



READING ZONE



Junior Infants Curriculum Objectives

Book	Page	Objective
Pre-Reading Activity Book	4	Write and draw: shapes Develop a satisfactory grip of writing implements
	5	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
	6	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
	7	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
	8	Become an active listener through the development of a range of listening activities based on stories read or told
	9	Develop a satisfactory grip of writing implements
	10	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
	11	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
	12	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
	13	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
	14	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
	15	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
	16	Develop a satisfactory grip of writing implements
	17	Listen to, enjoy and respond to stories, nursery rhymes, poems and songs Play with language to develop an awareness of sounds Understand the left-right, top-bottom orientation of writing
	18	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
	19	Write and draw: shapes Develop a satisfactory grip of writing implements
	20	Analyse and interpret characters, situations, events and sequences presented pictorially
	21	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
	22	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
	23	Analyse and interpret characters, situations, events and sequences presented pictorially
	24	Become an active listener through the development of a range of listening activities based on stories read or told Analyse and interpret characters, situations, events and sequences presented pictorially
	25	Develop a satisfactory grip of writing implements

26	Analyse and interpret characters, situations, events and sequences presented pictorially Develop a satisfactory grip of writing implements
27	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
28	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
29	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
30	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Understand the left-right, top-bottom orientation of writing
31	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
32	Develop a satisfactory grip of writing implements
33	Play with language to develop an awareness of sounds: nursery rhymes; a wide variety of rhythms Develop a sense of rhythm and rhyme: nursery rhymes Understand the left-right, top-bottom orientation of writing
34	Analyse and interpret characters, situations, events and sequences presented pictorially Develop a satisfactory grip of writing implements
35	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
36	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Understand the left-right, top-bottom orientation of writing
37	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
38	Create real and imaginary sound worlds Experience, recognise and observe simple commands: look, listen, watch
39	Analyse and interpret characters, situations, events and sequences presented pictorially Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
40	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
41	Analyse and interpret characters, situations, events and sequences presented pictorially Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
42	Develop a satisfactory grip of writing implements
43	Play with language to develop an awareness of sounds: nursery rhymes; a wide variety of rhythms Draw a picture and write about it
44	Write and draw: shapes Develop a satisfactory grip of writing implements
45	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Write and draw: shapes
46	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
47	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Write and draw: shapes

48	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
49	Listen to, enjoy and respond to stories, nursery rhymes, poems and songs Recall and talk about significant events and details in stories
50	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
51	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Write and draw: shapes
52	Become an active listener through the development of a range of listening activities based on stories read or told Analyse and interpret characters, situations, events and sequences presented pictorially
53	Develop a satisfactory grip of writing implements
54	Listen to, enjoy and respond to stories, nursery rhymes, poems and songs Recall and talk about significant events and details in stories
55	Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
56	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
57	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
58	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Write and draw: shapes
59	Write and draw: shapes Develop a satisfactory grip of writing implements
60	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
61	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Write and draw: shapes
62	Listen to, enjoy and respond to stories, nursery rhymes, poems and songs Develop a sense of rhythm and rhyme: nursery rhymes Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
63	Develop a satisfactory grip of writing implements
64	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Write and draw
65	Write and draw Develop a satisfactory grip of writing implements
66	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
67	Write and draw: shapes Develop a satisfactory grip of writing implements
68	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Develop a satisfactory grip of writing implements
69	Create real and imaginary sound worlds Experience, recognise and observe simple commands: look, listen, watch

