

Literacy progress model for knowledge and skills 2s - primary

Concept:	End of 2s	End of F1	ELGs - end of F2	Links to KS1
Comprehension				
<p>Understand the five concepts of print:</p> <ul style="list-style-type: none"> ● Print has meaning ● Print can have different purposes ● We read English text from left to right and top to bottom ● The names of the different parts of the book ● Page sequencing ● Engage in talk about stories, learning new vocabulary 	<ul style="list-style-type: none"> ● Can listen to a book with an adult 1:1 or in a small group ● Can repeat words and phrases from familiar stories ● Engages in activities linked to favourite stories e.g. story sack, puppets, props ● Turns pages of a book independently (board) ● Point out print in the environment that is familiar to them e.g. ASDA, McDonalds, labels etc. ● Make comments or ask questions about the book / story ● Answer 'what' and 'where' questions e.g. 'where is the Gruffalo' / 'What happened to the bear' ● Identify the main character by pointing / naming e.g. 'Who is that?' ● Begin to point and name what's in the picture in simple picture books <p>Note: links to core texts / rhymes</p>	<ul style="list-style-type: none"> ● Listen to a story without becoming distracted ● Know which is the front/back cover of a book ● Identify which is text and which is the illustrations ● Look through a book independently ● Talk about what happened at the beginning and end of a familiar story ● Identify different print in the environment, e.g. signs, logos, name cards etc ● Share ideas about a story ● Answer 'why' questions e.g. 'why is the wolf cross?' ● Retell stories using props ● Sequence key events from a familiar story ● Point out a similar character in different texts, e.g. witch in Meg & Mog and Room on the Broom ● Talk about how characters feel in different parts of the story <p>Note: links to core texts / rhymes</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 (where appropriate) 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>	<p>Answer questions and make some inferences on what has been said and done</p> <p>Explain what has happened so far in what they have read</p> <p>Predict what might happen on the basis of what has been read so far</p>

Concept	End of 2s	End of F1	ELGs - End of F2	Links to KS1
Word reading				
<p>Develop phonic knowledge</p> <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound <p>Environmental sounds; Instrumental sounds; Body percussion; Rhythm and rhyme in speech and song; Alliteration; Voice sounds; Oral blending and segmenting.</p>	<ul style="list-style-type: none"> Enjoy joining in with songs/ rhymes - copy gestures/actions Be able to recite part or all of a nursery rhyme Listen for a particular sound - environmental / voice / instrumental Differentiate between different everyday sounds - environmental / voice / instrumental Make a variety of different sounds with their own voice, body & musical instruments <p>Note: Links to core rhymes / stories</p>	<ul style="list-style-type: none"> Distinguish between different levels of noise Be able to fill in the missing word in a familiar rhyme / song Find objects that rhyme (when given a choice of 3) Orally blend words segmented by an adult (Fred talk) Hear the initial sound of a wide range of words including their name Spot familiar letters to them, e.g. their first initial on a sign or in a book <p>Note: Links to core rhymes / stories</p>	<p>Say a sounds for each letter in the alphabet and at least 10 diagraphs</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>	<p>Respond speedily for all 40+ phonemes</p> <p>Read most words containing common suffixes</p> <p>Read most common exception words</p> <p>Apply phonic decoding until reading is fluent</p> <p>By the end of KS1 read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p>
Concept:	End of 2s	End of F1	ELGs - end of F2	Links to KS1
Writing				
<p>Use some of their print and letter knowledge in early writing</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>	<ul style="list-style-type: none"> Holds mark making implements using a cylindrical grasp Makes marks using a variety of implements & tools, indoors and outside Is beginning to use scissors (looped / double handled). Uses large tweezers, large nuts and bolts and is able to thread large beads. Is able to use other large one-handed tools such as hammers 	<ul style="list-style-type: none"> Use a comfortable grip with developing control, using a modified tripod grasp. Begins to write the letters in their name Uses one-handed tools and equipment including making snips with scissors and developing more control Draws lines and circles (Beery shapes) and adds meaning Orally segment CVC words, copying a model Hear the initial sound of a range of words including their name 	<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>	<p>Write simple narratives about personal experiences and those of others</p> <p>Write about real events Use present and past tense correctly</p> <p>Use coordination in their writing</p> <p>Use spacing between their words that reflects the size of their letters</p> <p>Segment spoken words into phonemes and represent these by</p>

				<p>graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>Spell many common exception words</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</p>
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