

Literacy	Baseline Checkpoint	End of Autumn Term Checkpoint	End of Spring Term Checkpoint	End of F1
Comprehension	<ul style="list-style-type: none"> <li>• Show that I am interested in books and rhymes and may have favourites</li> <li>• Repeat words/phrases from a book.</li> <li>• Begin to develop a narrative about a book I have read using props in play.</li> </ul>	<ul style="list-style-type: none"> <li>• Can repeat songs, rhymes, stories and repeat familiar phrases.</li> <li>• Can fill in missing words from well-known rhymes.</li> <li>• Can ask questions about things that have been read to me or from looking at books.</li> <li>• Can name characters from a familiar story.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>-print has meaning</li> <li>-print can have different purposes</li> <li>-we read English text from left to right and from top to bottom</li> <li>-the names of the different parts of a book</li> <li>-page sequencing</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Shows preferences for different books and stories</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book.</li> <li>• Joins in with familiar rhymes and songs.</li> <li>• Makes suggestions about what happens next in a story.</li> <li>• Can hold a book, turn the pages and indicate an understanding of pictures and print.</li> <li>• Can ask how and why questions about a book</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>• Can recognise a familiar logo</li> <li>• Can recognise a letter from my name.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify signs and symbols in the environment and recall what they mean.</li> <li>• Can recognise a letter from my name.</li> </ul>	<ul style="list-style-type: none"> <li>• Can notice and repeat sounds.</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>• Can recognise a few letters from my name.</li> </ul>	<ul style="list-style-type: none"> <li>• Can discriminate between sounds.</li> <li>• Can keep a simple rhythm and match rhyming words.</li> <li>• Is able to recognise own name.</li> <li>• Can say the initial sound in a word.</li> <li>• Can orally blend some simple cvc words.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Enjoys drawing freely.</li> <li>• Add marks to drawings to give them meaning.</li> <li>• Can distinguish between the different marks I make.</li> <li>• Can mark make to represent my name .</li> </ul>	<ul style="list-style-type: none"> <li>• Have increasing control over mark making equipment.</li> <li>• Talk about the purpose of the different marks I have made.</li> <li>• Begin to make some recognisable shapes to represent different pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Starts to form shapes to represent letters from their name.</li> <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; write 'm' for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>• Can say what they have drawn</li> <li>• Can say the initial sound in a word.</li> <li>• Can write some or all of their name.</li> </ul>