

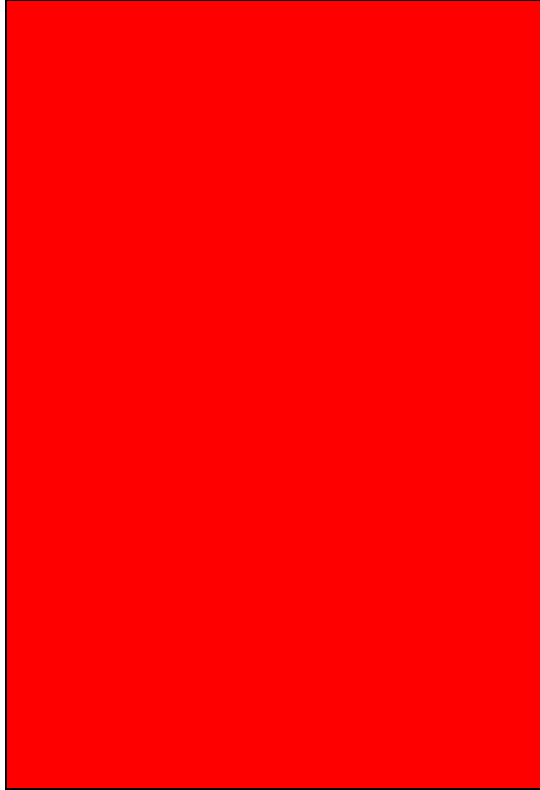


Progression of Skills – Reading Nursery to Year 1

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Skills	Nursery	Reception	Year 1
Word Reading	<p>Can spot and suggest rhymes.</p> <p>Clap the syllables in a word.</p> <p>Can blend and segment orally.</p> <p>Can recognise words with the same initial sound, such as money and mother.</p> <p>Can identify the initial phoneme (orally).</p>	<p>Can read all single letter sounds speedily.</p> <p>Reads at least 10 digraphs speedily. (according to order of teaching in RWInc – Set 1 special friends and some Set 2 special friends).</p> <p>Can read 18 common exception words (Red words according to progression in RWInc).</p> <p>Can blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (Green or Purple Storybooks).</p>	<p>Responds speedily to all graphemes. (Set 1, 2 and 3).</p> <p>Passed Phonic Screening Check.</p> <p>Can blend sounds together to accurately read words containing GPC's taught so far.</p> <p>Can read words without over sounding and blending after a few encounters. (Fred Talk, Fred in your head, Speedy reading).</p> <p>Reads all 67 common exception words (Red words according to progression in RWInc).</p> <p>Can read a passage at 70-80 words per minute, attempting to show intonation and comprehension.</p> <p>Read words containing –s, -es, -ing, -ed, -er).</p>

			<p>Read words containing the un- prefix.</p> <p>Read words with contractions.</p>
<p>Text</p>	<p>Understand the five key concepts about print:</p> <ol style="list-style-type: none"> 1. Understands that print carries meaning. 2. Understands print can have different purposes. 3. Knows we read English text from left to right and from top to bottom. 4. Knows the names of the different parts of a book. 5. Understands page sequencing. Recognises familiar words such as own name and logos. (can read name without a visual prompt) <p>Knows some nursery rhymes and songs.</p>	<p>Is on Green / Purple Storybooks.</p> <p>Knows a range of nursery rhymes.</p>	<p>Begin to spot errors in decoding and attempt to self-correct.</p> <p>Start to be aware of, and use, alternative sounds for graphemes.</p> <p>Uses reading experiences to support reading of unfamiliar words using strategies other than phonological decoding.</p>
<p>Comprehension</p>	<p>Engages in extended conversations about stories, learning new vocabulary.</p> <p>Shows an interest in looking at books independently.</p> <p>Enjoys sharing a book with an adults; talking about the illustrations and print.</p>	<p>Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Retells key stories by recalling events and dialogue.</p> <p>Can recite some simple poems and rhymes by heart.</p>

