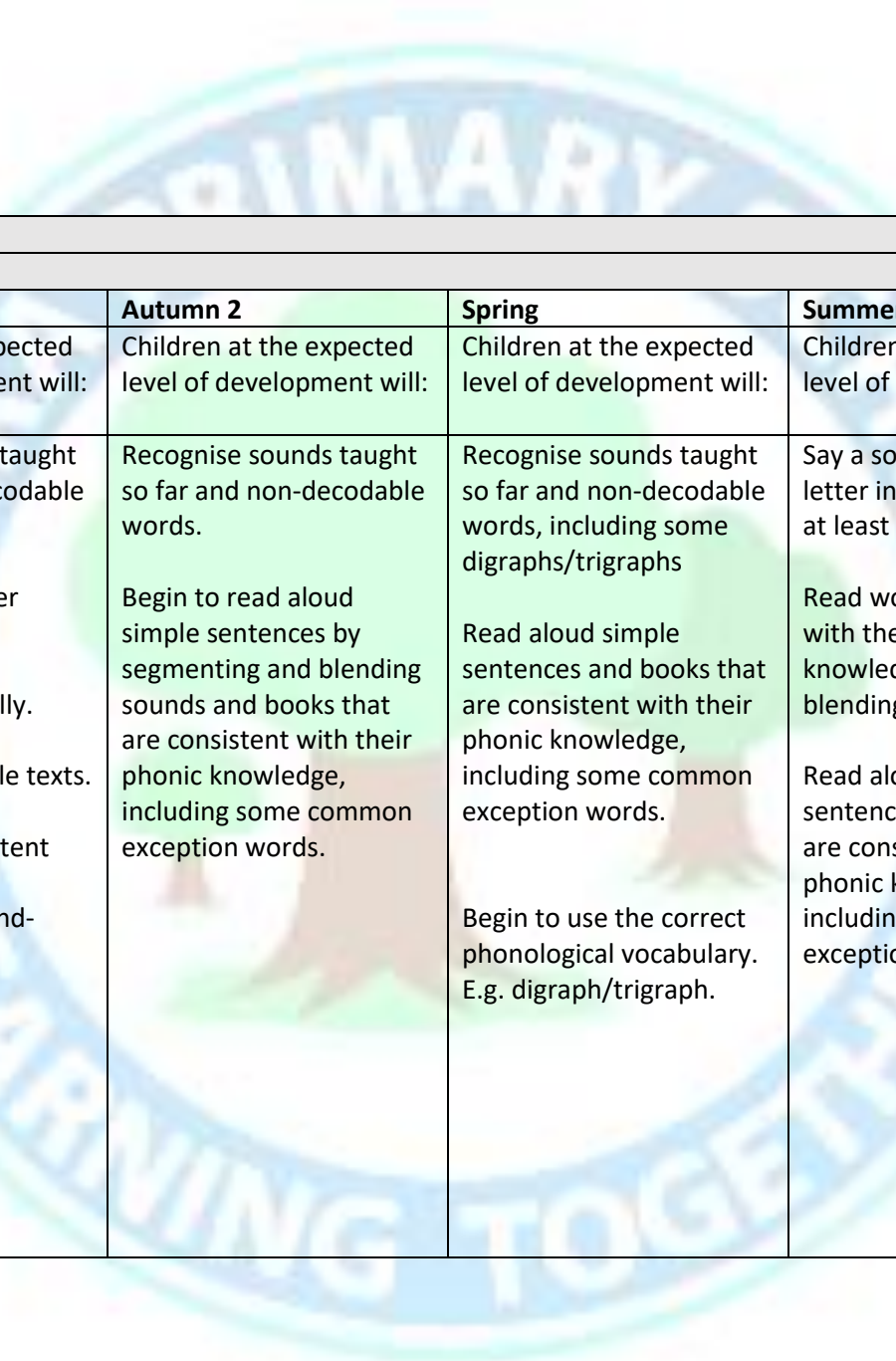


<b>Area of Learning: Literacy</b>					
<b>Statement: Comprehension</b>					
<b>Baseline</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring</b>	<b>Summer (May) - ELG</b>	<b>Y1 Readiness</b>
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Turn pages of a book correctly.</p> <p>Talk about and explain the pictures in a text.</p> <p>Enjoy listening stories and engage in conversations about stories.</p> <p>Enjoy listening to rhymes and poems.</p>	<p>Begin to build familiarity and understanding of stories.</p> <p>Remember recently introduced vocabulary from fiction and non-fiction books.</p> <p>Begin to retell parts of stories, some with repetition and some in their own words.</p>	<p>Build familiarity and understanding of longer stories (including through role play).</p> <p>Begin to use recently introduced vocabulary from fiction and non-fiction books.</p> <p>Retell parts of stories, some with repetition and some in their own words.</p> <p>Begin to understand the difference between fiction and non-fiction texts.</p> <p>Start to sequence events in a story.</p> <p>Begin retrieve information.</p>	<p>Continue to explore a wide range of texts, including poetry.</p> <p>Sequence events in a story including talking about the beginning, middle and end of a story.</p> <p>Retell parts of stories, some with repetition and some in their own words and using recently introduced vocabulary.</p> <p>Begin to anticipate key events.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Continue to develop vocabulary, inference, prediction, explanation, retrieval and sequencing or summarising.</p> <p>Talk about a variety of punctuation and what a good reader does.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• Print has meaning</li> <li>• Print can have different purposes</li> <li>• Read English text from left to right and from top to bottom</li> <li>• The names of the different parts of a book</li> <li>• Page sequencing</li> </ul>



<b>Area of Learning: Literacy</b>					
<b>Statement: Word reading</b>					
<b>Baseline</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring</b>	<b>Summer (May) - ELG</b>	<b>Y1 Readiness</b>
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Have some phonological awareness.</p> <p>Recognise words with the same initial sound, such as money and mother.</p> <p>Know some phonemes in their name.</p>	<p>Recognise sounds taught so far and non-decodable words.</p> <p>Begin to learn letter names.</p> <p>Begin to blend orally.</p> <p>Echo reading simple texts.