



Reception – Literacy

| Development Matters | Early Learning Goals |
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| <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. | <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. |

Reception – Communication and Language

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| <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. | <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
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- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Listening, Attention and Understanding**
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
 - Make comments about what they have heard and ask questions to clarify their understanding.
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Wilby CE VA Primary School
Progression of Skills and Knowledge in Writing



| Threshold concept | | Milestone 1 | Milestone 2 | Milestone 3 |
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| Composition | <p>Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.</p> | <ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. | <ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. | <ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve. |
| | <p>Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description.</p> | <ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. | <ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. | <ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue. |
| | <p>Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.</p> | <ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. | <ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. | <ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Ensure correct use of tenses throughout a piece of writing. |
| | <p>Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.</p> | <ul style="list-style-type: none"> • Write about more than one idea. • Group related information. | <ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. | <ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length. |
| | <p>Use sentences appropriately</p> | <ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. | <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. | <ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • relative clauses |

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| | <p>This concept involves using different types of sentences appropriately for both clarity and for effect.</p> | <ul style="list-style-type: none"> • Sequence sentences to form clear narratives. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. | <ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. | <ul style="list-style-type: none"> • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points. |
| Transcription | <p>Present neatly This concept involves developing an understanding of handwriting and clear presentation.</p> | <ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. | <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. | <ul style="list-style-type: none"> • Write fluently and legibly with a personal style. |
| | <p>Spell correctly This concept involves understanding the need for accuracy.</p> | <ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. | <ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell homophones correctly. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). | <ul style="list-style-type: none"> • Use prefixes appropriately. • Spell some words with silent letters (knight, psalm and solemn). • Distinguish between homophones and other words that are often confused. • Use knowledge of morphology and etymology in spelling and understand |

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| | | <ul style="list-style-type: none"> • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spelling rules. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones. | <ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | <p>that some words need to be learned specifically.</p> <ul style="list-style-type: none"> • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus. • Spell the vast majority of words correctly. |
| | <p>Punctuate accurately This concept involves</p> | <ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. | <ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a | <ul style="list-style-type: none"> • Develop understanding of writing concepts by: <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for |

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| | <p>understanding that punctuation adds clarity to writing.</p> | <ul style="list-style-type: none"> • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. | <p>wider range of conjunctions, including when, if, because, although.</p> <ul style="list-style-type: none"> • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials. <p>• Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. | <p>formal speech and writing, including subjunctive forms.</p> <ul style="list-style-type: none"> • Using passive verbs to affect the presentation of information in a sentence. • Using the perfect form of verbs to mark relationships of time and cause. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. <p>• Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using brackets, dashes or commas to indicate parenthesis. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently. |
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| Analysis and presentation | <p>Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.</p> | <ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: Year 1 <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. Year 2 <ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. | <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: Year 3 <ul style="list-style-type: none"> • word family, conjunction, adverb, preposition, direct speech, inverted commas (or ‘speech marks’), prefix, consonant, vowel, clause, subordinate clause. Year 4 <ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. | <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: Year 5 <ul style="list-style-type: none"> • relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. Year 6 <ul style="list-style-type: none"> • active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points. |
| | <p>Present writing This concept involves learning to reflect upon writing and reading it aloud to others.</p> | <ul style="list-style-type: none"> • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation. | <ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. | <ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume. |