

St Clare's Literacy Key Skills

This document is supported by the RWI Progression of skills document.

Educational Programme		
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>		
Nursery	Reception	ELGs
Understand that print has meaning	Know the difference between a letter, a word and a sentence	<p>ELG Word Reading 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.</p>
Understand that print can have different purposes	Read CVC words containing known letter-sound correspondences.	
Recognise their own name	Recognise words that rhyme	
Recognises print in the environment	Develop their phonological awareness to: <ul style="list-style-type: none"> • Able to complete a rhyming string. • Begin to use Fred fingers to identify how many sounds are in a word. • Can supply words with the same initial sound for set 1 single sounds. 	
Gives meaning to print		
Recognises familiar words and signs such as own name, advertising logos and screen icons		
Handles books appropriately, holding them the correct way up	Read some common exception words Ditty level: I, the, to, no, go, me, of Red books: the, I, no, of, my, for, he, she, we, was Green books: your, said, you, be, are, like, all, they, her Purple books: to, me, go, baby, paint, do, come, little, there, what	
Understand page sequencing	Recognise all taught Set 1 sounds including some digraphs.	
Hears and says the initial sounds in words	Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	
Can orally blend CVC words and beginning to segment	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	
Begin to read some individual letters by saying the sounds for them		
Understand that we read text from left to right and from top to bottom	Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.	
	Recognise the majority of Set 2 digraphs and trigraphs	
	Read words containing known Set 2 digraphs and trigraphs	
	Use Fred Fingers to segment words.	
	Begin to read multi-syllabic words	

Enjoy sharing books with adults	Find the blurb and be able to say what its purpose is and to say what the job of the author and illustrator are	ELG Comprehension 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.
Join in with repeated refrains and anticipates key events and phrases in rhymes and stories	Asks questions about stories.	
Can say what happens in the beginning, middle and end of a story	Repeat words and phrases from familiar stories.	
Begins to retell a simple story	Use Tales Toolkit to retell a story	
Talks about events and principal characters in stories and suggests how the story might end	Describes main story settings, events and characters in increasing detail	
Understand the different parts of a book and name them (cover, author, illustrator, page number)	Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	
Enjoys choosing their own books to read.	Predict what might happen next in a story.	
Engage in extended conversations about stories, learning new vocabulary	Re-enacts and reinvents stories they have heard in their play	
Begins to tell own stories	Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.	
	Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.	
	Use language such as “Once upon a time...”, ‘Suddenly...’, ‘First/ Next/ Then...’ to create and tell own story	
Draws circles, lines and other shapes	Can write simple captions with more than an initial sound.	ELG Writing 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.
Add some marks to their drawings which they give meaning to for example “That says Mummy”.	Spell words by identifying the sounds and then writing the sound with letter/s	
Make marks on their picture to stand for their name	Spell words by identifying the sounds and then writing the sound with letter/s.	
Write first letter of their name	Form lowercase letters and capital letters correctly following the ‘Squiggle Whilst You Wiggle’ sequence: 1. i, l, t 2. c, o, a, d 3. m, n, r, u 4. q, p, h, k, b, y, g, j, f 5. e 6. s 7. v, w, x, z	
Use some of their print and letter knowledge in early writing such as a pretend shopping list.		
Write first name independently		
Begin to use letters in their writing	Confidently write CVC words containing some Set 1 special friends	
	Use Fred fingers to identify how many sounds are in a word.	

	Segment and write CCVC and CCVC words	
	Write captions with words with known sound- letter correspondences	
	Copy full name from a name card	
	Use 'Fred fingers' to segment words	
	Use a capital letter at the beginning of a sentence and a full stop at the end.	
	Write their first name and surname independently.	