Literacy progress model for knowledge and skills

	Links to ks1 curriculum	ELG	Minimum expectations for reception			Minimum Expectations for nursery		
Reading	Re-reads books to build up their fluency and confidence in word reading Develop pleasure in reading, motivation to read, vocabulary and understanding	• **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,**	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	**including some common exception words.**	**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**

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<tr><td rowspan="2">Comprehension</td><td rowspan="2">Participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them</td><td rowspan="2">• 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.</td><td colspan="3">Suggests words which rhyme</td><td>Matches rhyming words</td><td>Understands that rhyme is different to categorising</td></tr>
<tr><td>Answers questions relating to vocabulary, prediction and sequence</td><td>Can answer open questions involving literal retrieval</td><td>Can answer closed questions involving literal retrieval</td><td colspan="2">Engages in extended conversations about stories, learning new vocabulary</td><td>Can engage in short conversations about stories</td></tr>
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<tr><td rowspan="6">Writing</td><td>Spell words containing 40+ phonemes & common exception words

Compose a sentence orally before writing it

Beginning to punctuate sentences

Re-reads what they have written to check that it makes sense</td><td rowspan="6">• 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.</td><td>Writes short sentences

(Then with a capital letter and full stop)</td><td>Writes captions by identifying sounds and writing the letters for each word</td><td>Spells words by identifying sounds and writing the letters</td><td>Children are able to write initial sounds</td><td>Uses print and letter knowledge in early writing – knows that their print carries meaning</td><td>Participates in fine motor activities</td></tr>
<tr><td colspan="4">Re-reads what they have written to check that it makes sense</td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2">Children can write their first name and surname</td><td colspan="2">Children can write all of their first name</td><td>Children can write some of their name</td><td>Children can write the first letter of the name</td></tr>
<tr><td>Name the letters of the alphabet

Begin to form lower-case letters in the correct direction, starting and finishing in the right place</td><td>Forms lower case and capital letters correctly</td><td>Gradually decreases letter size, writing on the line</td><td colspan="2">Writes some letters accurately</td><td>Is beginning to from letters</td><td>Draws circles, lines and other shapes</td></tr>
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	Form capital letters						