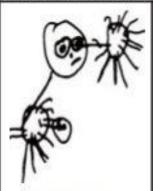
## Tilston Parochial Primary School Literacy progress model for knowledge and skills



	Expect	Expectations for Nursery		<b>Expectations for Reception</b>			ELG	Links to KS1
	Can listen to a story	Can listen to a story and comment on the events	Sequence a fam images o	niliar story using 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	
nsion	Can engage In short conversations about stories	Engages in extend about	ded conversations stories	Can answer closed retrieval questions	Can answer open retrieval questions	Answers questions involving vocabulary and prediction	narratives using their own words and recently introduced vocabulary	
Comprehension	Can recognise familiar vocabulary	Begins to build new vocabulary gained from books	Learns new vocak and na	oulary from books rratives	Tries out new vocabulary, not necessarily in the correct context	Use language from a story within role play and discussions	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	
Word	Recognises letters of significance e.g. that's an E for Erin	Begins to recognise more letters e.g. m for mummy	Reads individual sounds f		Blends sounds into phase 2 words	Blends sounds to read phase 3/4 words	Say a sounds for each letter in the alphabet and at least 10 diagraphs	

Read words recognises their name words that are familiar to them words words  Enjoys listening to stories  Enjoys listening a book with an adult words with ein own books with an all lines  Draws circles and lines  Draws circles Begins to torace their name  Participates in fine motor activities  Participates in fine motor activities  Reads phase 2 recognise some phase 2 common exception words  Reads phase 2 common exception words  Read sphase 3/4 phrase and words words  Read sphase 3/4 phrase and words words  Read phase 2 common exception words  Read sphase 3/4 phrase and sentences and phonic knowledge by sound-blending  Read aloud simple sentences and books to others at their own phonic knowledge with their phonic knowledge.  Read sphase 2 common exception words  Read sphase 3/4 phrase and words  Read sphase 2 common exception words  Is building up confidence to pleasure and is beginning to apply their phonic knowledge.  Read sphase 2 common exception words  Read sphase 3/4 phrase 3/4 common exception words  Read sphase 2 common		T				ı	I	
words that are familiar to them     Participates in fine motor activities		Recognises their name		_	•		· ·	1100.0. 11010.0
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Enjoys listening to stories  Enjoys choosing to stories  Enjoys choosing to stories  Enjoys sharing a book with an adult  Enjoys sharing a book sto thers are their own phonic knowledge including some common exception words.  Enjoys sharing a book sto thers at their own read books, in pleasure and is beginning to apply their phonic knowledge  Enjoys chorical and is pleasure and is beginning to apply their phonic knowledge including some common exception words.  Enjoys sharing a begins to form  Enjoys chorical and is building up confidence to read books that are consistent with their phonic knowledge.  Enjoys sharing a books to thers at their own read books that are consistent with their phonic knowledge.  Enjoys day and survive in their first name and surname  Enjoys lierations and write phonic knowledge including some common exception words.  Enjoys day and survive with their first name and surname  Enjoys chorical and is beginning to apply their phonic knowledge including some common exception words.  Enjoys day and solve their first name and surname  Enjoys chorical and is pleasure and is beginning to apply their phonic knowledge.  Enjoys				familiar to them	Begins to	Reads phase 2	Reads phase 3/4	sound-blending
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Draws circles and lines   Begins to form some letters   Can write some letters   Can write some their name   Participates in fine motor activities   Make   Make   Can write simple sounds and writing the sounds and writing the sounds with a letters   Can write simple words by identifying the sounds and writing the letters for each   Can write simple words by identifying the sounds and writing the letters for each   Can write simple words by identifying the sounds and writing the letters for each   Can write simple words by identifying the sounds and writing the letters for each   Can write simple words by identifying the sounds and writing the letters for each   Can write simple words by identifying the sounds and writing the letters for each   Can write simple words by identifying the sounds and writing the letters for each   Can write simple words by identifying the sounds and writing the letters   Can write simple words by identifying the sounds and writing the letters   Can write simple words by identifying the sounds and writing the letters   Can write simple words by identifying the sounds and writing the letters   Can write simple words   Can write their first name and surname   Can write their first name and write with their phonic knowledge words   Can write words   Can write their first name and write words   Can write their first name and write words   Can write their first name an		Enjoys listening	Enjoys choosing	Enjoys sharing a		Is building up	Reads books for	Read aloud simple
Draws circles and lines   Begins to form some letters   Can write some letters   Can write all of their first name   Participates in fine motor activities   Make   Can write initial writing the letters   Can write simple words by identifying the sounds and writing the letters   Can write general with their phonic knowledge with their phonic knowledge, including some common exception words.		to stories	their own books	book with an	books to others	confidence to	pleasure and is	sentences and books
Draws circles and lines   Begins to form some letters   Sounds and fine motor activities   Participates in fine motor activities   Make   Participates in fine motor activities   Make   Participates in fine motor activities   Make   Participates in fine motor activities   Participates in fine motor accurately appropriately appropriately formed letters accurately   Participates and capitalities   Participates and capitalities   Participates and capitalities   Participates and capit				adult	at their own	read books.	beginning to	that are consistent
Draws circles and lines   Begins to form some letters   Some let					phonic	1		with their phonic
