



Beeston Primary School

Literacy Development Progress Model for Knowledge and Skills

	Minimum Expectations for Nursery		Minimum expectations for Reception			Links to KS1 curriculum	
Comprehension	Knows which part of the story is the end.	Engages in extended conversations about stories, learning new vocabulary.	Re-reads stories to develop confidence, fluency and understanding.	Anticipates – where appropriate – key events in stories.	Demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Talks about a range of stories and texts that they have read. Knows and understands familiar stories.	
Writing	Gives meaning to marks as they make them. Writes for a purpose, <i>e.g. a letter to their mam or a shopping list to go shopping.</i> Learn the language of direction and motion, such as up, down, around, backwards and forwards to support the teaching of writing. Adults will support by providing time for children to listen, engage in conversations, support their tier 2 vocabulary, develop a love for books and motor skills.	Writes some or their entire name. Forms some recognisable letters.	Forms lower-care and capital letters. Spells words by identifying the sounds then write the sounds with letter/s.	Writes short sentences. Re-reads what they have written to check it makes sense.	Writes recognisable letters, most of which are correctly formed. Spells words by identifying sounds in them and representing the sounds with a letter or letters. Writes simple phrases and sentences, which can be read by others.	Writes sentences with a capital letter, full stop and finger spaces. Compose a sentence orally before writing it. Re-read what they have read to check it makes sense.	
Reading	Knows that print has meaning <i>e.g. their name or marks in the environment.</i>	Turns one page of a book at a time. Retells their favourite story.	Engages in extended conversations about stories, learning new vocabulary.	Develops their phonological awareness. Hears sounds in words. Retells their favourite story.	Knows that print carries meaning from left to right and top to bottom. Engages in non-fiction books. Listens to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Reads individual letters by saying the sounds for them. Blends sounds into words, so that they can read short words made up of known letter– sound correspondences. Reads some letter groups that each represent one sound and say sounds for them. Reads a few common exception words linked to Floppy’s Phonics. Reads simple phrases. Re-reads stories to develop confidence, fluency and understanding.	Says a sound for each letter in the alphabet and at least 10 digraphs. Reads words consistent with their phonic knowledge by sound/ blending. Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Develops their knowledge of Phonics to develop their reading skills.