

NAME : _____

| Core Skills | | | |
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| FUNCTIONAL LITERACY | | GGA Level 9 | |
| Independence and Organisational Skills | Leisure | Mechanics of Reading and Writing | Core Vocabulary |
| <ul style="list-style-type: none"> Pupils can follow a 2 step visual sequence from left to right Give 3 examples 1..... 2..... 3..... Pupils can collect 2 items from a symbol/word list from top to bottom Pupils can match own name to photo Pupils recognize and identify own <u>name</u> from a selection of belongings/home-school book/locker etc. Pupils begin to identify names of others in class by using initial letter and shape of word Pupils can read and identify 10 timetable/schedule word/symbols as used throughout the day Pupils can read and identify words/symbols linked to class jobs/routines and follow them Pupils can recognize and identify that familiar words/symbols are the same wherever they are seen | <ul style="list-style-type: none"> Pupils read word/symbol leisure choices and make an informed choice to select activity Pupils enjoys age appropriate reading material without an adult for up to 5 minutes Pupils choose and share reading material with another pupil for short periods of time | <ul style="list-style-type: none"> When sharing reading material pupil responds to simple questions e.g. where is the? After sharing reading material pupils can recall something about what have just seen/read/heard e.g. something they liked/did not like/have at home/done before Pupils match letters of own first name in sequence Pupils match all lower case letters of the alphabet Pupils learn the initial sounds of other names in the class Pupils recognize and can identify the initial letter of other names in the class Pupils overwrite first name Pupils copy write first letter of name Pupils copy write first name under a model | <p>Pupils can read these photos-P/symbols-S/words-W:</p> <p>Hungry Thirsty..... Calm Quiet Excited..... Hurt Feel(ing)..... What..... Where..... Then.....</p> <p><i>Pupils also read photos/symbols/words Please give examples</i></p> <p>End of Key Stages 1 and 2 (years 2 and 6) statutory assessment</p> <p><i>Standard 1 Language comprehension and reading</i></p> <ul style="list-style-type: none"> Show anticipation about what is going to happen (e.g. by turning a page) Join in with some actions or repeat some words, rhymes and phrases when prompted <p><i>Standard 1 Writing</i></p> <ul style="list-style-type: none"> Say an appropriate word to complete a sentence when the adult pauses, (e.g. 'We are going to the park/shop/beach)..... Draw lines or shapes on a small or large scale (e.g. on paper or in the air or sand) |

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| | Date | | Date | | Date | | Date | | Date |
| 20% Achieved | | 40% Achieved | | 60% Achieved | | 80% Achieved | | Level Achieved | |

