**Reading Planner- Early- Incorporating Milestones**

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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| **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*** |  | * 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.
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|  |  | * Shows understanding of a sequence of activities within a

familiar routine. |
|  |  | * Demonstrates extended attention

within familiar settings. |
|  |  | * Demonstrates extended attention within unfamiliar settings.
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|  |  | * Shows pleasure/displeasure through:

o Non-verbal or physicalresponse |

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|  |  |  | o Verbal response.* 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
* Left to right
* Holding book right way up
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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * Identifying front and back of a book
* Knowing the difference between a picture and text
* 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*** |  | * 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
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|  |  | * Recognises that repeated actions lead 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
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|  |  | * Returns a familiar toy or object to a familiar place
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|  |  | * Demonstrates an awareness of their own possessions through
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| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | 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
* 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 andnonfiction texts with | I use signs, books or other texts to find useful orinteresting |  | * Uses hands, fingers or feet to explore objects
* Grasps and releases a range of objects
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| increasingly complex ideas, structures and specialist vocabulary | information and I use this to plan, make choices or learn new things.***Lit0-14a*** |  | * 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
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|  |  | * Makes a choice using symbols and/or pictures
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|  |  | * Recognises and begins to read social sight words
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|  |  | * Recognises familiar words and/or

names |
|  |  | * Recognises some familiar words in a storybook or text
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|  |  | * 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 vocabulary for different purposes | 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 |  | * 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
* Demonstrates a consistent emotional response to indicate
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|  | in stories and other texts, sharing my thoughts in different ways.***Lit0-19a*** |  | pleasure to a range of sensory stimuli, objects, people and/or activities* Shows emotional responses to a range of sensory stimuli, objects, people and/or activities
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|  | * Copies the emotional responses

of others in their facial expression and body gestures |
|  | * Recognises different facial expressions that demonstrate basic emotions (real people,

photos, symbols) |
|  | * Demonstrates pleasure in response to feedback from others
 |
|  | * 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
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