Draws circles and lines  Begins to form some letters  Can write some letters  Begins to trace their name  Participates in fine motor activities  Participates in fine motor activities  Begins to marks they activities  Draws circles and lines  Begins to form some letters  Can write all of their first name  Can write some letters accurately formed letters correctly  Can write their first name and surname  Can write their first name and surname  Can write some letters from their name  Can write all of their first name  Can write simple words by identifying sounds in them and representing the sounds and writing the letters  Begins to trace  Can write some  Can write all of their first name  Can write simple words by identifying sounds in them and representing the sounds and writing the letters  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					•			•
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Draws circles and lines  Begins to form some letters  Can write some letters  Begins to trace their name  Participates in fine motor activities  Begins to trace and lines  Can write initial sounds  Can write simple to marks they activities  Begins to trace their name  Can write all of their first name  Can write simple sounds by identifying the sounds and writing the letters  Can write some letters accurately  Can form appropriately formed letters and capital letters correctly  Can write their first name and surname  Spell words by identifying sounds in them and representing the sounds with a letter or letters  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						0		exception words.
and lines some letters  Begins to trace their name  Participates in fine motor activities  Their make  Their make  Their name		Draws circles	Begins to form	Write some let	ters accurately	Can form	Form lower case	•
Begins to trace their name  Participates in fine motor activities  Begins to trace their name  Participates in fine motor activities  Begins to trace their name  Participates in fine motor activities  Begins to trace their some letters from their name  Can write all of their first name surname  Can write simple words by identifying sounds in them and representing the sounds and writing the letters  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			•		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
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their name letters from their name  Participates in fine motor activities make  Can write initial sounds words by identifying sounds in them and representing the sounds and writing the letters  Spell words by identifying sounds in them and representing the sounds with a letter or letters  Spell words by identifying sounds in them and representing the sounds with a letter or letters  Writes captions and short sentences by identifying the sounds and writing the letters for each  Write simple phrases and sentences that can be read by		Regins to trace	Can write some	Can write all of	their first name	Can write their	•	
Participates in fine motor activities  Their name  Can write initial sounds  To marks they make  Can write simple words by identifying the sounds and writing the letters  Their name  Can write simple words by identifying the sounds and writing the letters for each  Can recognise how many words they need to write  Writes captions and short sentences by identifying the sounds and writing the letters for each  Can recognise how many words they need to write  Sounds and writing the letters for each				can write an or	their mot hame			Spell words by
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Participates in fine motor activities make  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 sounds with a letter or letters  Writes captions and write sounds with a letter or letters  Writes captions and write sounds with a letter or letters  Writes captions and write sounds with a letter or letters  Write simple how many words they identifying the sounds and writing the letters for each  Write simple how many words they need to write sounds and writing the letters for each			their name					
fine motor activities to marks they make sounds words by identifying the sounds and writing the letters to marks they make sounds and writing the letters for each sounds and sounds and writing the letters for each sounds and sounds and writing the letters for each sounds words they need to sentences by identifying the sounds and writing the letters for each sounds with a letter sounds with a letter or letters	<b>50</b> 0	Particinates in	Gives meaning	Can write initial	Can write simple	Can recognise	Writes cantions	
activities make identifying the sounds and writing the letters identifying the sounds and writing the letters for each write identifying the sounds and writing the letters for each can be read by		•			•	_	•	
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letters for each can be read by					_			• •
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## The Developmental Progression Children's Writing



Pictures



2. Random Scribbling



Scribble Writing (Written in linear fashion to mimic real writing.)



4. Symbols That Represent Letters



Random Letters

(No relationship between sounds of letters and what the child is trying to say.)

Letter Strings

(Progresses from left to right and top to bottom when the child "reads" his writing.)

AEB 2

Letter Groups

(The groups have spaces in between to resemble words.)

To daye i wot

Environmental Print

(Child copies print found in the room, often without knowing what the words are.)

(The horse can run.)

We wn to the s (We went to the store.)

(Today I want to play with the white board and the shapes, and

Early Inventive Beginning Sounds (Child begins to write simple Spelling

sentences using sight words and (Includes the same elements as just the beginning sounds of the previous level, but with more words.) consonant sounds represented and spaces between words,)

to play with the White board and the Shapes I won to PIAY with My fen

I want to play with my friend.)

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.)

One day my Frid it was Israel and Antonio and Thay got lost I fad Thim. The end

(One day, I saw my friends, It was larged and Anthony and they got last, I found them, The end.)

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).