Brookside Primary School

National Curriculum links to EYFS

Literacy progress model for knowledge and skills

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|  | **Expectations for Nursery** | | | **Expectations for Reception** | | | **ELG** | **Links to KS1** |
| **Comprehension** | Can listen to a story | Can listen to a story and comment on the events | 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** | Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.  Making inferences on the basis of what is being said and done and predicting what might happen next.  See National Curriculum progression document |
| Can engage In short conversations about stories | Engages in extended conversations about stories | | Can answer closed retrieval questions | Can answer open retrieval questions | Answers questions involving vocabulary and prediction |
| Can recognise familiar vocabulary | 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** | Recognises letters of significance e.g. that’s an E for Erin | Begins to recognise more letters e.g. m for mummy | Reads individual letters by saying sounds for them | | Segmenting and blending orally 1:1-1:5 | Reads RWI green words set 1:6-1:7 | **Say a sounds for each letter in the alphabet and at least 10 diagraphs**  Apply phonic knowledge and skills as a route to decode words.  See progression document on school website  Write from memory simple sentences dictated by the teacher  **Read words consistent with their phonic knowledge by sound-blending** |
| Recognises their name | | Begins to recognise some words that are familiar to them | Begins to recognise some RWI green words set 1:1-1:2 | Reads RWI green words set 1:3-1:6 | Reads RWI red ditty books |
| Begins to recognise some common exception words e.g I, the, my | Reads some common exception words e.g said, me, he, to | Reads all red ditty common exception words |
| 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 and is beginning to apply their phonic knowledge | **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.** |
| **Writing** | Draws circles and lines | Begins to form some letters | Write some letters accurately | | Can form appropriately formed letters | Form some 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**  **Write simple phrases and sentences that can be read by others** |
| Begins to trace their name | Can write some letters from their name | Can write all of their first name | | Can write their first name and surname | |
| Participates in fine motor activities | Gives meaning to marks they make | Can write initial sounds | Can write simple words by identifying the sounds and writing the letters | Can recognise how many words they need to write | Writes captions and short sentences by identifying the sounds and writing the letters for each word |
| **RWI links** | Making a strong start in reception – see document on school website | | | | | | | |

