

Literacy

	Comprehension	Writing	Word Reading
Nursery	<p>Engages in extended conversations about stories, learning new vocabulary</p> <p>Understands that print has meaning</p> <p>Understands that print can have different purposes</p> <p>Understands that we read English text from left to right and from top to bottom</p> <p>Understands the names of the different parts of a book</p> <p>Understands page sequencing</p> <p>Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes</p> <p>Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word</p> <p>Is developing his/her phonological awareness, so that he/she can recognise</p>	<p>Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy</p> <p>Writes some or all of his/her name</p> <p>Writes some letters accurately</p>	

	words with the same initial sound, such as money and mother		
Reception	<p>Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment</p> <p>Anticipates, where appropriate, key events in stories (ELG)</p> <p>Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary (ELG)</p> <p>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>	<p>Can form lower-case and capital letters correctly</p> <p>Is able to spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-reads what he/she has written to check that it makes sense</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Writes recognisable letters, most of which are correctly formed (ELG)</p> <p>Writes simple phrases and sentences that can be read by others (ELG)</p>	<p>Reads individual letters by saying the sounds for them</p> <p>Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences</p> <p>Can read some letter groups that each represent one sound and say the sounds for them</p> <p>Can read a few common exception words matched to the school's phonic programme</p> <p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words (ELG)</p>

			<p>Can read words consistent with his/her phonic knowledge by sound-blending (ELG)</p> <p>Is able to say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p>
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