

## Pre-requisite Schemes (examples)

Oral language and vocabulary

### Choosing

(Selecting books, props for rhymes)

### 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)

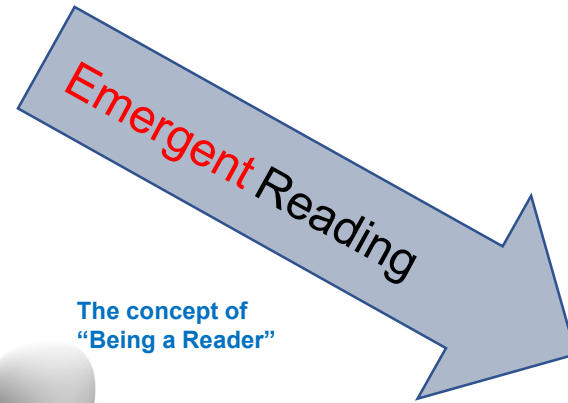
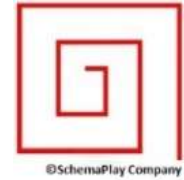
### Sequencing

(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)

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

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



The concept of "Being a Reader"



Reading capability

**Complex Operation**



*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)*