



Linking to later learning...

English

All subjects involving reading and writing

Literacy underpins access to the entire curriculum. Children who can read with understanding, communicate ideas through writing and apply vocabulary confidently are equipped to access learning across all subjects and succeed throughout Key Stage 1.



	Comprehension	Word Reading	Writing
RANGE 3 18-24 months	- I enjoy listening to books, stories and rhymes. - I can join in with familiar rhymes, songs and stories. - I know some favourite books and rhymes and can choose them to listen to again. - I understand that books and rhymes can be enjoyable and help me learn new things. - I can recognise and anticipate parts of familiar stories, rhymes and repetitive phrases. - I enjoy sharing my favourite books, stories and rhymes with others. - I can learn and use new words from stories and songs.	- I can join in with actions during familiar songs, rhymes and stories. - I can copy sounds, words and actions that I hear in songs and books. - I enjoy taking part in song and story times with others. - I know some actions and sounds that go with my favourite songs and stories. - I can join in with repeated words, phrases and noises in familiar books. - I understand that actions and sounds can help bring stories and songs to life. - I can use actions, sounds and facial expressions to respond to stories and rhymes.	- I can make marks and notice that my actions create different marks and patterns. - I understand that the movements I make can change the marks I create. - I can explore what happens when I use different tools and materials to make marks. - I know that the marks I make are important and have meaning. - I am proud of the marks and pictures that I create. - I can share and talk about my marks with others. - I enjoy the sensory experience of making marks. - I can explore making marks using a variety of materials, tools and textures.

			• I enjoy experimenting with different colours, surfaces and movements when making marks. • I understand that making marks can be a way to express my ideas and feelings.
RANGE 4 2 year olds (On Entry Nursery)	• I enjoy listening to my favourite stories, rhymes, songs, poems and jingles. • I know some stories, rhymes and songs that I like to hear again and again. • I can choose my favourite stories, songs and rhymes. • I can join in with familiar parts of stories, rhymes, poems and songs. • I recognise some of my favourite stories, rhymes and songs when I hear them. • I enjoy sharing my favourite stories, rhymes, poems and songs with others. • I understand that stories, rhymes and songs can be fun, comforting and help me learn new things. • I can remember and use words from stories and rhymes.	• I understand that stories often have repeated words and actions that I can join in with. • I can join in with stamping, clapping and other actions to a rhythm. • I can copy and create simple body percussion patterns. • I enjoy taking part in rhymes, raps and rhythmic games with others. • I can keep a simple beat using my hands, feet or body. • I enjoy making music with percussion instruments. • I can explore different ways of creating sounds using instruments and my body. • I can clap, tap, shake or bang along to a steady beat. • I can join in with the words and actions of familiar songs and nursery rhymes. • I know some familiar rhymes and songs and can join in when I hear them. • I understand that music, rhythm and rhyme can help me remember words and patterns.	• I can notice that the marks I make are different from one another. • I can make a range of marks, lines, shapes and patterns. • I know that different movements and tools can create different marks. • I understand that my marks can have meaning and purpose. • I enjoy drawing and making marks on paper. • I enjoy drawing and writing on different surfaces and textures, such as sand, paint, playdough and chalkboards. • I can use technology, including touch screens, to draw and make marks. • I can explore making marks using a variety of tools and materials. • I understand that marks can be made in many different ways and places. • I can use my hands and fingers to control different mark-making and writing tools. • I am developing the strength and control I need to hold and use tools effectively. • I can explore using pencils, crayons, chalks, paintbrushes and other tools. • I understand that practising mark making helps strengthen my hands and fingers. • I can use writing tools with increasing confidence and control.
RANGE 5 3-4 year olds (Nursery)	• I enjoy listening to stories and poems in small groups and one-to-one. • I can join in when familiar stories and poems are being read. • I can listen carefully and respond to what I hear in stories and poems. • I can join in with repeated words and phrases in familiar stories.	• I enjoy looking at pictures, words and print in books, on screens and in the world around me. • I can notice words, signs and symbols in my environment. • I understand that print and symbols carry meaning. • I can recognise some familiar words and signs, such as my name, logos and icons.	• I can make up stories, play scenarios and drawings based on things I have experienced. • I can use my imagination to create stories and ideas in my play. • I understand that my experiences can inspire my stories, drawings and play. • I can talk about my drawings and paintings. • I can give meaning to the marks, pictures and paintings that I create.

