


Wooler First School

Literacy Progress Model for Knowledge and Skills

	Links to KS1 curriculum	Expectations for Reception (4 – 5yrs)			Expectations for Nursery (3 – 4 yrs) (2 – 3 yrs)		
Reading	Develop pleasure in reading, motivation to read, vocabulary and understanding	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 begins to know the difference	Knows that we read English text left to right and top to bottom and can name the different parts of the book	Holds a book and turns the pages one at a time and knows that print has meaning	Has favourite books and seeks them out to share with an adult, another child or alone	
		Engages in conversations about stories – sharing own ideas and learning new vocabulary		Enjoys sharing a book with an adult and can repeat familiar words and phrases		Develops play around favourite stories using props.	Enjoys listening to stories
	Apply phonic knowledge and skills as the route to decode words	Confidently spots and suggests rhymes	Beginning to identify rhyming words		Is able to count and clap syllables in a word	Can differentiate between sounds	Enjoys songs and rhymes tuning in and paying attention
		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Follow Read, Write Inc phonics approach in line with rest of the school. Read and re-read familiar stories and reading books to develop confidence and fluency.			Can blend compound words and identify initial sounds.	
Comprehension	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	Answers questions relating to vocabulary, prediction and sequence	Can answer open questions involving literal retrieval	Can answer closed questions involving literal retrieval	Engages in extended conversations about stories, learning new vocabulary	Can engage in short conversations about stories	

Writing

Spell words containing 40+ phonemes & common exception words

Compose a sentence orally before writing it

Beginning to punctuate sentences

Re-reads what they have written to check that it makes sense

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

Writes short sentences

(Then with a capital letter and full stop)

Forms lower case and capital letters correctly

Writes captions by identifying sounds and writing the letters for each word

Can write their name

Gradually decreases letter size, writing on the line

Children can write their name and initial sounds of words

Children can write the first letter of their name and uses some of their print and early knowledge in their writing e.g. shopping list

Forms familiar letters with increasing control

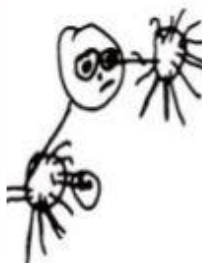





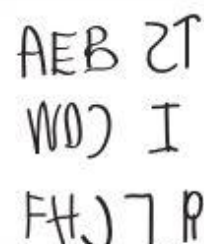
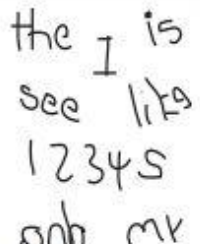
Begins to give meaning to the marks they make and makes marks on their pictures to stand for their name.

Traces over writing provided by an adult

Enjoys drawing freely and notices print in the environment

Participates in fine motor activities

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>We wn to 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 Antonio 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>