

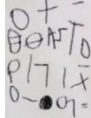
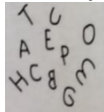
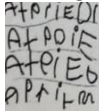
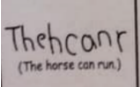
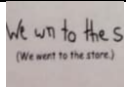
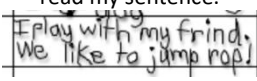


EYFS Progression of knowledge and skills and assessment checkpoints - Literacy

Birth-Three -Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name. <u>Handwriting</u> . Develop manipulation and control. PD.FMS.B-3 . Explore different materials and tools. PD.FMS.B-3		Three- Four Years . Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Writing.3-4 • Write some or all of their name. Writing.3-4 . Write some letters accurately. Writing.3-4 <u>Handwriting</u> .Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4 .Show a preference for a dominant hand. PD FMS.3-4		Reception . Form lower-case and capital letters correctly. Writing-Reception . Spell words by identifying the sounds and then writing the sound with letter/s. Writing-Reception . Re-read what they have written to check that it makes sense. Writing-Reception . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writing-Reception <u>Handwriting</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS - Reception Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - Reception.		Writing- ELG . <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed. Writing-ELG• Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG• Write simple phrases and sentences that can be read by others. Writing-ELG <u>Handwriting</u> . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG	
Writing	Nursery Baseline	Nursery End of Autumn 2	Nursery end of Spring 2	Nursery end of Summer 2 Reception Baseline	Reception end of Autumn 2	Reception end of Spring 2	Reception EY Profile Year 1 Baseline
Independent	I explore making marks, but I do not communicate meaning. Random scribbling. 	I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning. 	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name 	I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes some or all of their name from memory 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. 	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy pto - potato sbr - strawberry	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence. Write recognisable letters, most of which are correctly formed. Writing-ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG Write simple phrases and sentences that can be read by others. Writing ELG

RWI	I can join in with familiar rhymes.	I can distinguish between environmental sounds.	I can count or clap syllables in a word e.g. but/ter/fly	<p>I can hear initial sounds in words c - cat d- dog p – pig</p> <p>Beginning to blend cvc words when the adult segments them (Fred talk)</p> <p>I can continue a rhyming string.</p>	<p>I can hear and write the letters down to match the initial sounds in words c - cat d- dog p - pig</p>	<p>I can write High Frequency decodable and tricky words from memory. mum dad and can I go to the no into I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig</p>	<p>Write recognisable letters, most of which are correctly formed. Writing-ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG Write simple phrases and sentences that can be read by others. Writing ELG</p>
RWI					<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.</p> 	 <p>I can orally compose a sentence and hold it in my memory before I start to write it.</p> <p>I can formulate and say a simple sentence for writing.</p>	<p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p> 

Word Reading and awareness of words and text

<p>Birth-Three</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <ul style="list-style-type: none"> • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 		<p>Three- Four Years</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 		<p>Reception</p> <p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Re-read what they have written to check that it makes sense. 		<p>Word Reading- ELG .</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. WR-ELG</p> <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by sound-blending. WR-ELG • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. WR-ELG 	
Word reading and awareness of text	Nursery Baseline	Nursery End of Autumn 2	Nursery end of Spring 2	Nursery end of Summer 2	Reception end of Autumn 2	Reception end of Spring 2	Reception EY Profile
	I can join in with songs and rhymes and say some of the words.	I can sing songs and rhymes independently.	I can count or clap syllables in a word e.g. but/ter/fly cat/er/pill/ar.	I am developing phonological awareness so I can hear rhymes. I can then suggest rhymes.	I am blending sounds to create words.	<p>I can read simple phrases and sentences in my books with some fluency.</p> <p>I can read common exception words when</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. WR-ELG</p> <ul style="list-style-type: none"> • Read words consistent with their phonic knowledge by

