



**Literacy Term Progression Overview**

**Check Point 1 – October (Baseline)**

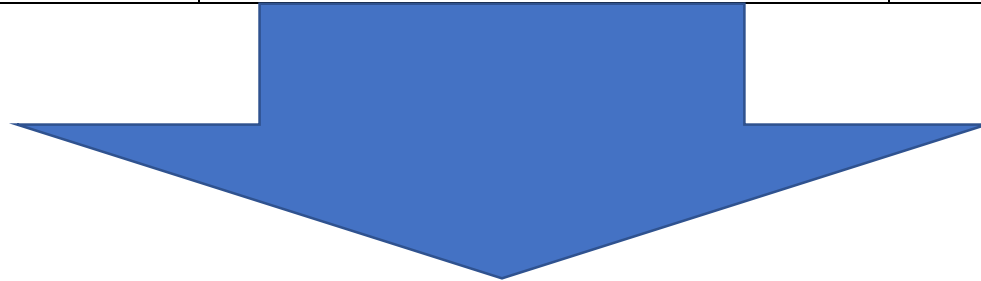
**Check Point 2- December**

**Check Point 3- March**

**Check Point 4- May**

**Check Point 5 ELG - June**

Comprehension	Word Reading	Writing
<p><b>Pre School On Track Check Point 1</b></p> <ul style="list-style-type: none"> <li>➤ Engage in extended conversations about stories, learning new vocabulary</li> <li>➤ Talks about characters</li> <li>➤ Retell familiar stories or phrases</li> <li>➤ Listens to stories</li> <li>➤ Asks an adult to read to them</li> <li>➤ Listens and enjoys sharing a range of books.</li> <li>➤ Knows that illustrations help to tell a story or give information</li> <li>➤ Begins to join in with repeated refrains and key phrases.</li> </ul>	<p><b>Preschool On Track Check Point 1</b></p> <ul style="list-style-type: none"> <li>➤ Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing</li> <li>➤ Pretend to read books</li> <li>➤ Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>➤ Recognises familiar words or letters such as those in their name</li> </ul>	<p><b>Pre School On Track Check Point 1</b></p> <ul style="list-style-type: none"> <li>➤ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; wavy lines, writing ‘m’ for mummy</li> <li>➤ Beginning to write some letter shapes</li> <li>➤ Write some or all of their name</li> <li>➤ Write some letters accurately</li> <li>➤ Asks an adult to write for them</li> <li>➤ Enjoys writing on different surfaces</li> <li>➤ Uses a dominant hand</li> <li>➤ Make marks in a palmer grip</li> <li>➤ Makes marks in different directions; such as x</li> </ul>



**On Track Check Point 2**

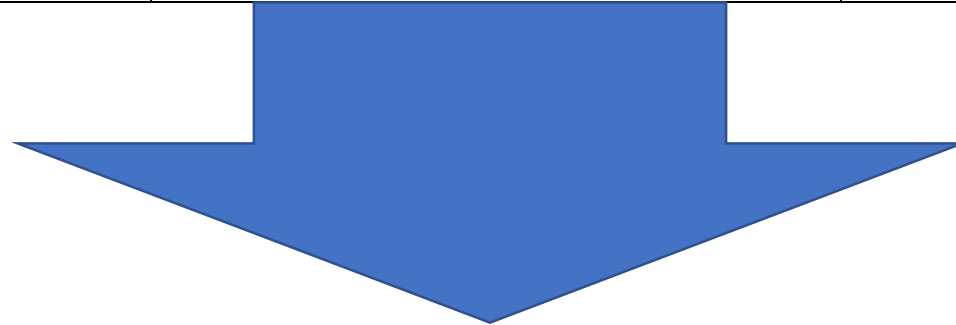
- Joins in with repeated refrains and key phrases.
- Asks questions about the book. E.g. 'What's he doing?'
- Comments and engages in conversation about the text (fiction and non-fiction) while reading E.g. Child say 'They are going on a bike ride' while pointing at the illustration
- Begins to comment and engage in conversation about the text (fiction and non-fiction). E.g. 'I liked it when...'
- Can identify the main setting, characters and happening in the story is.
- Can order 4 pictures or props from a story
- Begins to predict about what might happen next
- Listens and enjoys sharing a range of books, rhymes and songs
- Joins in with repeated refrains and key phrases
- Uses language from stories
- Talks about the meaning of new vocabulary

**On Track Check Point 2**

- Knows that print conveys meaning
- Knows to read to print left to right, and top to bottom
- Can continue a rhyming string
- Can count or clap syllables
- Begin to read most phase 2 sounds by saying the sounds for them
- Begins to recognise names of peers, siblings, mummy, daddy etc
- Begins to blend sounds into CVC words, made up of known letters – sound correspondences
- Read some phase 2 digraphs that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme
- Beginning to read simple sentences and phrases
- Beginning to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Begins to use fingers to identify how many sounds are in a word.

