

Literacy: Reading			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 Birth - 11 months	<ul style="list-style-type: none"> Enjoys looking at books and other printed material with familiar people. 	<ul style="list-style-type: none"> Use finger play, rhymes and familiar songs from home to support young babies' enjoyment. 	<ul style="list-style-type: none"> Collect a range of board books, cloth books and stories to share with young babies.
 8-20 months	<ul style="list-style-type: none"> Handles books and printed material with interest. 	<ul style="list-style-type: none"> Notice and support babies' developing responses as they learn to anticipate and join in with finger and word play. 	<ul style="list-style-type: none"> Let children handle books and draw their attention to pictures. Tell, as well as read, stories, looking at and interacting with young babies. Make family books using small photo albums with photos of family members, significant people in the child's life, familiar everyday objects.
 16-26 months	<ul style="list-style-type: none"> Interested in books and rhymes and may have favourites. 	<ul style="list-style-type: none"> Encourage and support children's responses to picture books and stories you read with them. Use different voices to tell stories and encourage young children to join in wherever possible. 	<ul style="list-style-type: none"> Provide CDs of rhymes, stories, sounds and spoken words. Provide picture books, books with flaps or hidden words, books with accompanying CDs and story sacks. Provide story sacks for parents to take them home to encourage use of books and talk about stories.
 22-36 months	<ul style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<ul style="list-style-type: none"> Encourage children to use the stories they hear in their play. Read stories that children already know, pausing at intervals to encourage them to 'read' the next word. 	<ul style="list-style-type: none"> Create an attractive book area where children and adults can enjoy books together. Find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props. Provide stories, pictures and puppets which allow children to experience and talk about how characters feel.

Literacy: Reading

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> Focus on meaningful print such as a child's name, words on a cereal packet or a book title, 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 books. Provide dual language books and read them with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting. Remember not all languages have written forms and not all families are literate either in English, or in a different home language. Discuss with children the characters in books being read. Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences. Plan to include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents. 	<ul style="list-style-type: none"> Provide some simple poetry, song, fiction and non-fiction books. Provide fact and fiction books in all areas, e.g. construction area as well as the book area. Provide books containing photographs of the children that can be read by adults and that children can begin to 'read' by themselves. Add child-made books and adult-scribed stories to the book area and use these for sharing stories with others. Create an environment rich in print where children can learn about words, e.g. using names, signs, posters. When children can see the text, e.g. using big books. model the language of print, such as <i>letter, word, page, beginning, end, first, last, middle</i>. 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. Ensure access to stories for all children by using a range of visual cues and story props.
 40-60+ months	<ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. <p>Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> Discuss and model ways of finding out information from non-fiction texts. Provide story sacks and boxes and make them with the children for use in the setting and at home. Encourage children to recall words they see frequently, such as their own and friends' names. Model oral blending of sounds to make words in everyday contexts, e.g. '<i>Can you get your h-a-t hat?</i>' Play games like word letter bingo to develop children's phoneme-grapheme correspondence. Model to children how simple words can be segmented into sounds and blended together to make words. Support and scaffold individual children's reading as opportunities arise. 	<ul style="list-style-type: none"> Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT). Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. Provide story boards and props which support children to talk about a story's characters and sequence of events. When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books. Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. Provide some simple texts which children can decode to give them confidence and to practise their developing skills.

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

Literacy: Writing			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 Birth - 11 months	<p>Children's later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to learn to use spoken language to communicate. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language).</p>	See Communication and Language	See Communication and Language
 8-20 months			
 16-26 months	<p>Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>		
 22-36 months	<ul style="list-style-type: none"> Distinguishes between the different marks they make. 	<ul style="list-style-type: none"> Listen and support what children tell you about the marks they make. 	<ul style="list-style-type: none"> Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English and other relevant scripts. Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar, e.g. Chinese script on a shopping bag.

Literacy: Writing			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> • Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing". • Support children in recognising and writing their own names. • Make books with children of activities they have been doing, using photographs of them as illustrations. 	<ul style="list-style-type: none"> • Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well. • Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves. • Model writing poems and short stories, writing down ideas suggested by the children. • Provide activities during which children will experiment with writing, for example, leaving a message. • Include opportunities for writing during role-play and other activities. • Encourage the children to use their phonic knowledge when writing.
 40-60+ months	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> • Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. • Demonstrate writing so that children can see spelling in action. • Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes). • Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts. • Support and scaffold individual children's writing as opportunities arise. 	<ul style="list-style-type: none"> • Provide word banks and writing resources for both indoor and outdoor play. • Provide a range of opportunities to write for different purposes about things that interest children. • Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop. • Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. <i>Maddie, daddy, baddie, laddie</i>. • When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.

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