

	Composition		Transcription	
	Understanding	Speaking	Speech Sounds/Phonics	Physical Development
Engagement Model	I explore the world around me through movement.	I explore the world around me by looking.	I make sounds with my voice.	I explore objects using my senses (mouthing, banging, dropping, etc).
	I turn and respond to my name.	I express my needs and wants by eye-gaze.	I use my body to make different sounds (e.g. tapping my hand on the table, stomping my feet on the ground, etc).	I can follow and track a sound (e.g. an instrument or sound-making toy).
	I handle and explore objects with interest.	I express my needs and wants using movement.	I explore sound making objects (e.g. banging a pen on the table, pressing a button of a sound making toy, etc).	I reach out and grasp objects.
	I can copy an adult selecting a familiar object.	I express my needs and wants using a familiar object of reference.	I make sounds varying pitch and tone to express my feelings.	I can transfer objects from one hand to another.
	I can select a familiar object from a choice of two.	I show a preference from 2 objects.	I can control my mouth and breath to affect change (e.g. blowing air through a musical instrument, etc).	I pick up objects in palmar grip.
	I respond to instructions including a verb or object matching with an action (e.g. saying coat and doing the gesture of putting on a coat, etc).	I can match two familiar objects that are the same (e.g. 2 apples).	I participate in musical activities.	I manipulate objects using hands singly and together, such as squeezing water out of a sponge, dough, sand, clay, etc.
	I respond to instructions including an action or object.	I can match a photograph of an object to the real object.	I can show a preference for a favourite familiar sound (e.g. initiating the engagement with an instrument or a sound book, etc).	I use tools and/or my body to make marks in damp sand, water, mud, paste or paint.
Semi-formal	I can find two images that are the same.	I can match pictures to objects.	I copy and mirror actions.	I can hold mark-making tools with thumb and all fingers.
	I can find a named object from a set of 3 pictures matched to story or idea.	I can make a choice between 2 different pictures matched to a story or idea (e.g. choose a named character).	I can copy sounds.	I start to copy shapes following an adult model.

I can find a named object within a picture (e.g. where is the fox?)	I can name a few objects that are familiar to me.	I join in with sound making activities and songs.	I show increasing control with one-handed tools and equipment to create a desired effect.
I can follow a two-part non-verbal instruction (e.g. visual steps, now & next, visual timetables, etc).	I use a few familiar words (nouns).	I make verbal sounds matched to objects (e.g animal sounds, vehicle sounds, etc).	I can form horizontal and vertical lines, and draw circles with an anti-clockwise movement.
I respond to instructions involving action, object and person (e.g. catch the ball, Rebecca).	I can name some actions using verbs.	I copy spoken words following an adult model.	I can purposefully create shapes to communicate meaning.
I can find an object of reference from a collection based on two criteria (e.g. give me the red ball).	I can put two-word phrases together, combining a noun and a verb (e.g. Rebecca drink)	I use speech sounds to communicate meaning (sometimes making up my own words understood by a familiar adult).	I can write my name following an adult model.
I can identify the main character throughout the text.	I can use different ways to gain the attention of the listener (pitch, volume, physicality, etc).	I can copy sounds/words to recall and repeat a sequence.	I can write my name.
I can join in with re-telling a well-known story by repeating a key-phrase.	I can use the same vocabulary in different contexts.	I can finish sentences from a well-known story / I can fill in gaps from a well-known story.	I can draw a picture to communicate meaning.
I can sequence 3 pictures of a well-known story, rhyme or song.	I can put three-word phrases together, combining a subject, a verb and an object (e.g. I want toys, Mummy go home).	I can match some letter shapes to letter sounds.	I can form some recognizable letters.
I can use a book to answer simple questions (e.g. what colour is the fox?, which is the biggest animal?, etc).	I can describe size, colours and sensory experiences using everyday adjectives (e.g. blue, sticky, big, etc).	I can segment and spell some C-V-C words.	I can find some tricky words.
I can locate a specific illustration in a picture based on a two/three-word description (e.g. find me the big blue balloon).	I begin to talk about people or objects in my immediate environment and in books.	I can spell C-V-C words.	I can write some tricky words.
I can orally compose a simple sentence I want to write.		I use phonics knowledge to write simple sentences.	

	I can read back my own writing to check it makes sense.	
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