



Progression of skills for Literacy from F1 through to Y1

ELG - Comprehension

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1
<ul style="list-style-type: none"> * Enjoy songs and rhymes, tuning in and paying attention * Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo * Say some of the words in songs and rhymes * Copy finger movements and other gestures * Sing songs and say rhymes independently e.g. singing whilst playing * Enjoy sharing books with an adult * Pay attention and responds to the pictures and the words * Have favourite books and seeks them out, to share with an adult, another child or to look at alone * Repeat words and phrases from familiar stories * Ask questions about the book, make comments and share their own ideas * Develop play around favourite stories, using props * Listen to stories with increasing attention and recall 	<ul style="list-style-type: none"> * Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> * Re-read 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 	<ul style="list-style-type: none"> * 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 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>

ELG - Word Reading

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1
<p>* Notice some prints such as the first letter of their name, a bus or door number or a familiar logo</p>	<p>* Enjoys rhyming and rhythmic activities</p> <p>* Shows awareness of rhyme and alliteration</p> <p>* Recognise rhythm in spoken words</p> <p>BOOK HANDLING</p> <p>* Understand the 5 key concepts about print :</p> <ul style="list-style-type: none"> - Print has meaning - Print can have different purposes - We read English text from left to right and top to bottom - The names of different parts of a book - Page sequencing 	<p>* Read individual letters by saying the sound for them</p> <p>* Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>* Read some letter groups that each represent one sound and say sounds for them (digraphs)</p> <p>* Read a few common exception words matched to the schools Phonics program</p> <p>* Read simple phrases and sentences made up of words with known letter-correspondences and , where necessary, a few exception words</p>	<p>* say a sound for each letter of the alphabet and at least 10 digraphs</p> <p>*Read words consistent with their phonic knowledge by sound-blending</p> <p>* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions, and understand that the apostrophe represents the omitted letter(s).</p> <p>Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>

ELG - Writing

Birth-3yrs	3-4 year olds	Reception	ELG	Link to Y1
<ul style="list-style-type: none"> * Enjoy drawing freely * Add some marks to their drawings, which they give meaning to e g " that says mummy" * Make marks on their picture to stand for their name 	<ul style="list-style-type: none"> * 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 * Write some, or all of their name * Write some letters accurately 	<ul style="list-style-type: none"> * Form lower case and capital letters correctly * Spell words by identifying the sounds and then writing the sound with letter/s * Write short sentences with words with known sound-correspondences using a capital letter and a full stop * Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> *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 	<p>Handwriting and Presentation</p> <ul style="list-style-type: none"> *begin to form lower-case letters in the correct direction, starting and finishing in the right place *form capital letters *form digits 0-9 *understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these. <p>Composition</p> <p>write sentences by:</p> <ul style="list-style-type: none"> *saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives *re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils Read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>Vocabulary, grammar & punctuation</p> <ul style="list-style-type: none"> *leaving spaces between words *joining words and joining clauses using "and" *beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

