

Literacy Progress Curriculum Model FS1 and FS2

	Expectations within the Foundation Stage					Skills Linked to KS1 Curriculum
	Nursery				Reception	
Reading	Knows how to hold a book, which way we turn the pages and that we read from left to right.	Can identify the front cover, back cover and title. Understands that books have meaning.	Has an awareness of pages, letters and words.	Is able to explain what the job of the author and illustrator are.	Enjoys listening to/reading a wide range of books, fiction and non-fiction, can explain the difference and give meaning to what they have heard/read.	Re-reads favourite books to build up their fluency and confidence in word reading. Has a developing pleasure in reading, motivation to read, vocabulary and understanding.
	Enjoys listening to stories.	Enjoys choosing their own books to read	Enjoys sharing a book with an adult or their friends.	Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment. Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading.		
	Recognises words with the same initial sound e.g. mat, mum, man			Recognises and identifies words which have the same phoneme e.g. g-oa-t, b-oa-t, c-oa-t.		Able to apply phonic knowledge and skills to decode words.
	Beginning to recognise letters which are important to them i.e. the letters of their name		Has a growing knowledge of letters and the sounds they make.		Reads some letter groups that each represent one sound.	Respond speedily with the correct

							sound to graphemes
	Show interest in letters by playing with them ie. Wooden, magnetic letters. Try to represent some of the shapes they see in letters in mark making.		Reads individual letters by saying the phonic sounds for them.		Blends sounds into phase 2 words	Blends sounds to read phase 3/4 words	Apply phonic knowledge and skills as the route to decode words.
			Identifies recognisable letters in the environment i.e. "that letter is in my name".		Read phase 2 phases and sentences.	Reads phase 3/4 phases and sentences.	Read accurately by decoding and blending sounds in unfamiliar words.
	Recognise their own name Beginning to recognise names of others around them i.e. siblings		Reads phase 2 common exception words		Reads phase 3 common exception words	Reads phase 4 common exception words.	Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
	Counts syllables in words with adult support	Can clap syllables in words	Can independently identify how many syllables there are in words	Reads words with one syllable		Reads words with more than 1 syllable	Reads multisyllable words which are phonetically decodable

Comprehension	Listens with interest to stories and songs which have rhyming words	Joins in with repeated rhyming threads in stories and songs they hear.	Understands that rhyme is different to categorising	Matches rhyming words	Suggests words which rhyme	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.
	Can engage in short conversations about stories	Engages in extended conversations about stories, learning new vocabulary.	Can answer 'closed' questions linked to what they have heard in stories.	Can answer 'open ended' questions with developing articulation linked to what they have heard.	Answers questions relating to vocabulary, prediction and sequence linked to what they have heard.	
Writing	Participates in fine motor activities.	Uses print and letter knowledge in early writing – knows that print carries meaning.	Children begin to write initial sounds	Spells words by identifying the sounds and writing the letters.	Writes captions by identifying sounds and writing the letters for each word.	Spell words containing 40+ phonemes and common exception words. Compose a sentence orally before writing it. Beginning to punctuate sentences.
	Children are beginning to write letters from their name.	Children can write some letters of their name.	Children can write all of their first name	Children can write their first name and surname.		



						Re-reads what they have written to check that it makes sense.
	Developing ability to draw circles, lines and other shapes.	Beginning to form recognisable letters	Writes some letter with accurately	Gradually decreases letter size, writing on the line with increasing pencil control	Forms lower-case and capital letters correctly using a pre-cursive font.	<p>Name the letters of the alphabet.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the correct place.</p> <p>Form capital letters.</p>