

English								
ELG Word reading	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>							
ELG Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>							
ELG Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>							
	Nursery on entry	End of Autumn Term	End of Spring	End of nursey/start of reception	End of Autumn term	End of spring term	END of reception	GD/ Ks1 links
Comprehension	<p>Enjoys sharing a book with an adult.</p> <p>Joins in with singing a range of songs and poems.</p>	<p>Uses pictures to tell a story.</p> <p>Repeats simple words and refrains from stories e.g. I will huff and puff and blow your house down...</p>	<p>Beginning to use story language in their role play- retelling part of the story through play</p> <p>Offers relevant comments</p>	<p>When holding a book they hold the book the correct way up. They turn pages and know that print is read left to right in the English language.</p>	<p>Can sequence their day</p> <p>Can recall the main events from a story</p> <p>Can match cvc words to pictures.</p>	<p>Can sequence a simple story</p> <p>Is beginning to answer who, what, when, where questions</p> <p>Asks relevant questions during news time etc...</p>	<p>Can read simple sentences and shows an understanding of what they have read</p> <p>Can match caption to pictures</p>	<p>Listen to and discuss a range of texts/poems</p> <p>Links what they have read to their own experiences</p> <p>Joins in with predictable</p>

			when sharing a story		Enjoys a range of books and can talk about their favourite book (including non-fiction)	Answer questions giving their own opinion  Can talk about their favourite parts of a book and why?	Can answer how and why questions and answer open ended questions  Know where to find information	Discuss meaning, linking new meanings to those already known
<b>Word Reading</b>	Points to simple pictures in a book when asked by an adult.  Can recognise symbols. E.g. the picture on name card.  Hear and spot environmental sounds	Can recognise their own name.  Follows and can talk about their visual timetable.  Begins to recognise alliteration	Beginning to spot words that rhyme  Beginning to orally blend and segment words	Is beginning to hear and say initial sound.  Recognise familiar logos  Suggest ways to finish a rhyme e.g. their favourite story  Can confidently orally blend simple words e.g. c-oa-t c-u-p  beginning to segment some of the sounds within words?	Continues a rhyming string  Can read all of level 2 letter sounds- <b>finished level 2 of phonics</b>  Can read most of the level 2 tricky words  Uses their knowledge of letter sounds to decode words cat, hat, fat	Can read simple sentences  Is reading some words without sounding out  Finished Level 3 in phonics. Can say the phonemes for each letter/s representation.  Can read Level 3 Tricky words.  Can sort books into fiction and non-fiction	Can recite the alphabet and can identify letters make that sound/sound  Finished -Level 4 of phonics and can read words from level 2 and 3 and can read some of level 4.	Can read some level 5 Tricky words.  Retell simple familiar stories.  Check a text makes sense to them as they read and begin to self correct.  Starting Level 5 phonics.

<p><b>phonics</b></p>	<p>Level 1 phonics all aspects should be taught</p>			<p>End of nursery top 10% should move onto phase 2 <b>but only when they can confidently blend sounds</b></p>	<p>Level 2 phonics</p>	<p>Level 3 phonics</p>	<p>Level 4 phonics</p>	<p>GD children will move onto Level 5.</p>
<p><b>Writing</b></p>	<p>Draw lines and circles</p> <p>Can distinguish between the different marks they make e.g. this is a list and that is a rainbow....</p>	<p>Enjoys drawing and writing activities on paper and on the screen.</p> <p>Beginning to talk about their drawings.</p>	<p>Ascribes meaning to marks they see in different places e.g. that is MCcols, that says doctors etc...</p> <p>Gives meaning to marks they make e.g. this is my shopping list (maybe squiggles) on the paper.</p>	<p>Imitates adults writing with marks learnt. <b>(See writing progression)</b></p> <p>Beginning to understand the range and purpose of writing e.g lists, cards, tickets etc....</p> <p>Uses a range of tools to mark make (copying some patterns)</p>	<p>Can write their own name and is beginning to write some recognisable letters (initial sounds)</p>	<p>Can write some of the level 2 tricky words</p> <p>Can break the flow of speech into words and can write some sounds in sequence</p> <p>Begin to develop core strength when writing at a table</p> <p>Can form upper case and lower case letter (may not always be correct)</p> <p>Beginning to write on the lines</p>	<p>Can hold a sentence in their head and write it (phonetically plausible)</p> <p>Can write sentence marked with a capital letter and full stop</p> <p>Can write for a range of purposes</p> <p>Reads work to check it makes sense</p> <p>Letters are uniform size and can mostly sit on the line</p>	<p><b>Greater Depth writing</b></p> <p>To use adjective that have been modelled.</p> <p>To use capital letters for names, places, days of the week and for 'I'</p> <p>Spell some of the Year 1 common exception words correctly.</p> <p>To write sentences in order to create short narrative and non-fiction texts.</p>

							<p>To write some of the level 3 tricky words</p>	<p>To begin to use pre cursive handwriting.</p> <p>Re-read their writing to make sure it makes sense.</p> <p>To use some features of different text types</p>
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