	70	Become an active listener through the development of a range of listening activities based on stories read or told Analyse and interpret characters, situations, events and sequences presented pictorially
	71	Develop a satisfactory grip of writing implements
	72	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Develop a satisfactory grip of writing implements
	73	Write and draw Develop a satisfactory grip of writing implements
	74	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Write and draw
	75	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
	76	Experience, recognise and observe simple commands: look, listen, watch Recognise and re-create sounds in the immediate environment
	77	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	78	Listen to, enjoy and respond to stories, nursery rhymes, poems and songs Develop a sense of rhythm and rhyme: nursery rhymes Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	79	Develop a satisfactory grip of writing implements
	80	Create real and imaginary sound worlds Experience, recognise and observe simple commands: look, listen, watch
Look Out Teddy		Become familiar with a wide range of environmental print, beginning with print in the classroom Learn about the basic terminology and conventions of books: author and title, left-to-right orientation, top-to-bottom orientation, front-to-back orientation Develop an awareness of some letter-sound relationships Handle books and browse through them Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Use knowledge of word order, illustration, context and initial letters to identify unknown words Differentiate between text and pictures Understand the function of text: become aware that text says something Pursue and develop individual interests through engagement with books
Look Out Teddy Activity Book	2	Write and draw frequently: letters and symbols, captions, words Write and draw: letters Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements Use labels to name familiar people and things
	3	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols, captions, words Write and draw: letters Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements Use labels to name familiar people and things
	4	Write and draw frequently: letters and symbols, captions, words Write and draw: letters Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements Use labels to name familiar people and things

5	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Write and draw frequently: letters and symbols, captions, words</p> <p>Write and draw: letters</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Develop a satisfactory grip of writing implements</p> <p>Use labels to name familiar people and things</p>
6	<p>Write and draw frequently: letters and symbols, captions, words</p> <p>Write and draw: letters</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Develop a satisfactory grip of writing implements</p> <p>Use labels to name familiar people and things</p>
7	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Develop a satisfactory grip of writing implements</p>
8	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Write and draw frequently: letters and symbols, words</p> <p>Write and draw: letters</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Develop a satisfactory grip of writing implements</p>
9	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Develop a satisfactory grip of writing implements</p> <p>Develop an awareness of some letter-sound relationships</p> <p>Analyse and interpret characters, situations, events and sequences presented pictorially</p>
10	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Write and draw frequently: letters and symbols, captions, words</p> <p>Write and draw: letters</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Develop a satisfactory grip of writing implements</p> <p>Use labels to name familiar people and things</p>
11	<p>Develop an awareness of some letter-sound relationships</p> <p>Learn to recognise and name the letters of the alphabet</p>
12	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Write and draw frequently: letters and symbols, captions, words</p> <p>Write and draw: letters</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Develop a satisfactory grip of writing implements</p> <p>Use labels to name familiar people and things</p>
13	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Write and draw frequently: letters and symbols</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Develop a satisfactory grip of writing implements</p> <p>Use labels to name familiar people and things</p>
14	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Write and draw frequently: letters and symbols</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Develop a satisfactory grip of writing implements</p>
15	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p>

	16	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Write and draw frequently: letters and symbols
	17	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Write and draw frequently: letters and symbols
	18	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Understand the left-right, top-bottom orientation of writing
	19	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
	20	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
	21	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Understand the left-right, top-bottom orientation of writing Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	22	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Understand the left-right, top-bottom orientation of writing Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	23	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	24	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Develop a satisfactory grip of writing implements
The Lost Ball		Become familiar with a wide range of environmental print, beginning with print in the classroom Learn about the basic terminology and conventions of books: author and title, left-to-right orientation, top-to-bottom orientation, front-to-back orientation Develop an awareness of some letter-sound relationships Handle books and browse through them Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Use knowledge of word order, illustration, context and initial letters to identify unknown words Differentiate between text and pictures Understand the function of text: become aware that text says something Pursue and develop individual interests through engagement with books
The Lost Ball Activity Book	2	Write and draw frequently: letters and symbols, captions, words Write and draw: letters Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements Use labels to name familiar people and things