	• I can anticipate and say familiar parts of stories and rhymes. • I enjoy playing with rhyme, rhythm and repeated language. • I understand that some stories and rhymes have patterns that repeat. • I am beginning to understand how stories are organised and structured. • I can create simple stories in my play. • I can use my imagination to create characters, events and simple storylines. • I understand that stories have different parts, such as a beginning, middle and end. • I can talk about what happens in a story. • I can talk about the main characters in a story. • I can share my ideas about what a character might do or feel. • I can suggest how a story might end. • I enjoy discussing stories and sharing my thoughts with others. • I can use new words when talking and playing.	• I know that some signs and symbols help give us information. • I can spot familiar words and symbols in different places. • I enjoy looking at books independently. • I can choose books to look at by myself. • I enjoy exploring both printed books and digital books. • I know that print has meaning. • I understand that, in English, print is read from left to right and from top to bottom. • I can follow print as an adult reads to me. • I understand that information can be shared through signs, symbols, books and digital screens. • I can handle books carefully and turn the pages appropriately. • I know how to hold books the correct way up. • I am developing my awareness of the sounds in words. • I can listen carefully to sounds in words and spoken language. • I understand that words are made up of different sounds. • I can hear and recognise rhyming words. • I can notice when words start with the same sound. • I enjoy playing with rhyme and alliteration. • I can hear and join in with rhythms in songs, poems and rhymes. • I can recognise patterns of sound in spoken language. • I enjoy listening to and creating rhythmic language. • I can clap, tap or count the syllables in words. • I know that some words have more parts than others. • I enjoy playing sound and syllable games. • I can hear the first sound in a word • I can say the initial sound in familiar words.	• I know that my drawings can represent my ideas, thoughts and experiences. • I can recognise that signs, symbols and words have meaning. • I can talk about what signs, symbols and words mean. • I understand that the marks and symbols I make can also carry meaning. • I can include mark making and writing in my play. • I use writing and drawing as part of my role play and imaginative activities. • I know that writing can be used for different purposes. • I can imitate writing by making lines, shapes and symbols. • I am beginning to move my marks from left to right. • I understand that writing follows a direction on the page. • I can attempt to write my own name and other familiar names and words. • I can use lines, circles, curves and letter-like shapes to represent writing. • I know that letters are used to make words. • I can recognise letters on a keyboard. • I know the first letter of my name. • I can identify the initial letter in some familiar words. • I enjoy exploring letters using books, writing materials and technology. • I am beginning to make letter-like shapes that represent the first sound in my name and other familiar words. • I can hear the first sound in some words and attempt to represent it in my writing. • I understand that letters represent sounds.
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RECEPTION AUTUMN	- I can listen carefully to stories and remember important things that happen. - I can talk about key events in a story after I have listened to it. - I understand that stories have characters, events and important parts to remember. - I can answer simple questions about stories I have heard. - I can talk about what happened, who was involved and where the story took place. - I know that I can use clues from the story to help me answer questions. - I can retell parts of a familiar story. - I can remember and share some of the main events in a story. - I am beginning to use story language when retelling stories. - I can talk about the books and stories that I like. - I can share my opinions about characters, events and favourite parts. - I understand that different people may have different views about a story. - I enjoy talking about books with adults and other children. - I can join in with discussions about stories and experiences. - I can listen to the ideas of others and share my own thoughts. - I know that books can help me learn, imagine and understand the world around me. - I can use new words from books and discussions.	- I can hear and identify words that rhyme. - I can think of words that rhyme with other words. - I can notice when words begin with the same sound. - I can play with rhyming words and alliteration. - I can hear the first sound in words. - I can identify the initial sound in familiar words. - I am beginning to orally blend sounds into words. - I know that graphemes represent sounds. - I can recognise and say the Set 1 single letter sounds that I have learned. - I can match some letters to their sounds. - I can recognise some 'red' words by sight. - I am beginning to use my phonics knowledge when reading. - I can hold and handle books carefully. - I know how to turn pages in the correct order. - I can follow print from left to right and from top to bottom. - I can track words and pictures as I read and listen to stories. - I am beginning to use my knowledge of sounds to read simple words.	- I can use marks, drawings and symbols to share my ideas and communicate meaning. - I know that my marks, pictures and symbols can represent something important. - I can talk about what my marks and drawings mean. - I can choose to write during my play and learning. - I can find opportunities to write independently. - I know that writing can be used for different purposes. - I can write my own name using recognisable letters. - I know the letters in my name. - I can form the letters in my name with increasing accuracy. - I can use the graphemes I have been taught in my writing. - I know that letters represent sounds. - I am beginning to use my phonics knowledge to write words. - I can tell an adult what I want to write. - I can write labels to match pictures, models and objects. - I can write simple captions to describe what I have made, drawn or observed. - I understand that writing helps me share information with others. - I can use words and simple phrases to communicate my ideas in writing.
RECEPTION SPRING	- I can talk about characters, settings and events in a story. - I can describe what characters are like and what happens in the story. - I understand that stories have different characters, places and events that are important. - I can make predictions about what might happen next in a story.	- I can hear and work with the different sounds in words confidently. - I can recognise rhymes, syllables and individual sounds in spoken words. - I understand that words are made up of separate sounds that can be identified and manipulated. - I can segment simple words into individual sounds.	- I can write labels, captions and simple phrases to share my ideas. - I understand that writing can help others understand my thoughts and creations. - I can use words and short phrases to describe people, objects and events. - I can write for different purposes during my play and learning.