**On Track Check Point 2**

- Gives meaning to marks
- Makes marks that resemble letter shapes
- Beginning to form letter shapes correctly
- Begin to spell CVC words by identifying the sounds and then writing the sound with letter/s
- Start to move towards tripod grip
- Is aware of the connection between letter and sound
- Begins to write initial sounds they can hear in words
- Begins to write initial and final sounds they can hear in words
- Can write their name
- Beginning to write some high frequency words
- Adults are beginning to read some words in their work
- May try different kinds of writings such as lists, labelling or a greeting card



### On Track Check Point 3

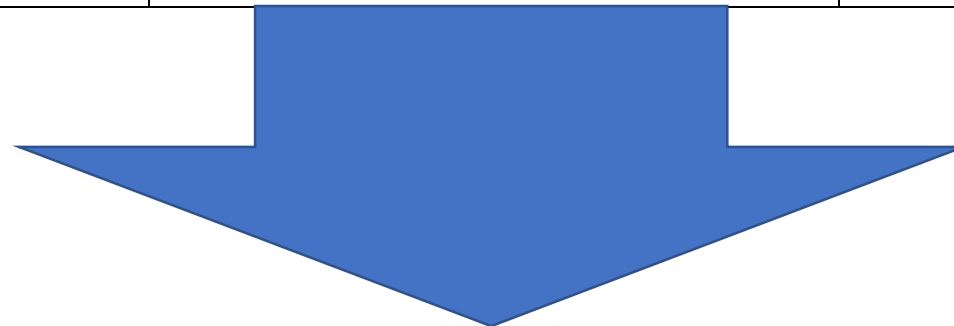
- Comments and engages in conversation about the text (fiction and non-fiction). E.g. 'I liked it when...'
- Can talk in detail about the main characters and setting
- Sequences captions from a story
- Begins to respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations
- Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.'
- Begins to make accurate/realistic predictions about what might happen next based on what they know so far
- Begins to retell a story
- Repeats new vocabulary in a context of a story.
- Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary

### On Track Check Point 3

- Blend sounds into CVC and CVCC/CCVC words, made up of known letter– sound correspondences
- Uses picture clues to help read a simple text
- 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.
- Enjoys a range of books
- Links sounds to 6 or more digraphs.

### On Track Check Point 3

- Holds and uses a pencil confidently
- Some letters may be reversed
- Starts at the correct place when forming letters
- Begin to form lower-case and capital letters correctly.
- Spell CVC words by identifying the sounds and then writing the sound with letter/s and begin to write some CVCC/CCVC words
- Begin to write short sentences with words with known sound-letter correspondences
- Begin to use finger spaces between words
- Adults can read their work
- Writes words containing some digraphs
- Writes simple captions
- Uses full stops
- Writes some high frequency words
- Enjoys writing for a variety of different purposes



<p style="text-align: center;"><b>On Track Check Point 4</b></p> <ul style="list-style-type: none"> <li>➤ Responds to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations.</li> <li>➤ Retells how the story started, the main happening, and how ended.</li> <li>➤ Retells a story through role-play, using some new vocabulary</li> <li>➤ Make accurate/realistic predictions about what might happen next based on what they know so far</li> <li>➤ Uses modelled vocabulary during role play and small world</li> </ul>	<p style="text-align: center;"><b>On Track Check Point 4</b></p> <ul style="list-style-type: none"> <li>➤ Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</li> <li>➤ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>➤ Links sounds to 10 or more digraphs</li> </ul>	<p style="text-align: center;"><b>On Track Check Point 4</b></p> <ul style="list-style-type: none"> <li>➤ Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated</li> <li>➤ Form lower-case and capital letters correctly</li> <li>➤ Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>➤ Words are phonetically plausible</li> <li>➤ Using high frequency words within their writing</li> <li>➤ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop and finger spaces</li> <li>➤ Re-read what they have written to check that it makes sense</li> </ul>
<p style="text-align: center;"><b>Check Point 5 ELG:</b></p> <p>Demonstrate understanding of what has been read by retelling stories &amp; narratives using own words and new 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>	<p style="text-align: center;"><b>Check Point 5 ELG:</b></p> <p>Say a sound for each letter 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>	<p style="text-align: center;"><b>Check Point 5 ELG:</b></p> <p>Write letters that are mostly well 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 themselves and others.</p>