

**Routes for literacy  
Oracy**

Routes for Learning (RfL) routemap		Next steps A	Next steps B	Next steps C	
Elements	Aspects	Learners have achieved the following on the RfL routemap.	Learners are able to:	Learners are able to:	
Developing and presenting information and ideas	Speaking Listening	<ul style="list-style-type: none"> <li>Communicates 'more'/'no more' through two different consistent actions [RfL 28]</li> <li>Shared attention [RfL 40]</li> </ul>	<ul style="list-style-type: none"> <li>anticipate a repeating phrase in a very familiar story, sometimes vocalising for the final word or sound</li> <li>show they understand spoken language (although they rely heavily on visual and other clues within the immediate context)</li> <li>show they understand a small number of words/signs for familiar objects or people</li> <li>use a few very familiar words/signs or symbols</li> <li>use a combination of gestures and more formal communication (signs/speech) to seek attention, to say 'no' and to satisfy needs</li> </ul>	<ul style="list-style-type: none"> <li>vocalise, or press a switch to play a recorded 'part', when turn comes in repeating 'drama'/presentation</li> <li>communicate mostly about familiar objects, people or pictures immediately present, but can also refer to their absence</li> <li>show they understand up to 50 words/signs/symbols and can use a sub-set of these – mostly in concrete contexts</li> <li>use single words/signs/symbols and some two-part phrases, e.g. to signal repetition or recurrence (e.g. 'more crisp')</li> </ul>	<ul style="list-style-type: none"> <li>make an attempt at representing things/animals in familiar situation</li> <li>make an attempt at representing simple emotions on request with prompting</li> <li>communicate about familiar stories and symbolic play, as well as people, places and events from their wider experience</li> <li>understand and use 50 or more words/signs/symbols</li> <li>regularly use two- and three-word phrases to communicate interests, comment, give information and ask questions</li> <li>tell/show others what will happen next with some support and can report simply what has just happened</li> </ul>
	Collaboration and discussion	<ul style="list-style-type: none"> <li>Initiates social game [RfL 33]</li> <li>Changes behaviour in response to interesting event nearby [RfL 25]</li> <li>Selects from two or more items [RfL 36]</li> <li>Shared attention [RfL 40]</li> <li>Communicates choice to attentive adult [RfL 37]</li> </ul>	<ul style="list-style-type: none"> <li>take own turn in group turn-taking activity</li> <li>copy actions in simple action games (e.g. <i>Simon says . . .</i>), attempting an action of some kind when adult uses only words</li> <li>point/eye point in response to 'show me . . . ' for a small range of familiar people and objects</li> <li>use additional gesture(s)/word(s) to confirm meaning when communication has been misunderstood</li> <li>point and vocalise to draw another's attention to an interesting event or object nearby</li> <li>point to a desired item (visible but out of reach) and vocalise</li> <li>give a symbol/picture as a 'token' for a desired item (doesn't distinguish representation).</li> </ul>	<ul style="list-style-type: none"> <li>listen/watch for cues that it is 'their turn' when turns do not simply 'go round the circle'</li> <li>listen and respond appropriately to instructions accompanied by gestures (e.g. 'get your coat')</li> <li>respond appropriately to simple requests involving changing the location of objects or transferring them to people</li> <li>repeat/copy words and imitate speech patterns/intonation</li> <li>use single words/signs and a growing number of brief phrases (e.g. 'all gone', 'drink please') mostly to express their own wishes or needs</li> <li>give a symbol/picture to obtain a matching desired item.</li> </ul>	<ul style="list-style-type: none"> <li>initiate a 'conversation' and repeat words or phrases if not understood</li> <li>listen and respond to others in familiar contexts, asking questions to obtain simple/specific information</li> <li>respond appropriately to simple requests involving attributes (e.g. 'big', 'dirty'), possessives (e.g. 'my', 'your') and prepositions (e.g. 'in', 'on' and 'under')</li> <li>ask for additional information within a structured activity and incorporate in a new response</li> <li>use words/signs and phrases for a range of purposes</li> <li>find symbol/picture for desired item and add to phrase on sentence strip or tablet computer.</li> </ul>

