

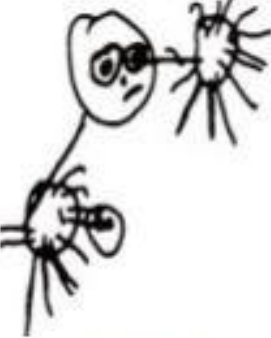





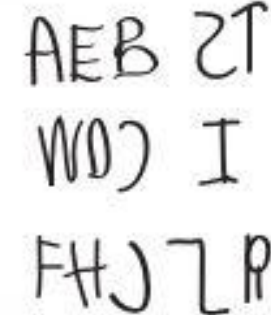
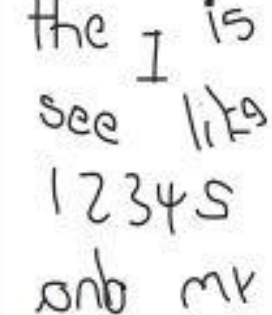
Beechwood Primary School

Literacy progress model for knowledge and skills

	F1			F2			ELG	Links to KS1
Comprehension	Can listen to a story	Can listen to a story and comment on the events	Sequence a familiar story using images of objects	Tell the story to another person using their own words	Retells a story using new vocabulary	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		
	Can engage in short conversations about stories	Engages in extended conversations about stories	Can answer closed retrieval questions	Can answer open retrieval questions	Answers questions involving vocabulary and prediction			
	Can recognise familiar vocabulary	Begins to build new vocabulary gained from books	Learns new vocabulary from books and narratives	Tries out new vocabulary, not necessarily in the correct context	Use language from a story within role play and discussions			
Word reading	Recognises letters of significance e.g. that's an E for Erin	Begins to recognise more letters e.g. m for mummy	Reads individual letters by saying sounds for them	Blends sounds into phase 2 words	Blends sounds to read phase 3/4 words	Say a sound for each letter in the alphabet and at least 10 digraphs		

	Recognises their name		Begins to recognise some words that are familiar to them	Begins to recognise some phase 2 words	Reads phase 2 phrases and words	Reads phase 3/4 phrases and sentences	Read words consistent with their phonic knowledge by sound-blending
				Begins to recognise some phase 2 common exception words	Reads phase 2 common exception words	Reads phase 3/4 common exception words	
	Enjoys listening to stories	Enjoys choosing their own books	Enjoys sharing a book with an adult	Begins to read books to others at their own phonic knowledge	Is building up confidence to read books, improving on fluency and understanding	Reads books for pleasure and is beginning to apply their phonic knowledge	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	Draws circles and lines	Begins to form some letters	Write some letters accurately		Can form appropriately formed letters	Form lower case letters and capital letters correctly	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
	Begins to trace their name	Can write some letters from their name	Can write all of their first name		Can write their first name and surname		
	Participates in fine motor activities	Gives meaning to marks they make	Can write initial sounds	Can write simple words by identifying the sounds and writing the letters	Can recognise how many words they need to write	Writes captions and short sentences by identifying the sounds and writing the letters for each word	

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>Theh canr (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 wrnto 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 dave i wot to play withf 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 if was Israel and Antonio and They got lost I fad Thim. The end (One day, I saw my friends. It was 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>