	<p>Handles books appropriately.</p>	<p>Anticipates, where appropriate, key events in stories.</p> <p>Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play.</p>	<p>Is beginning to check that the text makes sense to them as they read- some evidence of self-correction.</p> <p>Can infer what is said and done</p> <p>Predicts what might happen next based on what they have read. Sequences key events</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Participate in discussion about what is read to me, taking turns and listening to what others say.</p> <p>Recognise why a character is feeling a certain way.</p> <p>Express opinions about main events and characters in a story.</p>
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Progression of Skills – Writing Nursery to Year 1

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Skills	Nursery	Reception	Year 1
Composition	<p>Assigns meaning to the marks they make. <i>Eg. "This is a car and here it says beep beep"</i></p> <p>Show interest in writing their name independently.</p> <p>Writes some or all of their name.</p> <p>Engages in purposeful writing across provision, ascribing meaning. <i>Eg. Writes a label for their model.</i></p>	<p>Re-read what they have written to check it makes sense.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Writes 4-5 sentences linked by a simple idea.</p> <p>Rehearses what they want to write by saying it out loud.</p> <p>Rereads writing to check it makes sense.</p> <p>Can read own writing.</p> <p>Adult can read writing.</p>
Structure and Organisation	<p>Beginning to use letters from their name in purposeful writing. <i>Eg. Write initial letters or letter strings to represent words.</i></p>	<p>Writes independently in a variety of purposeful contexts across provision.</p>	<p>Writing is organised as a sequence of sentences.</p> <p>Includes familiar storytelling language <i>eg. Once upon a time, One day, The End</i></p> <p>Repeat key words to show meaning</p>
Punctuation		<p>Attempts to use full stops and capital letters.</p>	<p>Uses capital letters and full stops accurately to demarcate two sentences.</p>

			<p>Some use of capital letters for people's names, places, days and the personal pronoun I.</p> <p>Sometimes uses exclamation marks and question marks accurately.</p>
<p>Grammar</p>			<p>Joins with <i>and</i>.</p> <p>Uses adjectives to describe nouns.</p>
<p>Spelling</p>	<p>Writes some of all of their name.</p>	<p>Spells words by identifying the sounds then writing the sound with letter/s. (Fred Fingers).</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>In own writing spells 40 high frequency words correctly.</p> <p>Can spell Year 1 common exception words.</p> <p>Spelling of words is phonically plausible.</p> <p>Can spell correct phoneme to grapheme.</p> <p>Can write from memory simple sentences dictated by a teacher. The sentence must include GPCs already taught so far and common exception words.</p> <p>Can name letters of the alphabet in order.</p> <p>Uses letter names for spellings.</p> <p>Can spell phonically in own writing.</p>

			<p>Can spell numbers 1 – 10.</p> <p>Can spell days of the week.</p>
<p>Word Work</p>		<p>Sometimes leaves spaces between words.</p> <p>Sits letters on the line.</p> <p>Writes from left to right.</p>	<p>Leaves spaces between words.</p> <p>Uses joining words (and)</p> <p>Uses plural noun suffixes –s or –es (<i>dog-dogs, wish-wishes</i>)</p> <p>Uses some suffixes that can be added to verbs where no change is needed (<i>helped, helping, helper</i>).</p> <p>Uses some simple descriptive words (<i>shape, colour, size, emotions</i>).</p> <p>Shows awareness of names, days, I by using capital letters.</p>
<p>Handwriting and Presentation</p>	<p>Writes some letters accurately.</p> <p>All letters in name are recognisable, some are formed correctly.</p>	<p>Forms lower lower-case and capital letters correctly.</p> <p>Writes recognisable letters, most of which are correctly formed.</p>	<p>Holds pencil comfortably and correctly</p> <p>Sits in correct handwriting position at a table.</p> <p>Forms lower case letters correctly – descenders below the line, ascenders clear.</p> <p>Forms capital letters correctly.</p> <p>Writes digits 0-9.</p>