	Nursery	Reception	ELG	Year 1
Comprehension	• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Sing songs and say rhymes independently, for example, singing whilst playing. • Repeat words and phrases from familiar stories. • Ask questions about the book. Make comments and shares their own ideas. • Develop play around favourite stories using props.	• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	ELG: Comprehension Children at the expected level of development 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.	
	• Notice some print, such as the first letter of their name, a bus or door			

	number, or a familiar logo.			
	• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing	• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing		
Reading	• Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an • adult, with another child, or to look at alone. • Engage in conversations about	• Engage in extended conversations about stories, learning new vocabulary • Read individual letters by saying the sounds for them	ELG: Word Reading 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	

	stories, learning new vocabulary		with their phonic knowledge, including some common exception words	
	• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.		
		• Read a few common exception words matched to the school's phonic programme.		
		• Read some letter groups that each represent one sound and say sounds for them.		
		• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.		

Writing	• Enjoy drawing freely. • Make marks on their picture to stand for their name. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. • Write some or all of their name. • Write some letters accurately.	• Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some letters accurately. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	ELG: Writing 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.	

Purple- birth to 3

Red- 3-4

Walverden Primary School
Literacy

Black- Reception