

## Pre-requisite Schemes (examples)

**Oral language and vocabulary**

**Horizontal & vertical trajectory scheme**  
(Drawing crosses, grids)

**Circles and lines**  
(Semi-circles are used as features, parts of bodies and other objects.: e.g. Smiles, eyebrows, ears, rainbows and umbrellas – to - parts of letters of the alphabet).

**Rotating scheme**  
(Drawing spirals, circles – to- tracing around shapes in an anti-clockwise direction)

**Choosing**  
(One-handed tools, paper, crayons, painting, story books – to - shape/letter stencils)

**Matching**  
(Objects, colours, pictures (snap)– to - letters and sounds)

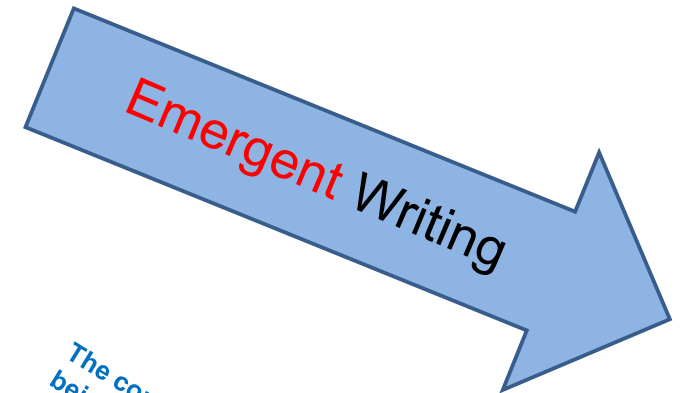
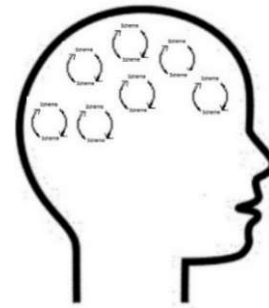
**Ordering**  
(By size, shade – to - scanning from left to right – & making cvc words with cut out letters-)

**Sequencing**  
(Daily routines cards, popular stories such as the Very Hungry Caterpillar and We're going on a bear hunt. Story boarding/sequencing cards)

**Auditory discrimination. – different sounds**  
(Loud to quiet, animal sounds, sounds in the environment to – phonic sounds and rhyming words)

**Recognising text**  
(Logos, names, signs, labels – to - books)

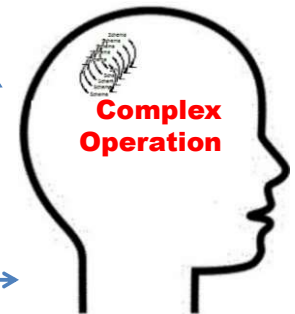
**Visual discrimination of symbols**  
(By shape, colour, size –to- letters)



The concept of being a writer



Writing capability



*An Emergent Curriculum recognises that the sophisticated cognitive operations that emerge in children are irreducible to their component parts, which nevertheless act as developmental precursors that must be drawn together in the child's mind as a unique and individual creative act (Siraj-Blatchford & Brock, 2016)*