

Routes to literacy Oracy across the curriculum		RfL routemap	A steps	B steps	C steps
Elements	Aspects	Learners have achieved the following on the Routes for Learning (RfL) routemap.	Learners are able to:	Learners are able to:	Learners are able to:
Developing and presenting information and ideas	Speaking	<ul style="list-style-type: none"> Communicates choice to attentive adult <i>[RfL 37]</i> Shared attention <i>[RfL 40]</i> Communicates ‘more’/‘no more’ through two different consistent actions <i>[RfL 28]</i> 	<ul style="list-style-type: none"> give a symbol/picture as a ‘token’ for a desired item (doesn’t distinguish representation) point to a desired item or item of interest (that is visible but out of reach) and vocalise use a combination of gestures and more formal communication (signs/speech) to seek attention, to say ‘no’ and to satisfy needs use a few very familiar words/signs or symbols copy actions in simple action games (e.g. <i>Simon says . . .</i>), attempting an action of some kind when adult uses only words 	<ul style="list-style-type: none"> give a symbol/picture to obtain a matching desired item communicate mostly about familiar objects, people or pictures immediately present, but can also refer to their absence use single words/signs/symbols and some two-part phrases, e.g. <i>to signal repetition or recurrence</i> use single words/signs and a growing number of brief phrases (e.g. <i>‘all gone’, ‘drink please’</i>) to express their own wishes or needs vocalise or press a switch to play a recorded ‘part’, when turn comes in repeating ‘drama’/presentation 	<ul style="list-style-type: none"> find symbol/picture for desired item and add to phrase on sentence strip, PC or tablet computer communicate about familiar stories and symbolic play, as well as people, places and events from their wider experience regularly use two- and three-word phrases to communicate interests, comment, give information and ask questions to obtain simple/specific information understand and use 50 or more words/signs/symbols make an attempt at representing things/animals/etc. in structured role-play activities
	Listening	<ul style="list-style-type: none"> Changes behaviour in response to interesting event nearby <i>[RfL 25]</i> 	<ul style="list-style-type: none"> show they understand spoken language (although they rely heavily on visual and other clues within the immediate context) show they understand a small number of words/signs for familiar objects or people 	<ul style="list-style-type: none"> listen and respond appropriately to instructions accompanied by gestures, e.g. <i>‘get your coat’</i> show they understand up to 50 words/signs/symbols mostly in concrete contexts respond appropriately to simple requests involving changing the location of objects or transferring them to people 	<ul style="list-style-type: none"> show they have listened to others by selecting relevant pictures from a collection listen to songs, rhymes and stories, and express some interest respond appropriately to simple requests which include attributes (e.g. <i>big, dirty</i>), possessives (e.g. <i>my, your</i>) and prepositions (e.g. <i>in, on, under</i>)
	Collaboration and discussion	<ul style="list-style-type: none"> Initiates social game <i>[RfL 33]</i> 	<ul style="list-style-type: none"> take own turn in group turn-taking activity. 	<ul style="list-style-type: none"> listen/watch for cues that it is ‘their turn’ when turns do not simply ‘go round the circle’. 	<ul style="list-style-type: none"> initiate a ‘conversation’ and repeat words and phrases if not understood.

