Communication, Language and Literacy Branch Map

Attention and understanding	Language and communication	Reading	Writing

Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6	Branch 7	Branch 8	Branch 9	Branch 10
Notices Stimuli	Responds to own name	Start to understand contextual clues	Understands single words/sounds signs/symbols in context	Understand 1 key word sentences	Understands 'who' and 'what' in simple questions	Understands 'where' in simple questions	Shows understanding of prepositions such as 'under' 'on top', 'behind'	Listen and respond to ideas expressed by others in conversations or discussions	Indicate or sign the correct picture or object when the adult says or signs the first sound
- Taste - Smell - Touch - Visual - Auditory - Vestibular		- Within social routine - Using objects or props - Transition songs and symbols	- Using objects or props - Within social routine - In play situations - Follow simple familiar instructions	- Within social routine - In play situations - In structured situations - In unfamiliar environments	- In play situations - In structured situations (colourful semantics)		- In play situations - In structured situations	- In structured situations - In play situations - With familiar and unfamiliar people	
Reacts to close contact with a familiar adult	Anticipates within social routines	Contingency awareness	Copies sounds and gestures	Uses singles words/signs/ symbols for a range of purposes	Combine two words/signs/ symbols	Uses language to share experiences, feelings and thoughts	Responds to instructions involving a two part sequence in a range of familiar contexts	Understands instructions containing sequencing words such as 'first', 'after' and 'last'	Indicate or sign the correct letter when the adult says or signs the sound
	- During social games - During social songs - Everyday routines	- Switch toys - Computer input devices - Cause and effect items		- Within social routine - In play situations - In structured situations - In unfamiliar environments - To request items that are not present	- Within social routine - In play situations - In structured situations - In unfamiliar environments	- With familiar adults - With less familiar adult - With peers		- Follow a recipe - Follow a simple route plan (first go to pink class, then…)	
Responds consistently to one stimulus	Objects to termination of an interaction	Perseveres by repeating action for reward in social game	Deliberately gains attention to another person to satisfy need	Copies words or signs	Begins to talk about people and things that are not present	Uses a variety of simple questions, e.g. 'what', 'where', 'who'	Focusing attention – still listen or do but can shift own attention	Can answer simple questions about a story without props or pictures, to show understanding	To recognise and communicate every letter of the alphabet
				- In play situations - In structured situations	- People or things in the very recent past (same day) - Things that will happen later that day			- Familiar story - Unfamiliar story	
Responds to familiar voice or other personal identifier	Contingency responding	Attracts Attention	Initiates Social Game	Copies rhythms or beats vocally or with an instrument (early phonics)	Engages in simple conversation with adults/other children	Uses simple sentences	Understand 2 key word sentences	Demonstrate an understanding of 'how' and questions	Has a good understanding of phase 3 phonics blends
- Familiar Voice - Familiar personal object or touch cue	- Switch toys - Computer input devices - Cause and effect items		- In social interactions - With objects/prop		- Within social routine - In play situations - In structured situations	- To make a request - To comments - To ask a question	- Within social routine - In play situations - In structured situations - In unfamiliar environments	- Able to communicate ideas in response to a 'how will you do this?' question	- Saying - Reading - Writing
Shows behaviour that could be interpreted as rejection	Changes behaviour in response to an interesting event nearby	Selects from two or more items	Develop consistent sounds to communicate with those around them	Interested in books and rhymes and may have favourites	Learns new words/symbols quickly and is able to use them when communicating	Can describe a picture using nouns and verbs	Can retell a simple past event in the correct order using visual support	Has a good understanding of phase 2 initial phonic sounds	Uses future tense
- In social interactions - With objects/ props - With familiar personal care activities		- During snack or meal times - During play situations					- Using objects or props - Using symbols	- Saying - Reading - Writing	- Next
Supported 1:1 turn taking with an adult	Looks backwards and forwards between two objects (knows two objects are present)	Communicates choice to attentive adult	Shared attention	Follow what is being read by focusing on text, pictures or sounds	Handles book appropriately	Fills in the missing word in a known rhyme, story or game	Talks to explain what is happening and predict what might happen next	To give explanations in response to why questions	In a familiar story, jump in with the next phrase when the adult pauses
- Intensive interaction - Using objects or props			- Join the adult in attending to a stimulus - Confirm the attention of the adult visually throughout	- In small group sessions - 1:1 reading	- Holds the right way up - Turns pages (sometimes a few at a time) - Handles with care				
	Changes behaviour in response to familiar sounds or words	Initiates actions to achieve desired result (exerting autonomy in variety of contexts)	Listens with interest to the noises adults makes when they read stories	Holds writing tool using a whole hand grasp and makes random marks with different strokes	Identifies action words or characters by pointing to the right picture	Anticipates key events within familiar rhymes and stories	Uses past and present tense.	Uses language to imagine and recreate roles and experiences with a narrative in play situations	Can read simple sentences with no symbol or picture support
		- Gains adult attention to make a request - During cause and effect play	- In small group sessions - 1:1 reading	- Crayons - Pens - Chalks - Pencils - Paintbrush					
	Terminates interaction with an adult	Begins to experiment with a range of vocal sounds	Handles books and printed material with interest		Repeats words or phrases from familiar stories or rhymes	Can recognise their own name in written form	Talks in more complex sentences, using linking words 'and' 'because'	Can use language to organise and sequence ideas	To begin to write or type common and cvc words
			- Books - Magazines - Photographs		- In small group sessions - 1:1 reading	- Handwritten - Typed	- In play situations - In structured situations		
	Communicates 'more'	Takes turns with an adult during vocal interactions	Engages in the sensory experience of making marks		Can copy simple phonic sounds	Can match letters	Can describe a picture using adjectives	Initiates conversation, pays attention and takes account of what others say	
			- In wet messy play - In dry messy play						
	Communicates needs/feelings through crying/babbling/ squealing	Starts to show an interest in photographs or pictures			Can match identical photos, pictures and symbols	Knows the sound of some letters of their name and they can find other words starting with the same sound	Knows that we read from left to right and top to bottom	Can read familiar words and cvc words with no symbol or picture support	
	Communicates 'more' and 'no more' through two different consistent actions				Traces horizontal, vertical and circular lines	Can turn pages in a paper book one page at a time	Recognises familiar words, signs and symbols	Links sounds to letters, naming and sounding the letters of the alphabet	
					- In messy play - Using writing tools		- In play situations - In structured situations - In the community		
	Enjoys looking at books and other printed material with familiar people				Beginning to use three fingers (tripod grip) to hold writing tools	Copies horizontal, vertical and circular lines	Can retell a story showing awareness of settings, events and principal characters	Can match cvc words	
	- Books - Magazines - Photographs					- In messy play - Using writing tools	- Using objects or props - Using symbols - Using symbol software		
						Can use a keyboard to match letters and input into the computer or tablet	Knows the sound of ten different letters and can find words starting with those sounds	Can copy some letters from their own name accurately	
							Can copy line patterns	Holds pencil near the point between first two fingers and thumb and uses with good control	
							- Horizontal - Vertical - Circular - Wavy - Zigzag		
							Make marks, with the intention of conveying meaning	Write or type the correct letter for most of the letters in the alphabet in response to hearing the sound or a single letter sign	
							- Draws a person including simple features		
							Can colour in simple pictures staying within the lines		