



# Childer Thornton Primary School



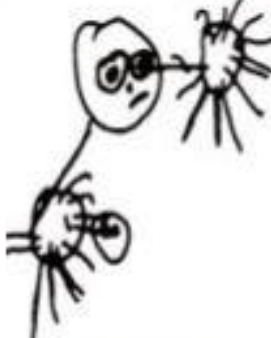





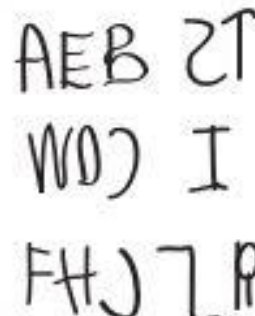
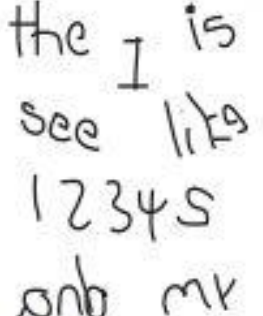
## Literacy progress model for knowledge and skills

	Expectations for Nursery		Expectations for Reception			ELG	Links to KS1
Comprehension	Can listen to a story	Can listen to a story and comment on the events	Sequence a familiar story using images of objects	Tell the story to another person using their own words	Retells a story using new vocabulary	<p><b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</b></p> <p><b>Anticipate (where appropriate) key events in stories</b></p> <p><b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</b></p>	<p>Retell stories and consider their particular characteristics</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what has been read</p>
	Can engage in short conversations about stories	Engages in extended conversations about stories	Can answer closed retrieval questions	Can answer open retrieval questions	Answers questions involving vocabulary and prediction		
	Can <u>recognise</u> familiar vocabulary	Begins to build new vocabulary gained from books	Learns new vocabulary from books and narratives	Tries out new vocabulary, not necessarily in the correct context	Use language from a story within role play and discussions		
Can repeat words and phrases from familiar stories							
Word reading	Recognises letters of significance e.g.	Begins to recognise more letters e.g. m for mummy	Reads individual letters by saying sounds for them	Blends sounds into cvc words e.g. c-a-t = cat	Blends sounds to read cvc and ccvc words (words	<b>Say a sounds for each letter in the alphabet and at least 10 diagraphs</b>	Apply phonic knowledge and skills as the route to decode words

	that's an E for Erin				containing set 1 sounds)	<p><b>Read words consistent with their phonic knowledge by sound-blending</b></p> <p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	
	Recognises their name		Begins to recognise some words that are familiar to them	Begins to recognise some cvc words	Reads phase 2 phrases and words		Reads phase 3/4 phrases and sentences
				Begins to recognise some red words (that have been taught as part of their phonics teaching these are introduced at the ditty stage)	Reads some red words (that have been taught as part of their phonics teaching these are introduced at the ditty stage)		
	Enjoys listening to stories	Enjoys choosing their own books	Enjoys sharing a book with an adult	Begins to read books to others at their own phonic knowledge	Is building up confidence to read books, improving on fluency and understanding	Reads books for pleasure and is beginning to apply their phonic knowledge	<p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency</p>

								and confidence in word reading.
Writing	Draws circles and lines	Begins to form some letters	Write some letters accurately		Can form appropriately formed letters	Form lower case letters and capital letters correctly	<b>Write recognisable letters, most of which are correctly formed.</b>	Combine words to make Sentences
	Begins to trace their name	Can write some letters from their name	Can write all of their first name		Can write their first name and surname			<b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b>
	Participates in fine motor activities	Gives meaning to marks they make	Can write initial sounds	Can write simple words by identifying the sounds and writing the letters	Writes captions and short sentences by identifying the sounds and writing the letters for each word		<b>Write simple phrases and sentences that can be read by others</b>	Join words and clauses using and
								Sequence sentences to form short narratives
								Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
								Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

## The Developmental Progression Children's Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Theh canr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wr to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To dave i wot to play with the white board and the shapes and I won to play with my fen <small>(Today I want to play with the white board and the shapes, and I want to play with my friend.)</small></p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end <small>(One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</small></p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>