




St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Literacy Progress Model for Knowledge and Skills

We recognise that all children develop in their own time and at their own pace. We will use the following information to support the learning of our children as they embark on their individual learning journeys. This is not a checklist but an overview of the knowledge/ skills that our children develop during their time in the Early Years.

Reception			
<p>Comprehension</p> 	<p>Engage in conversations about stories.</p> <p>Learn new vocabulary related to stories and rhymes.</p> <p>Ask and answer simple questions about stories.</p> <p>Repeat new vocabulary in the context of a story.</p> <p>Sequence a simple story that they know well.</p> <p>Begin to tell their own simple stories.</p>	<p>Retell familiar stories with detail and expression.</p> <p>Answer a range of questions about a text that has been read to them. (who? what? where? when? why?)</p> <p>Begin to predict what might happen next in a story.</p> <p>Understand and begin to use modelled vocabulary independently.</p> <p>Describe story settings, characters and events in increasing detail.</p>	<p><u>Assessment - ELG: Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>




St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Literacy Progress Model for Knowledge and Skills

		<p>Recall and discuss information that has been read to them or that they have read themselves.</p>	
<p>Word Reading</p> 	<p>Begin to understand that print can have different purposes and that we read English text from left to right and from top to bottom.</p> <p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot and suggest some rhymes. • Count or clap syllables in a word. • Recognise words with the same initial sound. <p>Look at books independently and handle them with care, holding them the correct way up and turning the pages.</p>	<p>Enjoy an increasing range of books (fiction & non-fiction).</p> <p>Read individual letters by saying the sounds for them (Set 1 sounds).</p> <p>Orally blend sounds in simple words (Fred Talk).</p> <p>Segment and blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some 'special friend' letter groups (sh, ch, th, ng, nk, ck)</p>	<p><u>Assessment - ELG: Word Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>




St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Literacy Progress Model for Knowledge and Skills

	<p>Begin to read some individual letters by saying the sounds for them.</p>	<p>Read a few common exception words (Red Words).</p> <p>Recognise some written names e.g. names of friends or family members.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences.</p> <p>Continue a rhyming string.</p>	
<p>Writing</p> 	<p>Write their first name using recognisable letters</p> <p>Write some letters accurately.</p> <p>Add captions to their pictures using initial sounds.</p>	<p>Write letters and groups of letters to represent set 1 sounds.</p> <p>Write initial sounds of words.</p>	<p>Devise and write short sentences spelling words phonetically and familiar words accurately.</p> <p>Begin to use capital letters and full stops in independent writing.</p>



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Literacy Progress Model for Knowledge and Skills

	<p>Use some of their print and letter knowledge in their early writing. For example: write 'm' for mummy.</p>	<p>Write initial & final sounds of words.</p> <p>Write CVC/ words accurately.</p> <p>Form letters accurately.</p> <p>Spell words phonetically by identifying and writing the sounds in a word</p> <p>Spell some irregular 'red' words correctly (e.g. I, the, my, you, said)</p> <p>Begin to 'hold' and then write simple sentences.</p>	<p>Use finger spaces most of the time.</p> <p><u>Assessment - ELG: Writing</u></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p>
--	---	--	---

Reception



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Literacy Progress Model for Knowledge and Skills

- Daily phonics sessions - Children are assessed half termly and grouped according to stage of development. Children are then taught the specific skills and phonic knowledge for the current stage they are at following the Read Write Inc programme.
- Daily Storytimes - Children have quality story times at least once per day. Adults select texts both fiction & non fiction to share with children to develop their knowledge and understanding of a range of topics and to promote diversity. These sessions also build children's understanding of topic related vocabulary and provide opportunities for regular book talk about settings, characters, events and children's own experiences.
- Daily rhyme time - Children sing traditional rhymes and songs.
- Drawing Club - Each week we look at a different focused book/ video clip based on our topic. Through the drawing club the children are learning to write a sentence. During the year the children are working on the key features of writing a sentence and using a capital letter and a full stop. They are also applying their phonic knowledge in their work.
- Home reading books are matched closely to children's current phonic knowledge. Latest assessments are used as a guide.
- Key Rings - containing the sound cards appropriate for each child and tricky words for the children to read.
- Reading and phonics guidance given to parents.
- Library session - the children are able to go to the library once a week and take a book home for enjoyment.

Classroom Provision



St. Anne's C.E. (VC) Primary School

"Together with God, Making Learning a Life Long Friend"

We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.

Literacy Progress Model for Knowledge and Skills

- Reading Area (a range of high quality carefully selected books which change over the year, familiar texts give children to opportunity to revisit books shared as a class, storytelling props develop children's ability to retell and create stories).
- Fred table to practise phonics skills children are currently learning (differentiated to suit different needs).
- Literacy skills are supported in different areas of provision including outside with linked books and mark making materials readily available.
- Language rich environment - staff model, promote and support communication and language.
- Key vocabulary displayed in the classroom and also modelled and promoted by staff.

Additional provision for children identified as 'not on track'

- Where appropriate SEND needs are identified and referrals to appropriate agencies made.
- Working closely with outside agencies to support individual children for example: S&L
- Phonics intervention identified.
- The use of writing aids to support pencil hold.
- Time to Talk intervention in place to support children.
- Personalised timetable and intervention sessions (fine motor, see and learn, phonics S&L) for specific SEND children.