

Aspire Exploring Curriculum for Pathway 2 - 'Exploring My Communication, Language and Literacy Development'
Assessment Branch

Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6	Branch 7	Branch 8
Start to understand contextual clues	Understands single words/sounds signs/symbols in context	Understand 1 key word sentences	Understands 'who' and 'what' in simple questions	Understands 'where' in simple questions	Shows understanding of prepositions such as 'under' 'on top', 'behind'	Listen and respond to ideas expressed by others in conversations or discussions	Indicate or sign the correct picture or object when the adult says or signs the first sound
Shows understanding that their action causes a specific effect	Copies sounds and gestures	Uses single words/signs/ symbols for a range of purposes	Combine two words/signs/symbols	Uses language to share experiences, feelings and thoughts	Responds to instructions involving a two-part sequence in a range of familiar contexts	Understands instructions containing sequencing words such as 'first', 'after' and 'last'	Indicate or sign the correct letter when the adult says or signs the sound
In the context of a familiar social game, perseveres by repeating action in order to get reward	Deliberately attract attention of another person in order to communicate need	Copies words or signs	Begins to talk about people and things that are not present	Uses a variety of simple questions, e.g. 'what', 'where', 'who'	Focusing attention – still listen or do but can shift own attention	Can answer simple questions about a story without props or pictures, to show understanding	To recognise and communicate every letter of the alphabet
Attracts Attention	Initiates Social Game	Copies rhythms or beats vocally or with an instrument (early phonics)	Engages in simple conversation with adults/other children	Uses simple sentences	Understand 2 key word sentences	Demonstrate an understanding of 'how' and questions	Has a good understanding of phase 3 phonics blends
Selects from two or more items	Develop consistent sounds to communicate with those around them	Interested in books and rhymes and may have favourites	Learns new words/symbols quickly and is able to use them when communicating	Can describe a picture using nouns and verbs	Can retell a simple past event in the correct order using visual support	Has a good understanding of phase 2 initial phonic sounds	Uses future tense
Communicates choice to attentive adult	Joint attention	Follow what is being read by focusing on text, pictures or sounds	Handles book appropriately	Fills in the missing word in a known rhyme, story or game	Talks to explain what is happening and predict what might happen next	To give explanations in response to why questions	In a familiar story, jump in with the next phrase when the adult pauses
Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy)	Listens with interest to the noises adults makes when they read stories	Holds writing tool using a whole hand grasp and makes random marks with different strokes	Identifies action words or characters by pointing to the right picture	Anticipates key events within familiar rhymes and stories	Uses past and present tense	Uses language to imagine and recreate roles and experiences with a narrative in play situations	Can read simple sentences with no symbol or picture support

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Begins to experiment with a range of vocal sounds	Handles books and printed material with interest		Repeats words or phrases from familiar stories or rhymes	Can recognise their own name in written form	Talks in more complex sentences, using linking words 'and' 'because'	Can use language to organise and sequence ideas	To begin to write or type common and CVC words
Takes turns with an adult during vocal interactions	Engages in the sensory experience of making marks		Can copy simple phonic sounds	Can match letters	Can describe a picture using adjectives	Initiates conversation, pays attention and takes account of what others say	
Starts to show an interest in photographs or pictures			Can match identical photos, pictures and symbols	Knows the sound of some letters of their name and they can find other words starting with the same sound	Knows that we read from left to right and top to bottom	Can read familiar words and CVC words with no symbol or picture support	
			Traces horizontal, vertical and circular lines	Can turn pages in a paper book one page at a time	Recognises familiar words, signs and symbols	Links sounds to letters, naming and sounding the letters of the alphabet	
			Beginning to use three fingers (tripod grip) to hold writing tools	Copies horizontal, vertical and circular lines	Can retell a story showing awareness of settings, events and principal characters	Can match CVC words	
				Can use a keyboard to match letters and input into the computer or tablet	Knows the sound of ten different letters and can find words starting with those sounds	Can copy some letters from their own name accurately	
					Can copy line patterns	Holds pencil near the point between first two fingers and thumb and uses with good control	

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					Make marks, with the intention of conveying meaning	Write or type the correct letter for most of the letters in the alphabet in response to hearing the sound or a single letter sign	
					Can colour in simple pictures staying within the lines		