



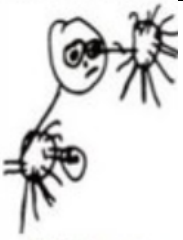

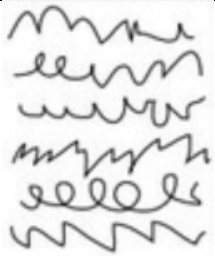

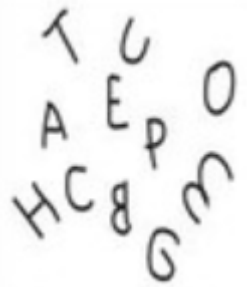

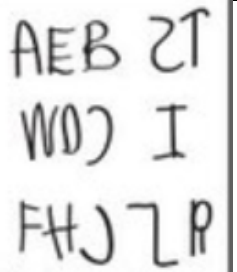
## Literacy

### Knowledge and Skills Progress Model

Minimum expectations for Nursery	Minimum Expectations for Reception	ELG (Expected standard by the end of Reception)
<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Listen to story with increasing attention</li> <li>• Join in with stories and rhymes</li> <li>• Speak in 4-6-word sentences</li> <li>• Articulate and speak clearly</li> <li>• Answer simple questions</li> <li>• Join in with predictable stories</li> <li>• Retell repeated refrains and rhymes from text</li> <li>• Offer an explanation</li> </ul>	<p>The following bullet points are taught sequentially throughout the year and may be revisited throughout a range of themes.</p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Retell and recall a story or event</li> <li>• Understand new vocabulary</li> <li>• Make predictions</li> <li>• Explain 'why' and 'how'</li> <li>• Use new vocabulary</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using own words.</li> <li>-Anticipate events in stories.</li> <li>-Use and understand recently introduced vocab. during discussion about different texts.</li> </ul>
<p>Reading</p> <ul style="list-style-type: none"> <li>• Hear sounds around them</li> <li>• Hear sounds made by various instruments and objects</li> <li>• Sing songs and action rhymes, developing awareness of sounds and rhythm</li> <li>• Clap out syllables in songs</li> <li>• Match objects beginning with the same sound through alliteration games</li> <li>• Develop rhythm and rhyme</li> <li>• Say and recognise the sounds of some individual letters, using picture phrases</li> <li>• Blending sounds into words - oral blending</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Say and recognise the sounds of some individual letters, using picture phrases</li> <li>• Blending sounds into words - oral blending</li> <li>• Segment and blend words in reading book</li> <li>• Read simple words and sentences with known letter sounds</li> <li>• Reading letter groups (Digraphs) to represent one sound</li> <li>• Read a few common exception words</li> <li>• Know at least 10 digraphs</li> <li>• Read aloud books containing phase 2 and 3 sounds</li> <li>• Read words containing blends</li> </ul>	<p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>-Say a sound for each letter of the alphabet and at least 10 digraphs.</li> <li>-Read words consistent with phonic knowledge by sound-blending.</li> <li>-Read aloud simple sentences and books that are consistent with phonic knowledge, including common exception words.</li> </ul>

	<ul style="list-style-type: none"> <li>• CVCC, CCVC, CCVCC</li> <li>• Reread books to build up confidence and fluency</li> <li>• Recall of more tricky words</li> </ul>	
<p>Writing</p> <ul style="list-style-type: none"> <li>• Add some marks to their drawings which they give meaning to for example "That says Mummy"</li> <li>• Make marks on their picture to stand for their name</li> <li>• Write some or all of their first name</li> <li>• Begin to write initial sounds as captions for drawings</li> <li>• Use some of their print and letter knowledge in early writing such as a pretend shopping list</li> <li>• Can sequence a story that I know well</li> <li>•</li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>• Can write my first name independently</li> <li>• Copy full name from a name label</li> <li>• Can add captions to my pictures using initial sounds</li> <li>• Form lowercase letters and capital letters correctly</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• Begin to use capital letters, finger spaces and full stops in independent writing</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Write recognisable letters, most of which are correctly formed.</li> <li>-Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>-Write simple phrases and sentences and can be read by themselves and others.</li> </ul>

**Nursery – Pre-Phonemic Stage**

Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Reception Writing Stage

Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
<p>the I is see like 12345 onb mv</p>	<p>I V A D A A O</p>	<p>I lk mi Bk.  We wn to the s (We went to the store.)</p>	<p>I lik to pla with my cat.  Thehcanr (The horse can run.)</p>	<p>My fav orit dinosaur is the stegosorus.</p>	<p>To daye i wot to play witht the white board and the shapes and I won to piny with My fen</p>	<p>Today I am going to the stor with my mothr. I am going to by a present for my brathrs birthday. He is thre yers old.  One day I saw my Frid it was Israel and Antonio and They got lost I fad Tim. The end</p>
<p>Awareness of print, copied from surroundings</p>	<p>Beginning and ending letters are used to represent words</p>		<p>Medial sound may initially be written as a consonant. Vowels begin to appear.</p>	<p>A child hears beginning, middle and end sounds.</p>	<p>Whole sentence writing develops.</p>	