

Developmental Stages in Learning for Foundation Stage

COMMUNICATION Continuum – READING

Requirements for Communication

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

Reading

Pupils should be enabled to:

- read a range of texts* for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts*;
- use evidence from texts* to explain opinions.

Teachers should provide opportunities for pupils to use the skill of Communication across the curriculum in play, topic work and all Areas of Learning.

The statements that begin 'the teacher' and 'the pupils' are examples only. They describe **possible** teacher action and pupil behaviour to illustrate each stage.

From	To	Expansion of the Levels of Progression: Level 1
<p>Pupils can:</p> <ul style="list-style-type: none"> • know that print carries messages; The teacher reads, re-reads and talks about stories and rhymes. <p><i>Assessment opportunity:</i> The pupils become aware that print carries a message and is recorded speech.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> • understand that print has meaning and that meaning does not change; The teacher reads and makes available a wide range of familiar texts, encouraging pupils to join in with repeated refrains. <p><i>Assessment opportunity:</i> The pupils understand that print has meaning and that the meaning does not change.</p>	<p>Pupils can:</p> <ul style="list-style-type: none"> • show understanding of the meaning carried by print, pictures and images; Pupils are aware that meaning can be taken from pictures, images and texts*. They understand messages conveyed by words, phrases and simple sentences.
<ul style="list-style-type: none"> • watch and copy a steady beat of increasingly complex movement;¹ The teacher provides frequent opportunities for the pupils to experience a range of repetitive movements that lend themselves to beat-keeping. <p><i>Assessment opportunity:</i> The pupils copy and maintain a steady beat, for example three or four movements.</p>	<ul style="list-style-type: none"> • develop a sense of steady beat;² The teacher provides frequent opportunities for the pupils to initiate, copy and maintain steady beat to accompany rhymes, songs and music. <p><i>Assessment opportunity:</i> The pupils match a steady beat to accompany rhymes, songs and music.</p>	<ul style="list-style-type: none"> • understand that words are made up of sounds and syllables and that sounds are represented by letters; Pupils can identify syllables in words and can segment and blend. For example, pupils can tap out syllables in words and associate letters with the sounds they represent.
<ul style="list-style-type: none"> • show some awareness of words, syllables and rhymes; The teacher provides a range of activities to develop attention and listening skills, to provide the foundation for all phonological awareness. <p><i>Assessment opportunity:</i> The pupils, through a range of activities, demonstrate attention and listening skills, auditory and visual discrimination, and rhyme.</p>	<ul style="list-style-type: none"> • show awareness that words are made up of sounds and syllables;³ The teacher provides a programme of phonological awareness and explicitly demonstrates skills in a range of situations. <p><i>Assessment opportunity:</i> The pupils demonstrate awareness that words are made up of sounds and syllables and that sounds are represented by letters.</p>	
<ul style="list-style-type: none"> • engage with a range of texts; The teacher chooses texts which allow pupils to join in with the reading, make connections with the print and predict outcomes. <p><i>Assessment opportunity:</i> The pupils explore and talk about books and stories, demonstrating their independent engagement through role-play reading, for example 'reading' to their toys.</p>	<ul style="list-style-type: none"> • use prior knowledge and pictures to make sense of text; The teacher models how to make links with personal/previous experience when reading. <p><i>Assessment opportunity:</i> The pupils talk about the purpose of texts and make predictions using, for example, background knowledge and pictures.</p>	
<ul style="list-style-type: none"> • react/respond to environmental print; The teacher provides and models how to access environmental print. <p><i>Assessment opportunity:</i> The pupils show some understanding of the purpose of environmental print and recognise some signs and symbols in the environment, for example familiar products or shops by their label or logo.</p>	<ul style="list-style-type: none"> • understand the purpose of environmental print; The teacher models how to use environmental print to get information and gives the pupils access to a wide range of everyday texts, for example catalogues, lists, directional arrows (on computer), numbers and mobile phones. <p><i>Assessment opportunity:</i> The pupils recognise and respond to print in context and signs and symbols in the environment, for example their own name, names of family members, and titles of TV programmes.</p>	<ul style="list-style-type: none"> • read and understand familiar words, signs and symbols in the environment; • use visual clues to locate information; Pupils can use labels or pictures to find resources or information.
<ul style="list-style-type: none"> • recognise different types of text and use simple terminology, for example book right way up or upside down; The teacher uses stories and shared reading to familiarise pupils with a wide range of reading materials and demonstrate how to handle books correctly. <p><i>Assessment opportunity:</i> The pupils show and talk about how to handle and care for books correctly.</p>	<ul style="list-style-type: none"> • recognise different types of text and use some language associated with texts;⁴ The teacher provides a range of attractive fiction and non-fiction texts and uses the language associated with books and texts, for example author and illustrator. <p><i>Assessment opportunity:</i> The pupils understand that there are different types of text, for example story and information books.</p>	<ul style="list-style-type: none"> • use language associated with texts*; Pupils can talk about texts using words such as 'cover', 'pages', and 'author/writer'.
<ul style="list-style-type: none"> • demonstrate their developing vocabulary through talk and play.⁵ The teacher provides an environment which promotes active listening and purposeful talking. <p><i>Assessment opportunity:</i> The pupils develop their vocabulary through their experiences with text as well as talk and play.</p>	<ul style="list-style-type: none"> • talk about what has been read and answer simple questions. The teacher enables the pupils to actively engage with the text in a variety of ways, for example through role-play, hot seating and story box. <p><i>Assessment opportunity:</i> The pupils talk about and/or retell stories and answer simple questions about what has been read to them or what they have read.</p>	<ul style="list-style-type: none"> • talk about what they have read and answer questions. Pupils can talk with the teacher about what they have read and show their understanding through activities such as discussion or role-play.

* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual, and symbolic forms.

References are to CCEA's Language and Literacy in the Foundation Stage series of booklets, available at www.nicurriculum.org.uk:

¹ Phonological Awareness pages 2 and 3 ² Phonological Awareness pages 2 and 3 ³ Phonological Awareness page 6 ⁴ Framework for Literacy Development page 8

⁵ Talking and Listening booklet