

Literacy

Literacy Development

<u>Daycare</u>	<u>Pre School</u>	<u>Reception</u>	<u>ELG</u>	<u>Year 1</u>
<b><u>Word Reading</u></b>				
<p>I enjoy sharing books with an adult. I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>I can pay attention and respond to the pictures or the words when in small groups of 1-1. I can listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>I can repeat words and phrases from familiar stories.</p> <p>I can ask questions about the book. Make comments and shares their own ideas during small group and who class stories.</p>	<p>With support I know and understand a few of the key concepts about print: the names of the different parts of a book, for example author, front cover.</p> <p>I can pay attention and respond to the pictures or the words when it's whole class story</p>		<p>Say a sound for each letter in 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>Words containing each of the 40+ phonemes taught</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using the prefix un– Using –ing, –ed, –er and – est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules and guidance from Appendix 1</p>

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	<p>I am developing my phonological awareness so I can; spot and suggest rhymes, count and clap syllables and recognise words with the same initial sound, e.g. money / mother.</p> <p>I can associate some letters with phonological sounds.</p>	<p>I know individual letters by saying the sounds for them.</p> <p>I know how to read words consistent with their phonic knowledge by sound-blending.</p> <p>I know how to read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few exception words</p> <p>I know how to say sound for each letter in the alphabet and at least 10 digraphs</p> <p>I know how to read aloud</p>		<p>Regular plural noun suffixes (-s, -es)</p> <p>Verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>'un' prefix to change meaning of verbs and adjectives</p>
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	I can ask questions about the book. Make comments and shares their own ideas during small group and who class stories.	simple sentence and books that are consistent with their phonic knowledge, including some common exception words.  I know how to re-read books to build up confidence in word reading, fluency and understanding and enjoyment.		
<b>Comprehension</b>				
I know some of the words in songs and rhymes. I am beginning to sing songs and say rhymes independently.  I can ask questions about the book. Make comments and shares their own ideas during small group or 1-1 reading.	I know many rhymes and can talk about familiar books and I can tell you a long story.  I can talk about familiar books and be able to tell you a simple short story. I can engage in extended conversations about stories, learning new vocabulary.	I know how to re-read books to build up confidence in word reading, fluency and understanding and enjoyment.  I can ask relevant questions, make comments and provide actions when being read to and during whole class discussions and small group interactions.	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.	

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<p>I understand and act on longer. Sentences like 'make teddy jump' or 'find your coat'.</p>				
<p>I can make comments and shares their own ideas during small group or 1-1 reading.</p>	<p>I can repeat words and phrases from familiar stories.</p>			
<p>I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why') sometimes with prompts from my practitioner. I enjoy drawing freely.</p>	<p>I can ask questions about the book. Make comments and shares their own ideas during small group and who class stories</p>			

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<p>I can sing songs and say rhymes independently, I can ask questions about the book. Make comments and shares their own ideas during small group and who class stories</p>	<p>I can sing songs and say rhymes independently,</p>			
<p><b><u>Writing</u></b></p>				
<p>With support, I enjoy drawing freely.</p> <p>With support, I can add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>I can make marks on their picture to stand for their name.</p>	<p>I can use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>I know how to write some letters accurately, with support</p> <p>I can add some marks to their drawings, which they</p>	<p>I can give meaning to marks I draw, write and paint.</p> <p>I am beginning to write Labels (initial sounds and CVC words)</p> <p>I can write my name.</p> <p>I can form clearly identifiable letters to communicate meaning</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Combine words to make sentences, Joining words and sentences using 'and'</p> <p>Begin to form simple compound sentences.</p> <p>Use capital letters for</p>

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	<p>give meaning to. For example: "That says mummy."</p>	<p>representing some sounds in sequence.</p> <p>I can begin to write simple sentences that match my phonic knowledge.</p> <p>I can write some irregular common words. (RWI red words)</p> <p>I can spell words by identifying the sounds and then writing the sounds within the letters.</p> <p>I can re – read what I have written to make sure it makes sense.</p>		<p>names, places, the days of the week and the personal pronoun 'I'.</p> <p>Use finger spaces.</p> <p>Use full stops to end sentences.</p> <p>Begin to use question marks and exclamation marks.</p> <p>Say out loud what they are going to write about</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher</p>
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