



Great Orton Primary School

Literacy progress model for knowledge and skills

Minimum expectation for Nursery			Minimum expectation for Reception			ELG	Links to KS1
Knows how we hold a book, which way we turn the pages and that we read from left to right	Can identify spine, front cover, back cover and title. Understands why we have books	Has an awareness of pages, words and letters	Is able to explain what the job of an author and illustrator are	Enjoys listening to/reading a wide range of books, fiction and non-fiction, and can explain the difference	Can find the blurb and explain what its purpose is	ELG Word Reading <ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them Pink- red comprehensions
Enjoys listening to stories	Enjoys choosing their own books to read	Enjoys sharing books with an adult	Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading				
Recognises words with the same initial sound			Recognises words which have the same phoneme E.g. g-oa-t, b-oa-t, t-oa-d				
	Reads individual letters by saying the sounds for them		Reads some letter groups that each represent one sound				
			Blends sounds into phase 2 words	Blends sounds to read phase 3/4 words			

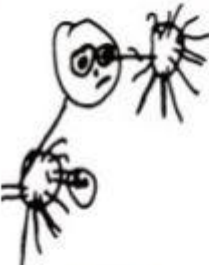





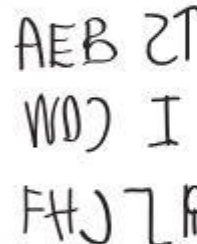
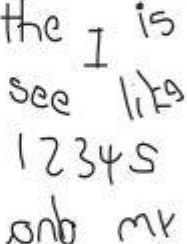


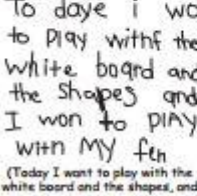

			Reads phase 2 phrases and sentences	Reads phase 3/4 phrases and sentences			
Recognises their name			Reads phase 2 common exception words	Reads phase 3 common exception words	Reads phase 4 common exception words		
Counts syllables in a word	Can clap syllables in a word	Can independently identify how many syllables there are	Reads words with 1 syllable		Reads words with more than 1 syllable		
Understands that rhyme is different to categorising		Matches rhyming words		Suggests words which rhyme			
Can engage in short conversations about stories	Engages in extended conversations about stories, learning new vocabulary	Can answer closed questions involving literal retrieval	Can answer open questions involving literal retrieval	Answers questions relating to vocabulary, prediction and sequence		ELG-Comprehension <ul style="list-style-type: none">• 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.	Re-reads books to build up their fluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabulary and understanding Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes

						<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>Apply phonic knowledge and skills as the route to decode words</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 Pink- red comprehensions</p> <p>Read other words of more than one syllable that contain taught GPC</p>
Participates in fine motor activities	Uses print and letter knowledge in early writing - knows that their print carries meaning	Children are able to write initial sounds	Spells words by identifying sounds and writing the letters	Writes captions by identifying sounds and writing the letters for each word	Writes short sentences (/Begin to with a capital letter and full stop)	<p>ELG -Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Spell words containing 40+ phonemes & common exception words</p> <p>Compose a sentence orally before writing it</p> <p>Beginning to punctuate sentences</p> <p>Re-reads what they have written to check that it makes sense</p>

		Re-reads what they have written to check that it makes sense		• Write simple phrases and sentences that can be read by others	Sentence- C and fs, Conjunctions Name the letters of the alphabet Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters
Re-reads what they have written to check that it makes sense	Children can write the first letter of the name	Children can write some of their name			

Draws circles, lines and other shapes	Is beginning to form letters	Writes some letters accurately	Gradually decreases letter size, writing on the line	Forms lower case and capital letters correctly		
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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>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>