

Literacy Progression

Pre-School	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
<p>Comprehension Children at the expected level of development will: -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -Anticipate – where appropriate – key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading Children at the expected level of development will: -Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending; -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Children at the expected level of development will: -Write recognisable letters, most of which are correctly formed; -Spell words by identifying sounds in them and representing the sounds with a letter or letters; -Write simple phrases and sentences that can be read by others.</p>						
<p>Progression of skills and knowledge</p> <p><i>Reading</i></p>	<p>N1</p> <ul style="list-style-type: none"> Have favourite stories, poems, rhymes, or songs and seeks them out Will handle familiar books and touch screen technology, turning pages with increasing control 		<p>N1</p> <ul style="list-style-type: none"> Looks through picture books independently Points to simple objects described by use e.g. ‘what do we sleep in?’ Names 4 – 5 pictures in a book Joins in with repeated actions, words or phrases in familiar stories or rhymes 		<p>N1</p> <ul style="list-style-type: none"> Begins to understand that print has meaning Notices some print e.g. first letter of their name, bus or door number Pretends to read text Use props alongside familiar story to retell using key words Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with the words of familiar songs and nursery rhymes 	
	<p>N2</p> <ul style="list-style-type: none"> Handles books carefully and the correct way up with growing competence Recognises own name with a picture Anticipates and joins in with key events and phrases in rhymes and stories Children will confidently explore the sounds their bodies make (clapping, stamping) and join in with familiar actions in songs and stories. 	<p>N2</p> <ul style="list-style-type: none"> Recognises rhythm in spoken words, songs, poems and rhymes Beginning to clap or tap the syllables in words during sound play To hear and match environmental sounds and talk about them with more detail. 	<p>N2</p> <ul style="list-style-type: none"> Shows awareness of the way simple stories are structured e.g. beginning, middle and end Retells simple stories within play contexts using props, e.g. puppets, role play or small world 	<p>N2</p> <ul style="list-style-type: none"> Beginning to sort and match items with the same initial sound To have an awareness that words can be broken down into phonemes. 	<p>N2</p> <ul style="list-style-type: none"> Recognises own name in familiar contexts Begins to hear the initial sounds in words Children are able to say simple CVC and VC words after hearing it broken down into phonemes, (blending) 	<p>N2</p> <ul style="list-style-type: none"> Hears and says the initial sounds in words Recognises own name in a variety of situations Begins to confidently blend sounds together to make words Children join in with segmenting CVC and VC words into phonemes
<p>Progression of skills and knowledge</p> <p><i>Writing</i></p>	<p>N1</p> <ul style="list-style-type: none"> Begins to hold mark making implements, experimenting with their grasp May use a fisted grasp to hold an implement in palm of hand with all fingers and thumb Explores mark making in a playful way Scribbles spontaneously and / or makes dots Makes connections between their movements and the marks they make Understands that the marks they make are of value 		<p>N1</p> <ul style="list-style-type: none"> Begins to hold mark making tools with fingertips and thumb Uses either hand for tasks but begins to show a preference Scribbles become progressively more controlled Imitates modelled movements, exploring circular, backwards, forwards, vertical and horizontal movements Sometimes gives meanings to marks as they draw and paint 		<p>N1</p> <ul style="list-style-type: none"> Holds mark making tools using a secure digital pronate grasp Distinguishes between the different marks they make Makes continuous lines and patterns May imitate designs e.g. circle or cross or create their own irregular shapes. 	
	<p>N2</p> <ul style="list-style-type: none"> Usually holds writing implement in preferred hand Starts to imitate adults writing by making continuous lines of shapes and symbols (vertical and horizontal pre-writing shapes) 	<p>N2</p> <ul style="list-style-type: none"> Engages in mark making as part of role play 	<p>N2</p> <ul style="list-style-type: none"> Begins to hold mark making tools with three finger grasp (tripod grasp) Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes 	<p>N2</p> <ul style="list-style-type: none"> Uses tools including mark making implements with a hand preference Beings to make letter-type shapes to represent the initial sound of their name and other familiar words 	<p>N2</p> <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write, paint. 	<p>N2</p> <ul style="list-style-type: none"> Uses static tripod grasp with increasing control Writes most pre-writing shapes, including some diagonals Makes a recognisable attempt at own name
	<p>While sharing Little Wandle focus books</p> <ul style="list-style-type: none"> Read the book aloud Teach the verbs and do the actions Make a link to the nouns. Bring the story alive with props Encourage children to recall the story 					
<p>Planning</p>	<p>Circle time activities</p> <ul style="list-style-type: none"> Voice sounds activity Beat baby Tapping/clapping syllables Matching instruments activity Who’s at the door animal sounds Nursery rhyme dice Nursery rhyme bag <p>Writing</p> <ul style="list-style-type: none"> Outside - Chalks, large scale painting, water painting Inside – Writing tools available in continuous provision 	<p>Circle time activities</p> <ul style="list-style-type: none"> Beat baby Tapping/clapping syllables Instrumental activities Nursery rhyme dice Nursery rhyme bag Bertha Bus (Initial sound activity) A2 Blend from the box activity <p>Phonics during carpet time</p> <p>Teach the Phonemes – s a t p i n – What’s in the box activity for each phoneme.</p> <p>Writing</p> <ul style="list-style-type: none"> Mark making in dry, coloured rice and shaving foam. Writing name in Xmas card 	<p>Circle time activities</p> <ul style="list-style-type: none"> Beat baby Tapping/clapping syllables Instrumental activities Nursery rhyme dice Nursery rhyme bag Can you touch your (Blending) Can you do the action (Blending) Sp1 Blend from the box activity <p>Phonics during carpet time</p> <p>Teach the Phonemes – m d g o c k e – What’s in the box activity for each phoneme.</p> <p>Writing</p> <ul style="list-style-type: none"> Mark making in porridge oats and ginger 	<p>Circle time activities</p> <ul style="list-style-type: none"> Beat baby Tapping/clapping syllables Instrumental activities Nursery rhyme dice Nursery rhyme bag Can you touch your (Blending) Can you do the action (Blending) Bertha Bus (Initial sound activity) Sp2 Blend from the box activity <p>Phonics during carpet time</p> <p>Teach the Phonemes – u r h b f l j – What’s in the box activity for each phoneme.</p> <p>Writing</p> <ul style="list-style-type: none"> Mark making in soil Writing name on Mothers Day gift 	<p>Circle time activities</p> <ul style="list-style-type: none"> Beat baby Tapping/clapping syllables Instrumental activities Nursery rhyme dice Can you touch your (Blending) Can you do the action (Blending) Bertha Bus (Initial sound activity) What’s that noise? S1 Blend from the box activity <p>Phonics during carpet time</p> <p>Teach the Phonemes – v w y z qu ch – What’s in the box activity for each phoneme.</p> <p>Writing</p> <ul style="list-style-type: none"> Mark making in soil 	<p>Circle time activities</p> <ul style="list-style-type: none"> Beat baby Tapping/clapping syllables Instrumental activities Nursery rhyme dice Can you touch your (Blending) Can you do the action (Blending) Bertha Bus (Initial sound activity) S2 Blend from the box activity <p>Phonics during carpet time</p> <p>Show the Graphemes while revisiting the phonemes s a t p i n – What’s in the box activity for each phoneme/Grapheme</p> <p>Writing</p> <ul style="list-style-type: none"> Mark making with wheeled toys in paint Writing name in Fathers Day card