3	<p>Write and draw frequently: letters and symbols, captions, words</p> <p>Write and draw: letters</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Develop a satisfactory grip of writing implements</p> <p>Learn to recognise and name the letters of the alphabet</p>
4	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Write and draw frequently: letters and symbols</p> <p>Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position</p>
5	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Write and draw frequently: letters and symbols</p> <p>Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position</p>
6	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position</p>
7	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position</p>
8	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Write and draw frequently: letters and symbols</p> <p>Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position</p>
9	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Write and draw frequently: letters and symbols</p> <p>Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position</p>
10	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Write and draw frequently: letters and symbols</p> <p>Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position</p>
11	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Write and draw frequently: letters and symbols</p> <p>Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position</p>
12	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Write and draw frequently: letters and symbols</p> <p>Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position</p>
13	<p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Understand the left-right, top-bottom orientation of writing</p>

14	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Understand the left-right, top-bottom orientation of writing
15	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Understand the left-right, top-bottom orientation of writing
16	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Show understanding of text
17	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read
18	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Understand the left-right, top-bottom orientation of writing
19	Develop an awareness of some letter-sound relationships Learn to isolate the beginning sound of a word or syllable
20	Develop an awareness of some letter-sound relationships Learn to recognise and name the letters of the alphabet
21	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Understand the left-right, top-bottom orientation of writing
22	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Understand the left-right, top-bottom orientation of writing
23	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
24	Develop an awareness of some letter-sound relationships Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable
25	Develop an awareness of some letter-sound relationships Learn to isolate the beginning sound of a word or syllable
26	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Understand the left-right, top-bottom orientation of writing
27	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Understand the left-right, top-bottom orientation of writing

	28	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Understand the left-right, top-bottom orientation of writing
	29	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols
	30	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read
	31	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols
	32	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Develop a satisfactory grip of writing implements
Splash!		Become familiar with a wide range of environmental print, beginning with print in the classroom Learn about the basic terminology and conventions of books: author and title, left-to-right orientation, top-to-bottom orientation, front-to-back orientation Develop an awareness of some letter-sound relationships Handle books and browse through them Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Use knowledge of word order, illustration, context and initial letters to identify unknown words Differentiate between text and pictures Understand the function of text: become aware that text says something Pursue and develop individual interests through engagement with books
Splash Activity Book	2	Write and draw frequently: letters and symbols, captions, words Write and draw: letters Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements Use labels to name familiar people and things
	3	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Understand the left-right, top-bottom orientation of writing
	4	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Understand the left-right, top-bottom orientation of writing
	5	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Write and draw frequently: letters and symbols
	6	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw frequently: letters and symbols, captions, words Write and draw: letters Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements Use labels to name familiar people and things
	7	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw: letters Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements

8	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw: letters Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
9	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read
10	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw: letters Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
11	Write and draw frequently: letters and symbols Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
12	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw: letters
13	Listen to, enjoy and respond to stories, nursery rhymes, poems and songs Write and draw: letters
14	Write and draw: letters Understand the left-right, top-bottom orientation of writing Develop a satisfactory grip of writing implements
15	Write and draw frequently: letters and symbols Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
16	Begin to develop conventional spelling of simple words Write and draw frequently: letters and symbols
17	Write and draw frequently: letters and symbols Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
18	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Begin to develop conventional spelling of simple words Write and draw: letters
19	Begin to develop conventional spelling of simple words Write and draw: letters Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
20	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Begin to develop conventional spelling of simple words Write and draw: letters
21	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Understand the left-right, top-bottom orientation of writing Begin to develop conventional spelling of simple words
22	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Draw and write about everyday experience or about something just learned: pictures and scribbles Begin to develop conventional spelling of simple words Write and draw: letters

23	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Understand the left-right, top-bottom orientation of writing
24	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Draw and write about everyday experience or about something just learned: pictures and scribbles Begin to develop conventional spelling of simple words Write and draw: letters
25	Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable
26	Write and draw: shapes, letters Begin to develop conventional spelling of simple words
27	Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
28	Become an active listener through the development of a range of listening activities based on stories read or told: asking questions Write and draw: shapes, letters Begin to develop conventional spelling of simple words
29	Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable
30	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Begin to develop conventional spelling of simple words Write and draw: letters
31	Choose appropriate words to name and describe things and events Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words
32	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Develop a satisfactory grip of writing implements