Glyne Gap National Curriculum based Literacy Profile (GGNCLP)
(specific phonics/words learnt to be recorded on separate phonic/word assessment record)

Phonic skills/whole word reading	Phonic skills/whole word writing
• Upon hearing a spoken segmented 3 letter word can find the correct picture……………………………………………… • Pupils can read vc words - matching word to picture or spoken word is this by sight………………………………………………. or by phonetically segmenting/blending …………………… • Pupils can read cvc words - matching word to picture or spoken word is this by sight………………………………………………. or by phonetically segmenting/blending …………………… • Pupils can read cvcc/ccvc words (phase 4) is this by sight……………………………………………. or by phonetically segmenting/blending……………………… • Pupils can read common words by sight 50 …………………………………. 100……………………………………. 150…………………………………… 200 …………………………………… • Pupils identify and read (match letters to a picture) 2 letters for one sound (Phase 2) /ch/ /sh/ /th/ /ll/ /ss/ /ff/ …………………… (phase3) /ai/ /ee/ /igh/ /oa/ /oo/ ……………………………. • Pupils can read words where 2 letters make one sound (Phase 2) /ch/ /sh/ /th/ /ll/ /ss/ /ff/ …………………… (phase3) /ai/ /ee/ /igh/ /oa/ /oo/…………………………………. • Read aloud accurately books that are consistent with developing phonic knowledge	• Pupils can spell (phase 2) vc words - using magnetic letters/handwritten letters/keyboard is this by rote ………………………………………………… or by phonetically segmenting /blending…………………………… • Pupils can spell 3 letter words (phase 2) cvc words using magnetic letters/handwritten letters/keyboard is this by rote ………………………………………………………. or by phonetically segmenting/blending …………………………… • Pupils can spell cvcc/ccvc words (phase 4) is this by rote…………………………………………………… or by phonetically segmenting/blending …………………………… • Pupils can spell common words by rote 50 ………………………………. 100…………………………………… 150……………………………… 200 ………………………………. • Pupils can spell sounds where 2 letters make one sound (Phase 2) /ch/ /sh/ /th/ /ll/ /ss/ /ff/ …………………………… (phase3) /ai/ /ee/ /igh/ /oa/ /oo/……………………………………. • Pupils can spell words where 2 letters make one sound (Phase 2) /ch/ /sh/ /th/ /ll/ /ss/ /ff/ …………………………… (phase3) /ai/ /ee/ /igh/ /oa/ /oo/…………………………………….

Level	Date		Date		Date		Date	
20% Achieved		40% Achieved		60% Achieved		80% Achieved		Level Achieved

NAME : _____

Glyne Gap National Curriculum based Literacy Profile (GGNCLP)	
Sentence understanding/recording	**Comprehension**

Sentence understanding/recording

- Pupils can distinguish between a word, letter and a space
……………………………………………………………………………………………

- After discussion pupils can agree a sentence and remember the sentence then write/type the sentence
……………………………………………………………………………………………

- Pupils write a sentence for a picture
Using own letter/sound word skills ……………………………………………
Using a word bank ………………………………………………………………………
Ordering words …………………………………………………………………………

- Pupils can write 4 sentences about a topic/material of interest sequenced to form a short narrative
……………………………………………………………………………………………

- Pupils can join 2 sentences using 'and'…………………………………

- Pupils can use a word bank/predictive text
……………………………………………………………………………………………

- Pupils know the function of full stops and show this when reading aloud ……………………………………………………………………

- Pupils include full stops in their writing
At random…………………………………………………………………………………
Correctly…………………………………………………………………………………

- Pupils identify when own reading does not make sense and attempts to self- correct………………………………………………………

- Pupils handwriting is recognisable when writing whole words e.g. lists, cards etc……………………………………………………………

- Handwriting is recognisable when writing a limited number of sentences ……………………………………………………………
………………………

- Pupils use correct directionality when writing …………………

- Pupils write letters smoothly and automatically………………………

- Pupils are able to use the keyboard to record
backspace/space/return/mouse ……………………………………………………

- Pupils read own writing back and identify when it does not make sense and with support will attempt to correct it ……………

- Pupils use the words they can spell within sentences……………

Pupils main method of recording is
Handwriting……………………………………. .
Keyboard…………………………………….

Comprehension

Literal Comprehension (describe, retell, locate)

- Pupils can answer 4+ICW who, what, where literal questions about photos/pictures e.g., what is happening? What can you see? Where is the? Who is in the picture? What did they have for dinner? What happened to the dog? Where is the dog hiding? Who is climbing the tree?
……………………………………………………………………………………………

- Pupils can answer 4+ICW who, what, where literal questions about a familiar text with support …………………………………………………………….
………………………………………

- Pupils can answer 4+ICW who what where when literal questions about one sentence with one picture, e.g. *The girl went to the shops* Qu: Where did the girl go? Who went to the shops?
………………………………………………………………….

- Pupils can answer literal 4+ICW questions about a previous sentence
……………………………………………………………………………………………

- Pupils can answer questions about the story structure e.g. what happens at the beginning/end/before that……………………………………

Inference Comprehension (what is being said and done)

- Pupils can infer information from every day scenarios. e.g. your teacher is not here today. What can you infer form that> She is never going to return, she is sick etc. ………………………………………………………

- Pupils can infer information from pictures/photos. e.g. what are the children doing? How do they feel? What are they going to do next? Do they know each other…………………………………………………………………………

- Pupils can infer from texts being read from. e.g. why did he go/feel, what might x been thinking? ………………………………………………………

- Pupils can predict based on what has been read so far, e.g. What do you think x will say next?, what hobbies might he have?. ……………………………

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