	• I can explain why I think something might happen. • I know that clues in the story can help me make sensible predictions. • I can retell a story in the correct order. • I can remember and sequence the main events in a story. • I understand that stories follow a sequence from beginning to end. • I can talk about how a character might be feeling and why. • I can explain why a character acted in a particular way using information from the story. • I understand that characters' actions are linked to their thoughts, feelings and experiences. • I can use words and phrases from stories in my play and conversations. • I use new vocabulary that I have learned from books. • I know that stories can teach me new words and ideas. • I can use story language to help me talk, play and tell my own stories. • I can explain the meaning of some new words.	• I can blend sounds together to read simple words independently. • I know that blending and segmenting help me to read and write. • I can read a growing number of decodable words using my phonetic knowledge. • I can read more 'red' words by sight. • I am building a bank of familiar words that I can read 'at a glance'. • I can apply the phonics I have been taught when reading independently. • I know how to use my sound knowledge to work out unfamiliar words. • I can read familiar texts with increasing fluency and confidence. • I understand that fluent reading helps me understand what I have read. • I can recognise and read Set 1 Special Friends that I have been taught. • I know that some sounds are represented by two letters working together. 'Two letters, one sound.' • I can identify and read Set 1 Special Friends in words.	• I know that writing can be used to make lists, labels, messages, signs and stories. • I choose to write in different areas of the classroom. • I can form most of the letters I have been taught correctly. • I can use the correct letter shapes when writing. • I understand that clear letter formation helps others read my writing. • I can spell simple CVC words using my phonics knowledge. • I can hear the sounds in simple words and write the matching letters. • I know that sounding out words helps me to spell them. • I can say a sentence before I write it. • I am beginning to write short sentences independently. • I can write a simple sentence to communicate an idea or message. • I understand that sentences are made up of words that work together to make meaning. • I can use my phonics knowledge to help me write simple sentences.
RECEPTION SUMMER	• I can retell stories and narratives in my own words. • I understand what has happened in a story and can talk about it. • I can use new vocabulary from stories, discussions and experiences when I speak and play. • I can anticipate key events in a story. • I can predict what might happen next using clues from the text and pictures. • I know that stories often follow a sequence that helps me make predictions. • I can retell a story using story language and my own words. • I can talk about information I have learned from non-fiction texts.	• I can use my phonic knowledge automatically to help me read words. • I can recognise and use the sounds I have been taught when I am reading. • I can blend the sounds I know well into words, independently. • I understand that blending sounds helps me decode unfamiliar words. • I understand that reading is about making meaning as well as saying the words. • I can recognise and say at least 10 Set 1 Special Friends (ch, th, sh, qu, ng, nk, ff, ss, ll, ck). • I can read simple sentences that contain the sounds and words I have learned. • I can read books that match my phonic knowledge.	• I can write simple phrases and sentences that other people can read. • I can use my writing to communicate my ideas, thoughts and experiences. • I understand that my writing should make sense to the reader. • I can write independently for a range of different purposes. • I know that writing can be used to tell stories, share information, make lists, write messages and label my work. • I choose to write during my play and learning. • I can form recognisable letters correctly. • I can use the correct letter shapes for most of the letters I have been taught. • I understand that clear letter formation helps others read my writing.

	• I can remember and share important events, facts and details. • I understand the difference between stories and books that give information. • I can discuss stories, rhymes and non-fiction texts using the vocabulary I have learned. • I can talk about characters, settings, events and facts using appropriate words. • I know that specific vocabulary helps me explain my thinking clearly. • I understand the meaning of new words and can use them in the correct context. • I can use interesting new words that I have learned from books and experiences. • I can explain my ideas about a story using evidence from what I have heard. • I can use new vocabulary accurately in my play, discussions and storytelling.	• I can read with understanding and talk about what I have read. • I can read aloud with growing confidence., using my phonics knowledge to read words, sentences and books independently.	• I can spell words by listening carefully to the sounds that I hear. • I can identify sounds in words and write the letters that represent them. • I know that my phonics knowledge helps me when I am writing. • I can think of and write my own simple sentence. • I can write simple sentences independently. • I am becoming more confident at writing longer pieces of writing on my own. • I can use the sounds I know to help me write words in my sentences. • I understand that sentences are used to share meaning and communicate ideas. • I can increasingly write without adult support. • I can check my writing and talk about what I have written. • I am proud of the writing I create.
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Statutory ELGs Comprehension	Statutory ELGs Word Reading	Statutory ELGs Word Writing
Children at the expected level will:-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.	Children at the expected level of development will:- 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.	Children at the expected level of development will:- 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.