Area of Learning: Literacy Statement: Comprehension Autumn 2 Spring Summer (May) - ELG Y1 Readiness Baseline Autumn 1 Children at the Children at the Children at the Children at the Children who are When starting school, children may: expected level of expected level of expected level of expected level of ready to begin year development will: development will: development will: development will: 1 should: Begin to build Turn pages of a book Build familiarity and Continue to explore Demonstrate Continue to develop correctly. familiarity and understanding of a wide range of understanding of vocabulary, understanding of longer stories texts, including what has been read inference, prediction, Talk about and (including through to them by retelling explanation, retrieval stories. poetry. explain the pictures role play). and sequencing or stories and Remember recently Sequence events in a narratives using summarising. in a text. introduced Begin to use recently story including their own words and introduced talking about the recently introduced vocabulary from Talk about a variety Enjoy listening stories and engage vocabularu from beginning, middle vocabulary. of punctuation and fiction and non-fiction books. fiction and and end of a story. what a good reader in conversations non-fiction books. Anticipate - where about stories. does. Begin to retell parts Retell parts of appropriate - key Enjoy listening to of stories, some with Retell parts of Understand the five stories, some with events in stories. rhumes and poems. repetition and some stories, some with repetition and some key concepts about in their own words Use and understand in their own words. repetition and some print: in their own words. and using recently recently introduced • Print has meaning vocabulary during introduced Print can have Begin to understand vocabulary. discussions about different purposes the difference • Read English text stories, non-fiction. between fiction and Begin to anticipate rhumes and poems from left to right and and during role-play. from top to bottom non-fiction texts. key events. • The names of the different parts of a Start to sequence events in a story. book • Page sequencing Begin retrieving information.

Area of Learning: Literacy Statement: Word reading Summer (May) - ELG Autumn 2 Y1 Readiness Baseline Autumn 1 Spring Children at the Children at the Children at the When starting Children at the Children who are school, children may: expected level of expected level of expected level of expected level of ready to begin year development will: development will: development will: development will: 1 should: Have some Recognise sounds Recognise sounds Recognise sounds Say a sound for Begin to decode a taught so far and taught so far and taught so far and phonological each letter in the variety of texts. non-decodable non-decodable non-decodable alphabet and at awareness. words, including least 10 diaraphs. Begin to read some words. words. words automatically. Recognise words some Begin to learn letter Begin to read aloud digraphs/trigraphs Read words with the same initial simple sentences bu Consistently say a sound, such as consistent with their names. seamenting and Read aloud simple phonic knowledge by sound for each letter money and mother. Begin to blend orally. blending sounds and sound-blending. in the alphabet and sentences and Know some books that are books that are at least 10 digraphs. Echo reading simple Read aloud simple phonemes in their consistent with their consistent with their phonic knowledge, phonic knowledge, Confidently read name. texts. sentences and includina some including some books that are words consistent with their phonic Read words common exception common exception consistent with their words. phonic knowledge, knowledge by consistent with their words. phonic knowledge bu including some sound-blending. sound-blending common exception Begin to use the Confidently read (cvc). words. correct phonological aloud simple vocabulary. E.a. sentences and diaraph/triaraph. books that are consistent with their phonic knowledge, including some common exception words.

Area of Learning: Literacy Statement: Writing Summer (May) - ELG Autumn 1 Autumn 2 Y1 Readiness Baseline Spring Children at the Children at the Children at the When starting Children at the Children who are school, children may: expected level of expected level of expected level of expected level of ready to begin year development will: development will: development will: development will: 1 should: Use some of their Become more Begin to develop Further develop Write recognisable Starting to use the confident in writing letter formation for their letter formation letters, most of correct spelling for print and letter knowledge in mark identifiable shapes, sounds taught so for sounds taught which are correctly more non-decodable patterns and letters. so far. formed. words. makina. far. Begin to write some Begin to write CVC Spell words by Write recognisable Use initial sounds for Write CVC identifuina sounds in or all of their name. words/captions words/captions letters, most of words. which are correctly using taught GPC's using taught GPC's them and Begin to write CVC by segmenting the by segmenting the representing the formed (capital and Begin to write some sounds in simple sounds in simple recognisable letters. words using taught sounds with a letter lower-case). words that can be GPC's by seamenting words. or letters. Show some pencil the sounds in simple recognised by their Write simple control (see fine Write some tauaht teacher. Write simple phrases sentences in the words. style of a range of motor). non-decodable and sentences that Be able to talk about can be read by words. text types e.g. instructions, letter, their writing. others. Begin to read what story. they have written to check that it makes Use capital letters and full stops. sense. Re-read writing to check it makes sense.