

Language, Literacy and Communication Skills Area of Learning

Reading

Routes for Learning/ABC steps



Routes for Learning/ABC steps pedagogy

Learners should be given opportunities to develop their skills, knowledge and understanding through:

- a developmentally appropriate curriculum where the seven (six in Welsh-medium settings/schools) Areas of Learning and programmes of study complement each other and work together
- continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- different types of play and a range of planned activities, including those that are child-initiated
- experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- different resources, including ICT
- active learning opportunities that build on prior experiences and support them to become independent thinkers and learners
- activities that allow them to use their senses, be creative and imaginative
- tasks and challenges that encourage problem solving and discussion.

Range of experiences

Learners should be given opportunities to:

- experience a language-rich environment that immerses them in the spoken and written word
- practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning and programmes of study
- express themselves creatively and imaginatively
- experience and use a range of media and stimuli including emerging technologies
- access and share a variety of non-fiction texts, stories and traditional tales from Wales and around the world including those written by significant authors
- mark make or write in a range of genres
- communicate in a range of contexts for a variety of purposes and audiences.

The Language, Literacy and Communication Skills Area of Learning in English and Welsh have been developed side by side. Learners can use translingual and dual literacy skills to develop both languages so that a strength in one language reinforces the other.

Key

Within the table, text taken from the LNF will appear as normal text. Text that is a specific Routes for Learning/ABC steps skill will appear as bold. These skills are further identified by the following icon.

RfL/ABC steps skill ❖ When combined with the LNF statements, these skills form the Routes for Learning/ABC steps Language, Literacy and Communication Skills Area of Learning.

N.B.

In order to comply with accessibility and legibility, these tables have been designed to be printed at their optimum size of A3.

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Elements	Aspects	RfL routemap	A steps	B steps	C steps
		Learners have achieved the following on the Routes for Learning (RfL) routemap.	Learners are able to:	Learners are able to:	Learners are able to:
Locating, selecting and using information	Reading strategies	Purposeful action on everyday environment [RfL 24]	show increased attention to some books, while discarding others	bring favourite book to an adult for them to read	choose several different types of reading material from a collection and show interest in each ❖
			seek out 'representational' items, e.g. pictures, photos, tactile/flip flap books, etc.	hold/turn a book the right way up	handle a book, turning pages mostly from front to back, looking at them with interest
					look at left page in a book before right page
					link a relevant sound to a picture, e.g. 'moo' sound when a cow is depicted ❖
					match very familiar words and recognise a few specific letters, e.g. letters of own name
					'read' a pictorial or symbolic timeline and say what is going to happen
				find own name in a range of settings in the classroom	find a wanted item by examining/interpreting labels
		Shared attention [RfL 40]	attend with interest as an adult reads a story, look at and manipulate the book at intervals	point to picture of a character in a familiar story	use relevant words, signs or symbols to refer to important details in a picture ❖
				match a familiar person to a clear photograph of that person	match a few written words to symbols, photographs or objects ❖
					choose, and respond with understanding, to pictures on-screen ❖

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Responding to what has been read	Comprehension	Expresses preference for items not present via symbolic means [RfL 41]	vocalise in response to a particular feature of a familiar story	match items in a story sack to characters, places or events in a very familiar story	use pictures to sequence (three) key events in a familiar story
				respond to information in a single picture or symbol, e.g. locate the object represented ❖	follow simple two-step instructions 'written' in pictures or symbols
		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	activate sound or speech corresponding to a picture in a familiar story, e.g. <i>choose switch (from two) and press to play appropriate sound</i>	refer to or comment on print in the environment, e.g. <i>labels, notices</i>	
		participate in creating a personalised story, then look and listen with interest when it is read ❖	participate in creating a personalised story, then show when it is read that they recognise themselves in it ❖	make links to experiences they have had when they are depicted in a personalised story ❖	
			use a (spoken) word or select an object or symbol to 'describe' a feature depicted within a storybook	volunteer some information about a familiar story	
	Response and analysis	Communicates 'more'/'no more' through two different consistent actions [RfL 28]	show specific reaction to sensory aspect of a well-known story, e.g. <i>laughter and excitement in battle scene, unease at 'spooky' music</i>	imitate (e.g. <i>copying facial expression</i>) or empathise (e.g. <i>oh!</i>) in response to specific event happening to a character in a familiar story	express in some way (when prompted) their personal attitude to or interest in a story that has just been read, e.g. <i>like/dislike, recall of specific event</i>
		Shared attention [RfL 40]	anticipate repeating pattern in a story, e.g. <i>smiling at 'fi, fie, foe, fum'</i> .	show pleasure when an adult starts to read a favourite story, respond at key points and demonstrate understanding that it has finished	look at and sustain interest in texts with/without an adult.
				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.	