



# Netherbrook Primary School



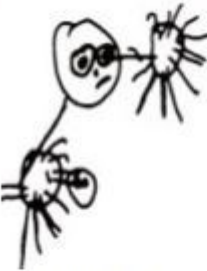





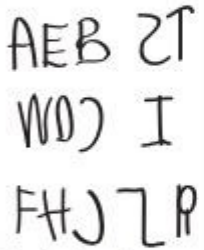
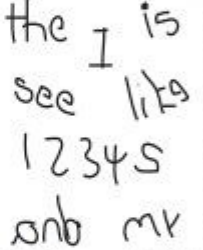
## Literacy Curriculum Progress Model for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
<b>Word Reading</b>	Re-reads books to build up their fluency and confidence in word reading  Develop pleasure in reading, motivation to read, vocabulary and understanding	Can find the blurb and explain what its purpose is	Enjoys listening to/reading a wide range of books, fiction and non-fiction, and can explain the difference	Is able to explain what the job of an author and illustrator are	Has an awareness of pages, words and letters	Can identify spine, front cover, back cover and title.  Understands why we have books	Knows how we hold a book, which way we turn the pages and that we read from left to right
		Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment  Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading			Enjoys sharing books with an adult	Enjoys choosing their own books to read	Enjoys listening to stories
	Apply phonic knowledge and skills as the route to decode words	Recognises words which have the same phoneme E.g. g-oa-t, b-oa-t, t-oa-d			Recognises words with the same initial sound		
	Respond speedily with the correct sound to graphemes	Reads some letter groups that each represent one sound		Reads individual letters by saying the sounds for them			
	Apply phonic knowledge and skills as the route to decode words  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	Blends sounds to read phase 3/4 words	Blends sounds into phase 2 words				
		Reads phase 3/4 phrases and sentences	Reads phase 2 phrases and sentences				

	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Reads phase 4 common exception words	Reads phase 3 common exception words	Reads phase 2 common exception words	Recognises their name		
	Read other words of more than one syllable that contain taught GPC	Reads words with more than 1 syllable	Reads words with 1 syllable		Can independently identify how many syllables there are	Can clap syllables in a word	Counts syllables in a word
<b>Comprehension</b>	Participate in discussion about what is read to them, taking turns and listening to what others say	Suggests words which rhyme				Matches rhyming words	Understands that rhyme is different to categorising
	Explain clearly their understanding of what is read to them	Answers questions relating to vocabulary, prediction and sequence	Can answer open questions involving literal retrieval	Can answer closed questions involving literal retrieval	Engages in extended conversations about stories, learning new vocabulary		Can engage in short conversations about stories
<b>Writing</b>	Spell words containing 40+ phonemes & common exception words	Writes short sentences	Writes captions by identifying sounds and writing the letters for each word	Spells words by identifying sounds and writing the letters	Children are able to write initial sounds	Uses print and letter knowledge in early writing – knows that their print carries meaning	Participates in fine motor activities
	Compose a sentence orally before writing it	(Then with a capital letter and full stop)	Re-reads what they have written to check that it makes sense				
	Beginning to punctuate sentences						
	Re-reads what they have written to check that it makes sense	Children can write their first name and surname		Children can write all of their first name	Children can write some of their name	Children can write the first letter of the name	

	Name the letters of the alphabet  Begin to form lower-case letters in the correct direction, starting and finishing in the right place  Form capital letters	Forms lower case and capital letters correctly	Gradually decreases letter size, writing on the line	Writes some letters accurately	Is beginning to form letters	Draws circles, lines and other shapes
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The Developmental Progression  
Children's Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcarr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play with the white board and the shapes and I won to play with my fen (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end (One day, I saw my friends, I saw Israel and Anthony and they got lost, I found them, The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>