Routes for literacy Reading for information		Routes for Learning (RfL) routemap	Next steps A	Next steps B	Next steps C
Elements	Aspects	Learners have achieved the following on the RfL routemap.	Learners are able to:	Learners are able to:	Learners are able to:
Responding to what has been read	Locating, selecting and using information	<ul style="list-style-type: none"> <li>Purposeful action on everyday environment [RfL 24]</li> <li>Shared attention [RfL 40]</li> </ul>	<ul style="list-style-type: none"> <li>seek out 'representational' items, e.g. pictures, photos, tactile/flip flap books, etc.</li> <li>show increased attention to some book(s), while discarding others</li> <li>attend with interest as an adult reads a story, look at, touch and manipulate the book at intervals</li> </ul>	<ul style="list-style-type: none"> <li>hold/turn a book the right way up</li> <li>point to picture of a character in a familiar story</li> <li>match a familiar person to a clear photograph of that person</li> <li>find own name in a range of settings in the classroom</li> <li>bring favourite book to an adult for them to read</li> </ul>	<ul style="list-style-type: none"> <li>handle a book, turning pages mostly from front to back, looking at them with interest</li> <li>look at left page in a book before right page</li> <li>'read' a pictorial or symbolic timeline and say what is going to happen</li> <li>find a wanted item by scanning/examining labels</li> <li>follow simple two-stage instructions 'written' in pictures or symbols</li> <li>match very familiar words and recognise a few specific letters (e.g. letters of own name)</li> </ul>
	Comprehension	<ul style="list-style-type: none"> <li>Express preference for items not present via symbolic means [RfL 41]</li> </ul>	<ul style="list-style-type: none"> <li>listen with interest to sounds recorded on a 'step-by-step' switch, or in a talking story on PC; use switch or touchscreen to repeat sounds and move the story on</li> <li>vocalise in response to a particular feature of a familiar story</li> </ul>	<ul style="list-style-type: none"> <li>activate sound or speech corresponding to a picture in a familiar story (e.g. choose switch (from two) and press to play appropriate sound)</li> <li>use a (spoken) word or select an object or symbol to 'describe' a feature depicted within a storybook</li> <li>match items in a story sack to characters, places or events in a very familiar story</li> </ul>	<ul style="list-style-type: none"> <li>use pictures to sequence (three) key events in a familiar story</li> <li>refer to or comment on print in the environment (e.g. labels, notices)</li> <li>volunteer some information about a familiar story</li> </ul>
	Response and analysis	<ul style="list-style-type: none"> <li>Shared attention [RfL 40]</li> <li>Communicates 'more'/'no more' through two different consistent actions [RfL 28]</li> </ul>	<ul style="list-style-type: none"> <li>anticipate repeating pattern in a story (e.g. smiling at 'fi, fie foe, fum')</li> <li>show specific reaction to sensory aspect of a well-known story (e.g. laughter and excitement in battle scene, unease at 'spooky' music).</li> </ul>	<ul style="list-style-type: none"> <li>look at one or two favourite familiar picture books (or sensory equivalent) with an adult, paying attention to specific aspects of the picture, indicated by the adult</li> <li>imitate (e.g. copying facial expression) or empathise (e.g. oh!) in response to specific event happening to a character in a familiar story</li> <li>show pleasure when an adult starts to read a favourite story, respond at key points and demonstrate understanding that it has finished.</li> </ul>	<ul style="list-style-type: none"> <li>look at texts with/without an adult, showing interest or enjoyment</li> <li>express in some way (when prompted), their personal attitude to or interest in a story that has just been read (e.g. like/dislike, recall of specific event, etc.).</li> </ul>

**Routes for literacy**  
**Writing for information**

Routes for Learning (RfL) routemap		Next steps A	Next steps B	Next steps C	
Elements	Aspects	Learners have achieved the following on the RfL routemap.	Learners are able to:	Learners are able to:	
Organising ideas and information	<b>Meaning</b> • purpose • audience • ideas and information • use of detail	<ul style="list-style-type: none"> <li>Shared attention [RfL 40]</li> </ul>	<ul style="list-style-type: none"> <li>respond (by looking at/acknowledging their 'drawing') when an adult talks about what they have done</li> </ul>	<ul style="list-style-type: none"> <li>share their 'drawing' in interactions with an adult</li> <li>select a single symbol or picture to describe something that has just happened</li> </ul>	<ul style="list-style-type: none"> <li>say something about their drawing or news that an adult can write down</li> <li>select two or more symbols in succession to convey 'what happened first . . . next' and use to give information to an adult</li> <li>point to 'writing' and 'picture' in a book when asked</li> </ul>
	<b>Form</b> <b>Text types</b> • required features • beginning • sequence • connecting words • visual features	<ul style="list-style-type: none"> <li>Does two different actions in sequence to get reward [RfL 35]</li> </ul>	<ul style="list-style-type: none"> <li>persist in mark-making to produce a result (which appears random)</li> </ul>	<ul style="list-style-type: none"> <li>scribble to produce their own 'drawing' and begin to attribute meaning to it</li> </ul>	<ul style="list-style-type: none"> <li>show interest when an adult writes down/reads back their news/story; confirm it is what they want to say</li> <li>include some letter-like shapes, or word-like forms (with gaps between) when drawing</li> <li>use mark(s) to label their own work</li> </ul>
	<b>ICT</b>	<ul style="list-style-type: none"> <li>Contingency awareness [RfL 26]</li> </ul>	<ul style="list-style-type: none"> <li>touch a picture or symbol to obtain a visual or auditory reward on a pc or a tablet computer (can focus on picture as a 'target' but may not distinguish representation)</li> </ul>	<ul style="list-style-type: none"> <li>select a picture or symbol (from two or more) to convey a message in speaking symbol software on pc or a tablet computer</li> </ul>	<ul style="list-style-type: none"> <li>select pictures or symbols to compose a short phrase using speaking symbol software on a pc or a tablet computer</li> </ul>
Writing accurately	<b>Language</b>				
	<b>Presentation</b> <b>Handwriting</b>	<ul style="list-style-type: none"> <li>Purposeful action on everyday environment [RfL 24]</li> <li>Make marks over large area (e.g. using whole arm movement) [not on RfL routemap but relevant]</li> </ul>	<ul style="list-style-type: none"> <li>experiment with mark-making using body parts (e.g. hands and feet)</li> <li>grasp items and begin to use fingers to make marks, e.g. in wet sand, foam, etc., progressing to scribbling on paper</li> <li>'place' scribble in defined space (within boundaries of page or particular area of paper) demonstrating increasing visual control.</li> </ul>	<ul style="list-style-type: none"> <li>use their preferred hand more consistently when mark-making, sometimes using an (adapted) instrument</li> <li>close some lines in their scribble (producing apparent shapes).</li> </ul>	<ul style="list-style-type: none"> <li>try out a variety of instruments to make marks and shapes on paper or other appropriate material</li> <li>draw some recognisable representations (e.g. person or animal)</li> <li>make an attempt at tracing over large shapes and letter forms</li> <li>write some letters of own name (may be unconventional in form).</li> </ul>