**Reading Planner- Early- Incorporating Milestones AND Benchmarks**

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| **Organisers** | **E's and O's** | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
| **Enjoyment and choice**  within a motivating and challenging environment developing an awareness of the relevance of texts in my life. | I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. ***LIT 0-01a/LIT 0- 11a/LIT 0-20a***  I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. ***LIT 0-01b/LIT 0-***  ***11b*** |  | * I can play with and use simple patterns in words. * I can recognise that some words rhyme. * I can choose a text from a range of genres. * I can display reading behaviour (correct orientation, turn pages, look at words and pictures etc). * Using pictures for support I can talk about characters in stories. * Using pictures for support I can talk about likes and dislikes. * I can anticipate and predict what is going to happen. | * Shows a simple reflex response to an individual stimulus * Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities. * Shows awareness of something happening:   + Gives a quick and fleeting response   + Gives inconsistent response   + Gives more consistent attention and response. * Gives shared attention to a range of sensory stimuli, objects, people and/or activities. * Anticipates within familiar routines and situations * Shares a consistent response in familiar routines and situations. * Shows understanding of a sequence of activities within a familiar routine. * Demonstrates extended attention within familiar settings. * Demonstrates extended attention within unfamiliar settings. * Shows pleasure/displeasure through:   o Non-verbal or physical response  o Verbal response. |
|  |  | * I use patterns / sounds in words through rhythm,   repetition, onset and rhyme. |
|  |  | * I can identify rhyming words confidently. |
|  |  | * I can select a book for enjoyment. |
|  |  | * With support I can recognise the difference in genre. |
|  |  | * I can discuss characters, events, likes and dislikes. |
|  |  | * I can respond to texts in different ways. |

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|  |  |  | * I can anticipate and predict what is going to happen and give reasons. * I can read some words in books. * I like to read. | * Accepts or rejects in response to sensory stimuli, objects, people and/or activities * Indicates preferences in response to sensory stimuli, objects, people and/or activities * Consistently shows and expresses preference to sensory stimuli, objects, people and/or activities. * Communicates basic needs that enables them to be understood by others (for example, more/again/finished/enough/stop) * Makes a choice using:   + Real objects   + Photos   + Symbols. * Shows an interest in rhymes, stories and/or text * Shows an interest and makes a choice of a familiar rhyme, story and/or text * Anticipates or reacts to parts of rhyme, story and/or text * Awareness of conventions of handling a storybook or text for example:   + Turning a page   o Left to right  o Holding book right way up  o Identifying front and back of a book  o Knowing the difference  between a picture and text |

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|  |  |  |  | * Explores a storybook or text in   order to find objects, pictures and/or words |
| **Tools for reading**  to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning | I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read and write. ***ENG 0-12a/LIT 0- 13a/LIT 0-21a*** | • | * I can play with and use simple sounds in words. * I am learning that text is read from left to right and top to bottom. * I know that texts and illustrations are related. * I know some letter sounds and names. * I recognise my own name. * I can match and object to a given initial sound. | * Notices stimuli. * Follows/tracks a stimulus when it moves. * Looks around for disappearing stimuli. * Explores toys and objects using one or two senses * Explores toys and objects with a wide range of senses * Demonstrates an interest in environment * Shows preference for toys and objects * Recognises that repeated actions leads to particular effects (cause and effect). * Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities * Seeks a preferred or favourite toy or object in a familiar place * Returns a familiar toy or object to a familiar place * Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression. * Demonstrates an awareness that a specific toy or object has a purpose, e.g. pours from a watering   can, feeds a doll using a bottle |
|  |  |  | * I can provide a word with the   same initial sound as a given word. |
|  |  |  | * I know that texts and |
|  |  |  | illustrations are related. |
|  |  |  | * I have an awareness of the purpose of capital letters, full stops and question marks in texts. |
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|  |  |  |  | * Shows awareness of a change or difference in a familiar activity or routine * Follows steps within a familiar routine (for example, transitions   between activities, daily hygiene activities   * Begins to initiate or complete a familiar routine (for example, transitions between activities, daily   . hygiene activities)  Recognises when a story starts and  finishes   * Matches objects, photos, pictures,   . symbols and/or text  Sorts objects, photos, pictures,  . symbols and/or text Demonstrates an awareness that  symbols and print carry meaning  e.g. by pretending to read the print |
| **Finding and using information** when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabulary | I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. ***Lit0-14a*** |  | * I can identify signs, labels and logos in the environment. * I can identify print in the environment. * I am becoming familiar with book words (title, page,   cover, author, and illustrator).   * With support I can look at and talk about information   from a variety of sources.   * I can learn from texts. * I can read my own name. | * Uses hands, fingers or feet to explore objects. * Grasps and releases a range of objects * Holds and stabilises a range of objects * Uses hands to manipulate an object for a range of functions (for   example, push, pull, open, close)   * Scans and tracks symbols and/or pictures * Makes a choice using symbols and/or pictures |

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|  |  |  | * I can read signs and labels. * I can read simple texts for information. * I can predict what the text may be about. * I can talk about what I have learned from texts. * I can talk about the differences between fiction and non-fiction texts. * I can explain book words (title, page, cover, author,   and illustrator).   * I can find and use information from a variety of   sources.   * I can find and use information from a variety of   sources.   * I can use information found in a text to plan and make   choices about new things. | * Recognises and begins to read social sight words * Recognises familiar words and/or names * Recognises some familiar words in a storybook or text * Comments on some ideas within a story and/or text * Gives a response to a simple question about a text |
| **Understanding, analysing and evaluating**  investigating and/or appreciating fiction and non- fiction texts with increasingly complex ideas, structures and specialist | To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.  ***Lit 0-07a/Lit 0- 16a/ENG0-17a***  I enjoy events and characters in |  | * I can ask questions to help me learn. * I can share my thoughts and feelings. * I can say which characters I liked or disliked. * I can differentiate between a rhyme, a song and a story. * I am beginning to make connections between new   and familiar experiences or stories. | * Shows basic emotions (happy, sad, angry, scared, surprised and disgust) through behavioural,   physical, facial and vocal expression.   * Reacts in some way to the emotions of others * Demonstrates a consistent emotional response to indicate displeasure to a range of sensory   stimuli, objects, people and/or activities |

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| vocabulary for different purposes | stories and other texts, sharing my thoughts in different ways.  ***Lit0-19a*** |  | * I can use what I have experienced or already know to make connections and help me understand what I   am learning about. | * Demonstrates a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or   activities |
|  |  | * I can share my thoughts and feelings in a way that others   can understand. | * Shows emotional responses to a range of sensory stimuli, objects,   people and/or activities |
|  |  | * I can make meaningful predictions about events and   characters in stories. | * Copies the emotional responses of others in their facial expression and   body gestures |
|  |  | * I can identify the beginning, middle and end of a story. * I can recognise some words in context. | * Recognises different facial expressions that demonstrate basic emotions (real people, photos,   symbols) |
|  |  | * I can make connections   between a range of texts and | * Demonstrates pleasure in response to feedback from others |
|  |  | my life.   * I can find out more by asking questions. | * Demonstrates a sense of   achievement through behavioural, physical, facial and/or vocal  expression |
|  |  |  | * Recognises a character/object in a picture |
|  |  |  | * Identifies an object/character within   a story that is read to them |
|  |  |  | * Recalls a character, object or event in a story that is read to them |
|  |  |  | * Sequences parts of a story |
|  |  |  | * Makes simple comments/ responses or asks questions about   a story |
|  |  |  | * Responds to a simple question about a story or text |