</p> <p>Read words consistent with their phonic knowledge by sound-blending (cvc).</p>	<p>Recognise sounds taught so far and non-decodable words.</p> <p>Begin to read aloud simple sentences by segmenting and blending sounds and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Recognise sounds taught so far and non-decodable words, including some digraphs/trigraphs</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Begin to use the correct phonological vocabulary. E.g. digraph/trigraph.</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>Begin to decode a variety of texts.</p> <p>Begin to read some words automatically.</p> <p>Consistently say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Confidently read words consistent with their phonic knowledge by sound-blending.</p> <p>Confidently read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

<b>Area of Learning: Literacy</b>					
<b>Statement: Writing</b>					
<b>Baseline</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring</b>	<b>Summer (May) - ELG</b>	<b>Y1 Readiness</b>
When starting school, children may:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children at the expected level of development will:	Children who are ready to begin year 1 should:
<p>Use some of their print and letter knowledge in mark making.</p> <p>Begin to write some or all of their name.</p> <p>Begin to write some recognisable letters.</p> <p>Show some pencil control (see fine motor).</p>	<p>Become more confident in writing identifiable shapes, patterns and letters.</p> <p>Use initial sounds for words.</p> <p>Begin to write CVC words using taught GPC's by segmenting the sounds in simple words.</p> <p>Be able to talk about their writing.</p>	<p>Begin to develop letter formation for sounds taught so far.</p> <p>Begin to write CVC words/captions using taught GPC's by segmenting the sounds in simple words that can be recognised by their teacher.</p>	<p>Further develop their letter formation for sounds taught so far.</p> <p>Write CVC words/captions using taught GPC's by segmenting the sounds in simple words.</p> <p>Write some taught non-decodable words.</p> <p>Begin to read what they have written to check that it makes sense.</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>Starting to use the correct spelling for more non-decodable words.</p> <p>Write recognisable letters, most of which are correctly formed (capital and lower-case).</p> <p>Write simple sentences in the style of a range of text types e.g. instructions, letter, story.</p> <p>Use capital letters and full stops.</p> <p>Re-read writing to check it makes sense.</p>