



Literacy

Pre-Nursery Goals	Nursery Goals	Reception Goals (ELG)
	<p>Comprehension</p> <ul style="list-style-type: none"> - Enjoying short stories and being able to talk about the pictures. - Joining in with rhymes, songs, and familiar refrains in stories. <p>Reading</p> <ul style="list-style-type: none"> - Being able to spot rhymes, initial sounds, and alliteration in words. - Starting to orally blend familiar words when hearing an adult say the sounds. - Recognise their own name and some environmental print. <p>Writing</p> <ul style="list-style-type: none"> - Starting to form some letters correctly. - Starting to write their name independently. 	<p>Comprehension</p> <ul style="list-style-type: none"> - 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. <p>Word reading</p> <ul style="list-style-type: none"> - 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 with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> - 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.

Above are the Pre-Nursery, Nursery and Reception end of year goals. These are what we assess the children on at the end of the academic year. The Reception goals are referred to as The Early Learning Goals and these are the only end of year assessments that are statutory. The goals outlined above are a small snapshot into the development and learning the children will experience.

Below we have also outlined a wider progression of skills that we will support the children to achieve during their time in our Early Years Class.

Pre-nursery	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Enjoy sharing stories with adults and other children.</p> <p>Listen attentively to the story, looking at the pictures.</p> <p>Enjoy sharing books with adults.</p> <p>Have favourite books that they will reread or seek an adult to share with.</p>	<p>When looking at a picture of a story, can tell where the story is – under the sea, in a forest.</p> <p>Can express which books are their favourites.</p>	<p>When supported can point to the characters in the picture.</p>	<p>Ask questions about the book, make comments and share their own ideas.</p> <p>Can make guesses about what the story is about based on the title and front cover.</p>	<p>Explain in simple terms what is happening in a picture in a familiar story.</p>	<p>Say something about who was in the story, what happened and where it took place.</p> <p>Say something about a key aspect of a non-fiction book or story.</p>	<p>Answer simple literal questions about one point in the text of a book they have read, using 'how' and 'why' questions.</p>
				<p>Sequence two events from a familiar story, using puppets, pictures or role play.</p>	<p>Sequence three events from a familiar story, using puppets, pictures, or role play.</p>	<p>Usually remember main sequence of events in a story, when questioned.</p> <p>With support, can put the main sequence of events in order.</p>
				<p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Complete a repeated refrain in a familiar rhyme, story or</p>	<p>Make inferences to answer a question about a character's emotions in a familiar picture book read aloud to them, where answer is heavily cued.</p> <p>Suggest how an unfamiliar story read aloud to</p>	<p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Beginning to do this with books they have read to themselves.</p> <p>Make simple,</p>

				poem being read aloud.	them might end.	plausible suggestions about what will happen next in a book they are reading or is being read to them.
				Express a preference for a book, song or rhyme.	Give a simple opinion on a book they have read, when prompted	When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.
Notice some print, such as the first letter of their name, numbers, familiar logos.	<p>Be able to find their name in a group of three (starting with different letter).</p> <p>Can point to the words in books and know that is what is being read to them.</p>	<p>Be able to find their own name in a larger group – some names starting with the same letter.</p> <p>Can recognise when a book is the right way round to begin reading.</p>	<p>Understand the 5 key principles of print:</p> <p>Print has meaning.</p> <p>Print can have different purposes</p> <p>We read English left to right and top to bottom</p> <p>Thenames of different parts of a book.</p> <p>Can find their own name and start to recognise their surname.</p>	<p>Can identify the front cover and the back cover, by name. Beginning to recognise other parts of the book such as title, spine, blurb.</p> <p>Know that a book has a beginning and end and can turn accurately to the beginning or end when prompted.</p>	<p>Can retrieve information from pictures in books that have been read to them, in response to a simple question.</p> <p>Know that a book has a beginning and end and turns most of the pages between them accurately.</p>	<p>Understand that information can be found in books, computers, and other sources.</p> <p>Know that stories have a beginning, middle and an end.</p> <p>Know that a book has a beginning, middle and end and turns all the pages between them accurately.</p>

<p>Enjoy listening to nursery rhymes, rhyming books.</p> <p>Enjoy listening games.</p> <p>Enjoy reading stories with an adult.</p>	<p>Begin to show awareness of listening skills, rhyme, initial sound, oral blending and alliteration.</p>	<p>Join in with games and begin to identify environmental sounds.</p> <p>Begin to recognise rhyming words and suggest their own.</p> <p>Beginning to hear initial sounds and recognise when they are the same.</p> <p>Begin to hear what word is being said when an adult orally blends.</p>	<p>Identify different environmental sounds.</p> <p>Anticipates rhymes in familiar songs.</p> <p>Able to copy a rhythm.</p> <p>Repeat the first sound in a word spoken to them, begin to suggest words that also have that initial sound.</p> <p>Mirror oral blending with modelled by an adult.</p>	<p>Identify the graphemes and link them to the correct sound for Phase 2.</p> <p>Read words with those sounds in.</p> <p>Can blend CVC words that contain Phase 2 sounds.</p> <p>Read irregular High Frequency Words from Phase 2.</p>	<p>Identify the graphemes and link the correct sounds for Phase 3.</p> <p>Read words with those sounds in.</p> <p>Can blend CVC words that contain Phase 3 sounds.</p> <p>Read irregular high frequency words from phase 3.</p>	<p>Retain all previous learning of graphemes.</p> <p>Read words and books containing these with more fluency.</p> <p>Blend words with adjacent consonants.</p> <p>Read irregular high frequency words from phase 4.</p>
<p>Mark making with a variety of implements.</p> <p>Enjoy drawing freely.</p>	<p>Giving meaning to the marks they are making.</p> <p>Make marks on their work to stand for their name.</p>	<p>Beginning to write their name, accurately forming some letters.</p>	<p>Mirror oral segmenting modelled by an adult.</p> <p>Writing the majority of their name accurately.</p>	<p>Spell words by identifying the sounds and then writing the sound with letters (Phase 2)</p> <p>Writing letters introduced in Phase 2 accurately.</p>	<p>Spell words by identifying the sounds and then writing the sound with letters (Phase 3)</p> <p>Writing all lowercase letters of the alphabet accurately.</p> <p>Write short captions and begin to write short sentences with letter-sound correspondence.</p>	<p>Spell words by identifying the sounds and then writing the sound with letters. (phase 4)</p> <p>Write all lowercase and most uppercase letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondence.</p>