Routes to literacy Reading across the curriculum		RfL routemap	A steps	B steps	C steps
Elements	Aspects	Learners have achieved the following on the Routes for Learning (RfL) routemap.	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	<ul style="list-style-type: none"> Purposeful action on everyday environment <i>[RfL 24]</i> Shared attention <i>[RfL 40]</i> 	<ul style="list-style-type: none"> show increased attention to some books, while discarding others seek out ‘representational’ items, e.g. <i>pictures, photos, tactile/flip flap books, etc.</i> attend with interest as an adult reads a story, look at, touch and manipulate the book at intervals 	<ul style="list-style-type: none"> bring favourite book to an adult for them to read hold/turn a book the right way up find own name in a range of settings in the classroom point to picture of a character in a familiar story match a familiar person to a clear photograph of that person 	<ul style="list-style-type: none"> handle a book, turning pages mostly from front to back, looking at them with interest look at left page in a book before right page match very familiar words and recognise a few specific letters, e.g. <i>letters of own name</i> ‘read’ a pictorial or symbolic timeline and say what is going to happen find a wanted item by examining/interpreting labels
	Comprehension	<ul style="list-style-type: none"> Expresses preference for items not present via symbolic means <i>[RfL 41]</i> 	<ul style="list-style-type: none"> vocalise in response to a particular feature of a familiar story listen with interest to sounds recorded on a ‘step-by-step’ switch, or in a talking story on PC; use switch or touchscreen to repeat sounds and move the story on 	<ul style="list-style-type: none"> match items in a story sack to characters, places or events in a very familiar story activate sound or speech corresponding to a picture in a familiar story, e.g. <i>choose switch (from two) and press to play appropriate sound</i> use a (spoken) word or select an object or symbol to ‘describe’ a feature depicted within a storybook 	<ul style="list-style-type: none"> use pictures to sequence (three) key events in a familiar story follow simple two-step instructions ‘written’ in pictures or symbols refer to or comment on print in the environment, e.g. <i>labels, notices</i> volunteer some information about a familiar story
Responding to what has been read	Response and analysis	<ul style="list-style-type: none"> Communicates ‘more’/‘no more’ through two different consistent actions <i>[RfL 28]</i> Shared attention <i>[RfL 40]</i> 	<ul style="list-style-type: none"> show specific reaction to sensory aspect of a well-known story, e.g. <i>laughter and excitement in battle scene, unease at ‘spooky’ music</i> anticipate repeating pattern in a story, e.g. <i>smiling at ‘fi, fie, foe, fum’.</i> 	<ul style="list-style-type: none"> imitate (e.g. <i>copying facial expression</i>) or empathise (e.g. <i>oh!</i>) in response to specific event happening to a character in a familiar story show pleasure when an adult starts to read a favourite story, respond at key points and demonstrate understanding that it has finished look at one or two favourite familiar picture books (or sensory equivalent) with an adult, paying attention to specific aspects of the picture, indicated by the adult. 	<ul style="list-style-type: none"> express in some way (when prompted) their personal attitude to or interest in a story that has just been read, e.g. <i>like/dislike, recall of specific event</i> look at and sustain interest in texts with/without an adult.

Routes to literacy Writing across the curriculum		RfL routemap	A steps	B steps	C steps
Elements	Aspects	Learners have achieved the following on the Routes for Learning (RfL) routemap.	Learners are able to:	Learners are able to:	Learners are able to:
Organising ideas and information	Meaning, purposes, readers	<ul style="list-style-type: none"> Shared attention <i>[RfL 40]</i> Contingency awareness <i>[RfL 26]</i> 	<ul style="list-style-type: none"> look at/acknowledge their ‘drawing’ when an adult talks about what they have done ‘place’ scribble in defined space (within boundaries of page or particular area of paper) demonstrating increasing visual control touch a picture or symbol to obtain a visual or auditory reward on a PC or a tablet computer (can focus on picture as a ‘target’, but may not distinguish representation) 	<ul style="list-style-type: none"> share their ‘drawing’ in interactions with an adult select a single symbol or picture (from two or more) to describe something that has just happened close some lines in their scribble (producing apparent shapes) select a picture or symbol (from two or more) to convey a message in speaking symbol software on a PC or a tablet computer 	<ul style="list-style-type: none"> say something about their drawings or news that an adult can write down use mark(s) to label their own work write some letters of own name (may be unconventional in form) select pictures or symbols to compose a short phrase using speaking symbol software on a PC or a tablet computer
	Structure and organisation	<ul style="list-style-type: none"> Does two different actions in sequence to get reward <i>[RfL 35]</i> 	<ul style="list-style-type: none"> persist in mark-making to produce a result (which appears random) 	<ul style="list-style-type: none"> scribble to produce their own ‘drawing’ and begin to attribute meaning to it 	<ul style="list-style-type: none"> select two or more symbols in succession to convey ‘what happened first ... next’, and use to give information to an adult show interest when an adult writes down/reads back their news/story; confirm it is what they want to say
Writing accurately	Language				
	Handwriting Grammar Punctuation Spelling	<ul style="list-style-type: none"> Purposeful action on everyday environment <i>[RfL 24]</i> Make marks over large area, e.g. <i>using whole arm movement</i> [not on RfL routemap but relevant] 	<ul style="list-style-type: none"> experiment with mark-making using body parts, e.g. <i>hands and feet</i> grasp items and begin to use fingers to make marks (e.g. <i>in wet sand, foam, etc.</i>), progressing to scribbling on paper. 	<ul style="list-style-type: none"> use their preferred hand more consistently when mark-making, sometimes using an (adapted) instrument. 	<ul style="list-style-type: none"> try out a variety of instruments to make marks and shapes on paper or other appropriate material make an attempt at tracing over large shapes and letter forms include some letter-like shapes or word forms (with gaps in between) when drawing draw some recognisable representations, e.g. <i>person or animal</i>.