

Literacy				
	N2	N3	Rec	ELG
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Interested in and anticipates books and rhymes.</li> <li>Enjoy sharing books with an adult.</li> <li>May have favourite books, rhymes and songs.</li> <li>Begin to join in with actions and sounds in songs and books.</li> <li>Enjoy rhythmic and musical activity.</li> <li>Fill in the missing word in a known rhyme.</li> <li>Say some words from familiar songs, stories or rhymes.</li> <li>Develop play around familiar stories using props.</li> </ul>	<ul style="list-style-type: none"> <li>Has some favourite stories, rhymes, songs, stories or jingles.</li> <li>Listen to and join in with stories and poems in and in small groups.</li> <li>Repeats and uses actions, words or phrases from familiar stories.</li> <li>Begin to be aware of the way that stories are structured.</li> <li>Talks about characters and settings in stories.</li> <li>Join in with repeated refrains and anticipates key events in familiar stories.</li> <li>Talk about stories, and learn new vocabulary from books.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy an increasing range of print and digital books, both fiction and non-fiction.</li> <li>Engage in story times and books.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell a familiar story in their own words or exact repetition of the story.</li> <li>Know that stories are structures with a beginning, middle and end.</li> <li>Describes main story settings, events and characters in increasing detail.</li> <li>Re-enact and reinvent stories that they have heard in their play.</li> <li>Learn and know a wide variety of rhymes, poems and songs.</li> <li>Use new vocabulary and forms of speech from stories and non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
<b>Word reading</b>	<ul style="list-style-type: none"> <li>Notice pictures and some print in books and the environment e.g. a door with a number on.</li> <li>Handle books, printed and digital reading material with interest.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise familiar logos e.g. Asda, Disney.</li> <li>Understands that print has meaning.</li> <li>Understands that we read from left to right, top to bottom.</li> <li>Recognise familiar words and signs such as own name.</li> <li>Begin to develop phonological and phoneme awareness including-</li> <li>Show awareness of rhyme and alliteration.</li> <li>Recognise rhythm in spoken words.</li> <li>Clap and tap syllables.</li> <li>Begin to hear and say initial sounds in words.</li> <li>Begin to orally blend sounds in words.</li> <li>Looks at and enjoys print and digital books independently.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sound for them.</li> <li>Blend sounds into words (oral blending).</li> <li>Read letter groups (digraphs) that represent one sound.</li> <li>Blend and read cvc words.</li> <li>Blend and read words containing digraphs.</li> <li>Blend and read cvcc, ccvc, ccvcc words.</li> <li>Read a few common exception words.</li> <li>Read simple words and sentences with known letter sounds.</li> <li>Reread books to build up confidence and fluency.</li> <li>Begin to recall more tricky words.</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonics knowledge by sound-blending</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
<b>Writing</b>	<p>Early mark-making is the beginning of writing. It is a sensory, physical and cognitive experience. As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. (Birth-5 matters)</p> <ul style="list-style-type: none"> <li>Enjoy the sensory experience of making marks.</li> <li>Enjoy drawing freely.</li> <li>Begin to understand the cause and effect of their actions in mark-making.</li> <li>Know that the marks they make are of value.</li> <li>Make marks on their drawing that represent something e.g. 'that says mummy'.</li> <li>Make marks that stand for their name.</li> <li>Enjoy drawing and mark-making on a range of media and on different textures e.g. paper, sand, foam.</li> <li>Begin to draw simple figures.</li> </ul>	<ul style="list-style-type: none"> <li>Write own name.</li> <li>Write letter like shapes and use lines, curves and circles to convey meaning.</li> <li>Begin to write some letters accurately.</li> <li>Begin to write initial sounds for words.</li> <li>Begin to write from left to right.</li> <li>Sometimes gives meanings to drawings and paintings.</li> <li>Draw figures with some detail.</li> <li>Ascribes meaning to signs, symbols and words that they see and to their own that they have made.</li> <li>Include mark-making and early writing in their play.</li> </ul>	<ul style="list-style-type: none"> <li>Write own name independently and beginning to write surname.</li> <li>Form lower case and capital letters correctly.</li> <li>Use letters to correctly represent initial sounds in words.</li> <li>Spell simple cvc words by identifying the sounds and writing the letters.</li> <li>Write phonetically plausible attempts at longer words.</li> <li>Write simple captions, labels and later sentences.</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Begin to use capital letters, finger spaces and full stops.</li> <li>Give meaning to marks that they make as they draw, paint, write and type using a keyboard.</li> <li>Draw a range of things including figures with added details.</li> </ul>	<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 that can be read by others.</li> </ul>
<p>Learning does not move forward in a straight forward way for all children. All children may not follow progression models in the same way, but we have mapped it out to show a general pattern of child development.</p>				

