

Somerville Federation

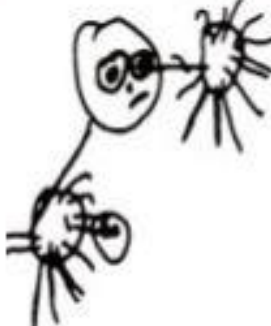

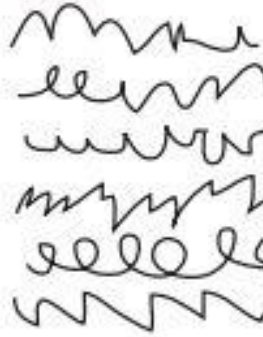



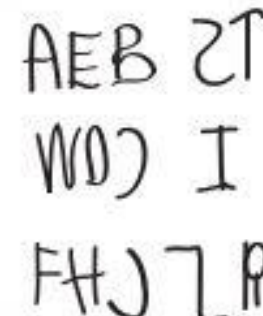
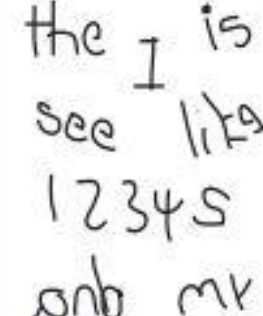
Literacy progress model for knowledge and skills

	Expectations for Nursery			Expectations for Reception			ELG	Links to KS1
Comprehension	Explore books within continuous provision	Enjoy sharing a book with an adult 1:1 or in a small group	Listen to a story without becoming distracted	Sequence a familiar story using images of objects	Tell the story to another person using their own words	Retells a story using new vocabulary	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate (where appropriate) key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	
	Children engage in pretend play linked to familiar stories and / or events	Make comments or ask questions about the book. Retell stories using props		Can answer closed retrieval questions	Can answer open retrieval questions	Answers questions involving vocabulary and prediction		
	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		
Word reading	Children respond familiar signs and symbols e.g. their photo, familiar toys and characters	Point out print in the environment that is familiar to them	Understand different print in the environment, e.g. signs, logos, etc	Beginning to recognise the letters of the alphabet	Reads individual letters by saying sounds for them Blends CVC words	Reads simple sentences including special friends in words	Say a sounds for each letter in the alphabet and at least 10 diagraphs Read words consistent with their	

	Children respond to environmental sounds Responds with interest to rhymes, songs, stories	Engage in sound game activities Listen for a particular sound Differentiate between different everyday sounds	Orally blend words segmented by an adult (Fred talk) Hear the initial sound of a wide range of words including their name Spot familiar letters to them, e.g. their first initial on a sign or in a book including their own name	Follow RWI programme			phonic knowledge by sound-blending	
	Explore books within continuous provision	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.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Writing	Children use the muscles in their hands and arms to make big movements.	Enjoy drawing freely Mark make in a variety of ways, e.g. chalking outdoors, note pads in home corner	Make marks on their picture to represent words Writing a pretend shopping list that starts at the top of the page Draw a picture and make marks	Draw a picture with key features and be able to talk about it.	Can form appropriately form letters and write CVC words / simple sentences	Form lower case letters and capital letters correctly	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters	
	Children bring together hand and eye movements to fix on and make contact with	Enjoy and participate in large scale mark making Engage in fine and gross motor	Hold their pencil in a tripod grip and use with good control Recognise their own name	Recognise and write their first name	Can write their first name accurately, with a capital letter		Write simple phrases and sentences that can be read by others	

	objects.	activities	Form shapes to represent letters Write their first name (or the first 3 letters of)				
	Children increasingly become confident in engaging in activities such as pushing wheeled toys, throwing / kicking a ball and manipulating objects e.g. playdough, pouring water, sand, jig-saws, stacking blocks	Participate in large and small muscle co-ordination activities, such as messy play, parachute games, scissors, tweezer games, etc.	Show preference for a dominant hand Using RWI letter formation rhymes to form letters correctly		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	

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>Thehcanr (The horse can run.)</p>	<p>We wrnto the s (We went to the store.)</p>	<p>To daye i wot to play withf the white board and the shapex and I won to play with My fen (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end (One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p>
<p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</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>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>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>