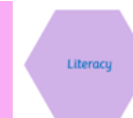


CGPS Progress Model for Knowledge and Skills

Literacy

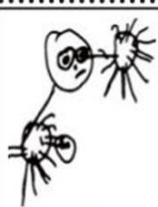






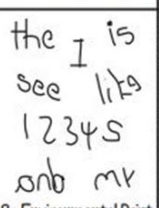


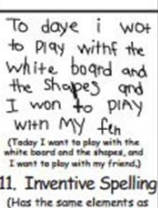



	Nursery				Reception				
Reading	Knows how we hold a book, which way we turn the pages and that we read from left to right	Can identify spine, front cover, back cover and title. Understands why we have books	Has an awareness of pages, words and letters	Is able to explain what the job of an author and illustrator are	Enjoys listening to/reading a wide range of books, fiction and non-fiction, and can explain the difference	Can find the blurb and explain what its purpose is			
	Enjoys listening to stories	Enjoys choosing their own books to read	Enjoys sharing books with an adult	Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment	Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading				
	Recognises words with the same initial sound				Recognises words which have the same phoneme E.g. g-oa-t, b-oa-t, t-oa-d				
	Reads individual letters by saying the sounds for them			Reads some letter groups that each represent one sound					
				Blends sounds into phase 2 words	Blends sounds to read phase 3/4 words				
				Reads phase 2 phrases and sentences	Reads phase 3/4 phrases and sentences				
	Recognises their name	Reads phase 2 common exception words	Reads phase 3 common exception words			Reads phase 4 common exception words			
	Counts syllables in a word	Can clap syllables in a word	Can independently identify how many syllables there are	Reads words with 1 syllable	Reads words with more than 1 syllable				
	Comprehension	Understands that rhyme is different to categorising		Matches rhyming words			Suggests words which rhyme		
		Can engage in short conversations about stories	Engages in extended conversations about	Can answer closed questions involving literal retrieval	Can answer open questions involving literal retrieval	Answers questions relating to vocabulary, prediction and sequence			

CGPS Progress Model for Knowledge and Skills

		stories, learning new vocabulary				
Writing	Participates in fine motor activities	Uses print and letter knowledge in early writing – knows that their print carries meaning	Children are able to write initial sounds	Spells words by identifying sounds and writing the letters	Writes captions by identifying sounds and writing the letters for each word	Writes short sentences (Then with a capital letter and full stop)
	Children can write the first letter of the name		Children can write some of their name	Children can write all of their first name	Children can write their first name and surname	
	Draws circles, lines and other shapes	Is beginning to form letters	Writes some letters accurately	Gradually decreases letter size, writing on the line	Forms lower case and capital letters correctly	

**The Developmental Progression
Children's Writing**

 1. Pictures	 2. Random Scribbling	 3. Scribble Writing <small>(Written in linear fashion to mimic real writing.)</small>	 4. Symbols That Represent Letters
 5. Random Letters <small>(No relationship between sounds of letters and what the child is trying to say.)</small>	 6. Letter Strings <small>(Progresses from left to right and top to bottom when the child "reads" his writing.)</small>	 7. Letter Groups <small>(The groups have spaces in between to resemble words.)</small>	 8. Environmental Print <small>(Child copies print found in the room, often without knowing what the words are.)</small>
 9. Beginning Sounds <small>(Child begins to write simple sentences using sight words and just the beginning sounds of words.)</small>	 10. Early Inventive Spelling <small>(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</small>	 11. Inventive Spelling <small>(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</small>	 12. Transitional Writing <small>(Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</small>

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