' items, e.g. objects, photographs, etc.	I can discriminate between symbolic representations.	I can understand that print has a range of meanings and am beginning to 'read' some words.
			I can associate objects and photographs with meaning.	I can associate symbols and text with meaning. I am beginning to match familiar symbols and text.	I am beginning to recognise some simple words of interest in both books and in the environment.
	Understanding, response and analysis		I am beginning to become aware that objects and photographs carry meaning.	I can use a word or select an object or symbol to 'describe' a feature depicted within a storybook.	I can share some information about a familiar story.
		Expresses preference for items not present via symbolic means [RfL 41]	I can recognise a character in a familiar story.	I can match items in a story sack to characters, places or events in a very familiar story.	I can recall key events in a familiar story in sequence.
			I can pay attention to a range of very familiar stories, rhymes, songs and poems.	I can respond to and engage with a wider range of stories, rhymes, songs and poems.	I can develop my vocabulary through being read to and trying out new words.
			I can show a specific reaction to sensory aspects of a well-known story.	I can respond appropriately to a specific event in a familiar story.	I can express in some way, when prompted, my personal attitude to or interest in a story that has just been read.
		Joint attention [RfL 40]	I can anticipate repeating patterns in a story, e.g. smiling at 'fee, fi, fo, fum'.	I can show pleasure when an adult starts to read a favourite story, respond at key points and demonstrate understanding that it has finished.	I can recall and respond to key points of familiar stories.
			I can engage in joint attention with an adult when being told a story.	I have experienced a range of reading materials read to me by an adult by focusing on the pictures.	I have experienced a range of familiar reading materials and literature, and I can follow simple texts read to me and respond appropriately.
			I can show I like/dislike a book/stories.	I can choose between two different books/stories.	I can choose between a range of books/stories I enjoy.

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Speaking	Clarity and vocabulary		I am beginning to have fun with making sounds.	I am beginning to blend sounds, e.g. use 'boon' for 'spoon'.	I can use a greater range of sound combinations and am beginning to experiment with more blends.
			I can use a few very familiar sounds/objects/photographs.	I can use single words/signs and a growing number of brief phrases (e.g. 'all gone', 'drink please') to express my own wishes or needs.	I can understand and use up to 200 or more words/signs/symbols.
		Deliberately attracts attention of another person in order to communicate need [RfL39]	I can communicate my needs and wants, using sounds/gestures/objects/photographs.	I can communicate my interest, comment and give information, using words/signs/symbols.	I can communicate my interest, comment and give information, using up to four-word and more complex sentences.
	Purpose	Communicates choice to attentive adult [RfL 37]	I can use a combination of sounds/gestures/objects/photographs to seek attention, to say 'no' and to satisfy needs.	I can approach/engage with others to communicate needs and feelings and likes and dislikes.	I can participate in meaningful communication with an attentive adult.
			I can use sounds/gestures/objects/photographs for a range of purposes.	I can use a growing number of two- to three-word phrases to express my own wishes/needs.	I can understand and use up to 200 words/signs/symbols in four-word and more complex phrases.
	Collaborative talk	Joint attention [RfL 40]	I can point to a desired item or item of interest and vocalise.	I can communicate mostly about familiar objects/people/pictures immediately present, but can also refer to their absence.	I can communicate about familiar stories and symbolic play, as well as people, places and events from my wider experience.
			I can show an interest in group activity.	I can show interest in a group activity and anticipate when it is my turn when turns do not simply 'go round the circle'.	I can attempt to use vocabulary/talk to represent things/objects/situations and repeat words and phrases if I have not been understood.
				I can focus my attention on the group activity and mostly contribute at the appropriate time.	
	Questioning		I can experience questions and answers as modelled by an adult.	I am able to respond to 'who', 'what' and 'where' questions within my immediate environment.	I am able to respond to 'who', 'what' and 'where' questions.

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Writing	<b>Vocabulary, spelling, grammar</b>	Modifies action when repeating action does not work [RfL 38]	I can move different parts of my body, using gross motor control to create shapes.	I can co-ordinate different parts of my body to experiment with making marks, using body parts on different surfaces.	I am beginning to control my mark-making to form large shapes and letter forms.
			I can grasp items, using fine motor control, and am beginning to use fingers to make marks (e.g. in wet sand, foam, etc.), progressing to scribbling on paper.	I can use my preferred hand more consistently when mark-making, sometimes using an adapted instrument.	I can try out a variety of instruments to make marks and shapes on paper or other appropriate material.
					I can draw some recognisable representations.
					I can include some letter-like shapes or word forms when drawing.
			I can 'place' scribble in defined space (e.g. in side page boundaries within particular area of paper), demonstrating increasing visual control.	I can select a single symbol or picture, from two or more, to describe something that has just happened.	I can use marks to label my own work.
			I can touch an object or picture to obtain a visual or auditory reward on a PC or a tablet computer.	I can engage with a range of activities to develop my purposeful mark-making across a range of media and tools.	I am beginning to write some letters of my own name unconventional in form.
				I can select a picture or symbol, from two or more, to convey a message in speaking symbol software on a PC or a tablet computer.	I can select pictures or symbols to compose a short phrase, using speaking symbol software on a PC or a tablet computer.
	I can attend to my mark-making when supported by an adult who attributes meaning to my marks.	I can draw pictures to communicate meaning.	I can draw with increasing control to represent my thoughts and ideas.		
			I can imitate the rhythm of words and phrases.		
			I am beginning to form random letters, numbers and/or symbols.		
	<b>Connectives and syntax</b>				
	<b>Punctuation</b>				
	<b>Planning and organising for different purposes, audiences and context</b>	Joint attention [RfL 40]	I can look at/acknowledge my 'drawing' when an adult talks about what I have done.	I can share my 'drawing' in interactions with an adult.	I can say something about my 'drawings' or my 'news' that an adult can write down.
I can explore with a range of mark-making instruments and materials.			I can experiment with a range of mark-making instruments and materials across a range of purposes and contexts.	I can create text and images for a specific purpose and/or context.	
Does two different actions in sequence to get reward [RfL 35]		I can engage in a shared writing experience.	I can contribute an idea to shared writing by using symbols.	I can contribute ideas to shared writing by using my own drawings and emergent writing.	
<b>Proofreading, editing and improving</b>					