

**Routes to literacy  
Oracy across the  
curriculum**

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

**Routes to literacy  
Reading across the  
curriculum**

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"> <li>Purposeful action on everyday environment [RfL 24]</li> <li>Shared attention [RfL 40]</li> </ul>	<ul style="list-style-type: none"> <li>show increased attention to some books, while discarding others</li> <li>seek out 'representational' items, e.g. pictures, photos, tactile/flip flap books, etc.</li> <li>attend with interest as an adult reads a story, look at, touch and manipulate the book at intervals</li> </ul>	<ul style="list-style-type: none"> <li>bring favourite book to an adult for them to read</li> <li>hold/turn a book the right way up</li> <li>find own name in a range of settings in the classroom</li> <li>point to picture of a character in a familiar story</li> <li>match a familiar person to a clear photograph of that person</li> </ul>	<ul style="list-style-type: none"> <li>handle a book, turning pages mostly from front to back, looking at them with interest</li> <li>look at left page in a book before right page</li> <li>match very familiar words and recognise a few specific letters, e.g. letters of own name</li> <li>'read' a pictorial or symbolic timeline and say what is going to happen</li> <li>find a wanted item by examining/interpreting labels</li> </ul>
	Responding to what has been read	Comprehension	<ul style="list-style-type: none"> <li>Expresses preference for items not present via symbolic means [RfL 41]</li> </ul>	<ul style="list-style-type: none"> <li>vocalise in response to a particular feature of a familiar story</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>match items in a story sack to characters, places or events in a very familiar story</li> <li>activate sound or speech corresponding to a picture in a familiar story, e.g. choose switch (from two) and press to play appropriate sound</li> <li>use a (spoken) word or select an object or symbol to 'describe' a feature depicted within a storybook</li> </ul>
	Response and analysis	<ul style="list-style-type: none"> <li>Communicates 'more'/'no more' through two different consistent actions [RfL 28]</li> <li>Shared attention [RfL 40]</li> </ul>	<ul style="list-style-type: none"> <li>show specific reaction to sensory aspect of a well-known story, e.g. laughter and excitement in battle scene, unease at 'spooky' music</li> <li>anticipate repeating pattern in a story, e.g. smiling at 'fi, fie, foe, fum'.</li> </ul>	<ul style="list-style-type: none"> <li>imitate (e.g. copying facial expression) or empathise (e.g. oh!) in response to specific event happening to a character in a familiar story</li> <li>show pleasure when an adult starts to read a favourite story, respond at key points and demonstrate understanding that it has finished</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>express in some way (when prompted) their personal attitude to or interest in a story that has just been read, e.g. like/dislike, recall of specific event</li> <li>look at and sustain interest in texts with/without an adult.</li> </ul>

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