



READING ZONE

Senior Infants Curriculum Objectives

Book	Page	Objective
The Big Horse		<p>Learn about the basic terminology and conventions of books: author and title, left-to-right orientation, top-to-bottom orientation, front-to-back orientation</p> <p>Develop an awareness of some letter-sound relationships</p> <p>Handle books and browse through them</p> <p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</p> <p>Use knowledge of word order, illustration, context and initial letters to identify unknown words</p> <p>Differentiate between text and pictures</p> <p>Understand the function of text: become aware that text says something</p> <p>Pursue and develop individual interests through engagement with books</p>
The Big Horse Activity Book	2	<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>
	3	<p>Write and draw frequently: letters and symbols, words and sentences</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Develop a satisfactory grip of writing implements</p> <p>Become aware of lower-case and capital letters and the full stop</p> <p>Begin to develop conventional spelling of simple words</p>
	4	<p>Write and draw frequently: letters and symbols, words and sentences</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Become aware of lower-case and capital letters and the full stop</p> <p>Begin to develop conventional spelling of simple words</p>
	5	<p>Write and draw frequently: letters and symbols, words and sentences</p> <p>Understand the left-right, top-bottom orientation of writing</p> <p>Become aware of lower-case and capital letters and the full stop</p> <p>Begin to develop conventional spelling of simple words</p>
	6	<p>Write and draw frequently: letters and symbols</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>Write and draw frequently: letters and symbols</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>Use knowledge of word order, illustration, context and initial letters to identify unknown words</p> <p>Differentiate between text and pictures</p> <p>Understand the function of text: become aware that text says something</p> <p>Develop a satisfactory grip of writing implements</p>
	9	<p>Understand the left-right, top-bottom orientation of writing</p> <p>Differentiate between text and pictures</p> <p>Develop a satisfactory grip of writing implements</p> <p>Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read</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>Understand the left-right, top-bottom orientation of writing</p> <p>Copy letters and words informally as part of class activities</p> <p>Begin to develop conventional spelling of simple words</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>Understand the left-right, top-bottom orientation of writing</p> <p>Copy letters and words informally as part of class activities</p> <p>Begin to develop conventional spelling of simple words</p>

	12	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 Copy letters and words informally as part of class activities Begin to develop conventional spelling of simple words Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	13	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 Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	14	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 frequently: letters and symbols
	15	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 Write and draw frequently: letters and symbols Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	16	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
	17	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 Write and draw frequently: letters and symbols Begin to develop conventional spelling of simple words 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 Write and draw: letters Begin to develop conventional spelling of simple words 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
	19	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 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 Write and draw: letters Begin to develop conventional spelling of simple words Understand the left-right, top-bottom orientation of writing Analyse and interpret characters, situations, events and sequences presented pictorially
	21	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Write and draw: letters Begin to develop conventional spelling of simple words Understand the left-right, top-bottom orientation of writing Analyse and interpret characters, situations, events and sequences presented pictorially Record response to text through pictures and captions

	22	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 Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	23	Use knowledge of word order, illustration, context and initial letters to identify unknown words 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 Copy letters and words informally as part of class activities Begin to develop conventional spelling of simple words
	24	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 Copy letters and words informally as part of class activities Write and draw frequently: letters and symbols, words and sentences Begin to develop conventional spelling of simple words Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	25	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 Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	26	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Copy letters and words informally as part of class activities Write and draw frequently: letters and symbols, words and sentences Begin to develop conventional spelling of simple words Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	27	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 Copy letters and words informally as part of class activities Write and draw frequently: letters and symbols, words and sentences Begin to develop conventional spelling of simple words
	28	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
	29	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
	30	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 Begin to develop conventional spelling of simple words
	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 Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position

	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
What a Mess!		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
What a Mess! Activity Book	2	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, words and sentences Become aware of lower-case and capital letters and the full stop Begin to develop conventional spelling of simple words
	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 Use knowledge of word order, illustration, context and initial letters to identify unknown words
	4	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: numerals
	5	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: numerals Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words
	6	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Copy letters and words informally as part of class activities Become aware of lower-case and capital letters and the full stop Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words
	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
	8	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Copy letters and words informally as part of class activities Write and draw frequently: letters and symbols, words and sentences Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words
	9	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Copy letters and words informally as part of class activities Write and draw frequently: letters and symbols, words and sentences Begin to develop conventional spelling of simple words
	10	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

	11	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
	12	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, words and sentences Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words
	13	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, words and sentences Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words
	14	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Learn to isolate the part of a word or a syllable which allows it to rhyme with another word or syllable Develop a satisfactory grip of writing implements
	15	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
	16	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Become aware of lower-case and capital letters and the full stop Write and draw frequently: letters and symbols, words and sentences Begin to develop conventional spelling of simple words
	17	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, words and sentences Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words
	18	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
	19	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read Become aware of lower-case and capital letters and the full stop Choose subjects for drawing and writing Draw a picture and write about it: a name, a caption, a sentence Copy letters and words informally as part of class activities
	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, words and sentences Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words
	21	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 frequently: letters and symbols
	22	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read

	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, words and sentences Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words Copy letters and words informally as part of class activities
	24	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, words and sentences Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words Copy letters and words informally as part of class activities
	25	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, words and sentences Begin to develop conventional spelling of simple words Show understanding of text
	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, words and sentences Become aware of lower-case and capital letters and the full stop Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words Copy letters and words informally as part of class activities
	27	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read
	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
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	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
Stop That Dog!		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
Stop That Dog! Activity Book	2	Develop a satisfactory grip of writing implements Copy letters and words informally as part of class activities Become aware of lower-case and capital letters and the full stop

	3	Develop a satisfactory grip of writing implements Write and draw frequently: letters and symbols, words and sentences Copy letters and words informally as part of class activities Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	4	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, words and sentences
	5	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, words and sentences Become aware of lower-case and capital letters and the full stop
	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 Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	7	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 Draw and write about feelings: happiness, sadness, love, fear
	8	Begin to develop conventional spelling of simple words Learn to isolate beginning and final sounds in written words Differentiate between text and pictures
	9	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, words and sentences Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words
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	19	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
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	23	Build up a sight vocabulary of common words from personal experience, from experience of environmental print, and from books read
	24	Play with language to develop an awareness of sounds: nursery rhymes, attempts at writing words appropriate to a particular need Develop the confidence to use approximate spelling Begin to develop conventional spelling of simple words Copy letters and words informally as part of class activities
	25	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

	26	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 Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	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, words and sentences Copy letters and words informally as part of class activities Begin to develop conventional spelling of simple words Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	28	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, words and sentences Copy letters and words informally as part of class activities Begin to develop conventional spelling of simple words Become aware of lower-case and capital letters and the full stop
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	30	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, words and sentences Copy letters and words informally as part of class activities Begin to develop conventional spelling of simple words Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	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, words and sentences Copy letters and words informally as part of class activities Begin to develop conventional spelling of simple words Focus on descriptive detail and begin to be explicit in relation to people, places, times, processes, events, colour, shape, size, position
	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