

Figure 1.3 Phases in literacy development

	Words	Reading	Writing
Beginning	Begins to scribble Separates scribble that represents writing and the more free-flowing scribble for drawing	Handles a book Turns the pages Looks at pictures Listens to book read aloud, joins in with book reading	Pretends to write on paper with crayons, paint or pencils Understands that signs and symbols tell a message
Early-emergent	Writes letters and numerals May write the initial letters of words Is learning the alphabet	Chooses favourite books, joins in with books read aloud, memorises rhymes Can read some familiar words, developing concepts of print	Writing may contain print and drawings Letters and numbers appear Develops directionality Copies letters and words from books read aloud
Emergent	Can write CVC and CCVC words Learning to write words with more complex vowel combinations	Knows concepts of print Knows that each written word has a spoken word association Self-corrects if word does not make sense Can retell the events that occur in a simple story	Writes words and knows there are spaces between each word Knows punctuation: commas, question marks, full stops and quotation marks
Early	High-frequency words recognised in reading are now also used in writing Spells CVC, CVVC, CCVC and multisyllabic words	Print concepts are under control Reading may be vocalised Solves problems to identify new words Uses letter sounds and concepts about print to comprehend text	Writes about topics that are meaningful Writes simple sentences with most forms of punctuation Writes different text types such as narrative and information texts Letter formation is efficient Can write several sentences
Transitional	Uses a range of strategies to write words; visual for high-frequency words, phonics and morphology Recognises that some sounds are represented by two letters, e.g. ship , rain , nose and moon	Reads with more fluency in phrases rather than word-by-word Reads silently Can retell main ideas and summarise what has been read Uses a variety of strategies to comprehend texts	Can write several sentences with several ideas and includes punctuation Records own ideas. Checks spelling and punctuation The speed of writing increases and the ideas rather than the mechanics of writing take over
Extending	Uses visual memory, morphological and phonic strategies to spell complex words Vocabulary suited to different genres such as scientific language with information texts and descriptive figurative language with narratives	Changes style of reading to suit the text type Careful close reading for directions and research reports and more fluent reading for narrative and descriptions Uses a range of reading strategies to identify new words and comprehend texts	Writes a range of text types suited to different audiences Revises, edits and proofreads. Checks for flow and meaning of texts Uses a range of punctuation conventions Can construct a paragraph with topic sentence. Can link several ideas in a formal piece of text