








<p>Skill Literacy</p> 	<p>At Walbrook Nursery our children acquire many skills through the process of developing and moving towards an end goal. We pride ourselves on facilitating their learning through enriching and exciting experiences to ensure that these skills will be embedded to a deep level so that they can be transferred across all academic subjects in years to come.</p> <p>These statements show progress of learning in the seventeen areas of the Early Years curriculum across the period of time the children are within our setting.</p>
<p>Comprehension</p>	<p>I can sit for a short period of time for a simple story. I show signs of knowing how to handle a book by opening and turning the pages. I recognise the correct way to hold a book. I am beginning to point out things I can see in the illustrations.</p> <p style="text-align: center;"></p> <p>I can sit and listen to a story and contribute ideas to simple questions. I am beginning to answer questions about simple stories with support and modelling from an adult. With support, I can demonstrate reading in sequence by saying some of the main events in order.</p> <p style="text-align: center;"></p> <p>I understand that print has meaning and can have different purposes. I am showing an understanding that English text is written left to right and top to bottom. I understand that pages are sequenced and should be read in order. I engage in conversations about stories. I am starting to answer questions with support and modelling from adults.</p>
<p>Word Reading</p>	<p>I am beginning to sing along to familiar nursery rhymes with confidence. I am beginning to learn some rhymes off by heart. I can ask for my favourite nursery rhyme. When left to finish the sentence of a nursery rhyme, I can do so with support. I will happily attempt to clap my own name.</p> <p style="text-align: center;"></p> <p>I can recognise when a nursery rhyme has been changed and say the correct word.</p>

	<p>I will attempt to make suggestions for other words to be used in the rhyme. I am beginning to clap some names and may be able to recognise how many claps for a name.</p>  <p>I am beginning to spot rhymes. I am beginning to count or clap syllables in a word other than my name. I am starting to hear the initial sound in a word and will attempt to say this.</p>
Writing	<p>I will hold pens and mark-making tools and with large movements will make marks. I will attempt the different writing patterns taught by the adults (circles, lines dots etc).</p>  <p>I use mark-making tools to create writing patterns which are smaller than before. I am beginning to use different lines and patterns together to make a simple drawing e.g., lines and a circle as a sun. I am working on applying pressure to crayons instead of relying on the ease of a pen. I can say what I have drawn. I am starting to recognise the different writing patterns that are used to create the letters in my name.</p>  <p>I use a comfortable accurate grip with good control when holding writing tools using a preferred hand. I use my understanding of letters in my mark-making. I can write some or all my name by making marks that look like the letters in my name. I can write some letters accurately and may use these in my mark-making.</p>