	<p>I enjoy sharing books with adults.</p> <p>I have a favourite book that they find to share with others.</p> <p>I repeats words from familiar stories</p> <p>I notice print around me e.g. logos or the first letter of my name.</p>	<p>I enjoy sharing books with adults.</p> <p>I have a favourite book that they find to share with others.</p> <p>I repeats words from familiar stories</p> <p>I notice print around me e.g. logos or the first letter of my name.</p>	<p>I enjoy sharing books with adults.</p> <p>I have a favourite book that they find to share with others.</p> <p>I repeats words from familiar stories</p> <p>I notice print around me e.g. logos or the first letter of my name.</p>	<p>I can recognise words with the same initial sound e.g. mum and monkey</p> <p>In conversation I demonstrate that I understand print has meaning and can have different purposes.</p> <p>I understand text is read left to right and top to bottom and can follow my finger along text, even if I do not know the words.</p> <p>I know the names of the different parts of a book.</p>		<p>they are included in simple phrase or sentence.</p>	<p>sound-blending. WR-ELG</p> <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. WR-ELG
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Comprehension

<p>Birth-Three</p> <p>Enjoy songs and rhymes, tuning in and paying attention.</p> <ul style="list-style-type: none"> • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 	<p>Three- Four Years</p> <p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. 	<p>Reception</p> <p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Re-read what they have written to check that it makes sense. 	<p>Comprehension- ELG .</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. COMP-ELG</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. COMP-ELG • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play COMP-ELG
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	Nursery Baseline	Nursery End of Autumn 2	Nursery end of Spring 2	Nursery end of Summer 2	Reception end of Autumn 2	Reception end of Spring 2	Reception EY Profile
				Reception Baseline			Year 1 Baseline
Questioning	I can respond to pictures or words read to me.	I can engage in conversation about stories while answering questions.	I can engage in conversation about stories then ask questions.		I can ask more in-depth questions showing a good understanding of the text.	I can ask questions about key events in the story.	I can answer more complex questions during discussions about a wide range of texts and answers with confidence and good logic.

Vocabulary	I can join in with repeated words used in text.	I can develop play around favourite stories using props, beginning to use some text related vocab.	I can notice words they do not know the meaning of.	I can discuss word meanings and link new words to known words.	I can use new vocabulary introduced by the teacher when read in a book.		I use and understand vocabulary that has been introduced through a book correctly and showing a good understanding of events.
Inference	I can look at the pictures when reading a story.	I am beginning to look more in detail at the pictures and talk about what is happening.		Makes basic inferences on characters feelings by using pictures and looking at what they are saying and doing when guided by the teacher.	I make rational anticipations of key events in the story through inferences.	I predict key events in the story either before the story is read or during reading the story.	I can answer questions about the text that requires me to 'read beyond the text' e.g. why do you think...
Prediction	I can share my own ideas about the texts being read to me.		I am beginning to predict what might happen next when prompted.	I can predict what will happen next on the basis of what has happened so far e.g. to the characters or in the story's plot.	I can make rational anticipations of key events in the story through inferences.	I can predict key events in the story either before the story is read or during reading the story.	I can answer questions about the text that requires them to 'read beyond the text' e.g. why do you think...
Explaining	I can say which stories I would like to be read to me.		I can share opinions of stories – likes and dislikes.	I can link what has been read to me to their own real life experiences.		I can explain what has been read to me in my own words.	I can express my ideas and views about the characters and events in the story.
Retrieval	I can look at the pictures when reading a story.	I am beginning to look more in detail at the pictures and talk about what is happening.		I can answer simple questions about events that have just happened in a story.	I understand that pictures offer many clues as to what has happened or will happen in a text.	I can recognise characters, events, titles, images and key information in a text.	I can recognise the difference between non-fiction and fiction texts.
Sequencing	I can look at books from front to back.	I can demonstrate we read from left to right, top to bottom. I can retell a story through images – such as a story map.		I can orally re-tell a story in my own words.	I can sequence a simple story- remembering key events.	I can sequence a class story remembering some details and key events including story specific vocabulary too.	