



## Literacy Skills Progression Checkpoints

Literacy Checkpoints						
Nursery 1 (Birth-Three)	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, themes and tunes and temp.</p> <p>Say some of the words in songs and rhymes.</p>	<p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child or to look at alone.</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Enjoy drawing freely.</p> <p>Copy finger movements and other gestures.</p>	<p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Add some marks to their drawings, which they give meaning to. For example, "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>

Literacy Checkpoints						
Nursery 2 (3-4 years)	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	<p>Understand the five key concepts about print: Print has meaning Print can have different purposes</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness, so they can: Spot and suggest rhymes</p>	<p>Use some of their print and letter knowledge in their early writing, For example: writing a pretend shopping list that starts at the top</p>	<p>Write some or all of their name.</p>	<p>Write some letters accurately.</p>

	We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing		Count and clap syllables in a word Recognise words with the same initial sound, such as money and mother	of the page; writing 'm' for mummy.		
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Literacy Checkpoints						
Reception	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
	Read individual letters by saying the sounds for them. 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 unknown letter-sound correspondences. Spell words by identifying the sounds and then writing the sound with letter/s.	Form lower-case and capital letters correctly. Read a few common exception words matched to the school's phonic programme. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Write short sentence with words and unknown letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	<b>Comprehension</b> 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. <b>Word Reading</b>

						<p>Say a sound for each letter in the alphabet and at least 10 digraphs. 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> <p><b>Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
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