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	<div><div>Reading</div><div><ul style="list-style-type: none">- Preschool library- Self-registration and snack names (pictures alongside names)</div><div>While sharing stories</div><div><ul style="list-style-type: none">- Draw attention to parts of the book – front, back, spine,- Model how the book should be handled and used.- Say “I wonder who/what/where” to provide a conversation starter.</div><div>Writing</div><div><ul style="list-style-type: none">- Provide writing and mark making tools in all areas of continuous provision inside and outside.- Adult to write and point out child's name on the back of their work and encourage children to overwrite</div></div>					
Vocabulary	Write Pencil Crayon Chalk Paint	Sound Lines Dots Circles	Letters Library Author Zig zags Pinchy fingers	Pens	Cross (to write)	Initial sound Blend
Stories and Rhymes	<div><div>Texts</div><div><ul style="list-style-type: none">- Goat Goes to Playgroup- Dirty Berty- Best behaviour book collection</div><div>Songs and Rhymes</div><div><ul style="list-style-type: none">- Daddy finger.- Head shoulders knees and toes.- If your happy and you know it.</div></div>	<div><div>Texts</div><div><ul style="list-style-type: none">- Where's Lenny (Little Wandle)- Peppa's Diwali- The first Christmas- The Jolly Christmas Postman</div><div>Songs and Rhymes</div><div><ul style="list-style-type: none">- Autumn leaves are falling down- Jingle Bells- When Santa got stuck up the chimney- Jolly snowman- We wish you a merry Christmas- Round and round the garden- 12345 once I caught a fish alive.</div></div>	<div><div>Texts</div><div><ul style="list-style-type: none">- Lulu Loves the Library (Little Wandle)- Goldilocks and the Three Bears- The Gingerbread Man- The Jolly Postman</div><div>Songs and Rhymes</div><div><ul style="list-style-type: none">- When Goldilocks went to the house of the bears- Run, Run as fast as you can- Twinkle, Twinkle little Star.</div></div>	<div><div>Texts</div><div><ul style="list-style-type: none">- Kindness Makes us Strong (Little Wandle)- All About Spring- If Only</div><div>Songs and Rhymes</div><div><ul style="list-style-type: none">- 5 current buns- There's A Worm at the bottom of the garden- 5 little ducks</div></div>	<div><div>Texts</div><div><ul style="list-style-type: none">- Monster Clothes (Little Wandle)- The Hungry Caterpillar- The Tiny Seed</div><div>Songs and Rhymes</div><div><ul style="list-style-type: none">- Cecil the caterpillar- 5 Little Speckled Frogs- Here we go round the mulberry bush' with verses that focus on clothes, for example: <i>This is the way we wash/mend/iron our clothes; This is way we get dressed up.</i></div></div>	<div><div>Texts</div><div><ul style="list-style-type: none">- Would You Rather? (Little Wandle)- What The Ladybird Heard at the Seaside- Stop, Wait, Go!</div><div>Songs and Rhymes</div><div><ul style="list-style-type: none">- The wheels on the bus- Down at the station- The sun has got his hat on- I'm a little Tea Pot</div></div>

Literacy Progression

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Comprehension Children at the expected level of development will: -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -Anticipate – where appropriate – key events in stories; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading Children at the expected level of development will: -Say a sound for each letter in the alphabet and at least 10 digraphs; -Read words consistent with their phonic knowledge by sound-blending; -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing Children at the expected level of development will: -Write recognisable letters, most of which are correctly formed; -Spell words by identifying sounds in them and representing the sounds with a letter or letters; -Write simple phrases and sentences that can be read by others.</p>						
<p>Progression of skills and knowledge</p> <p><i>Reading</i></p>	Secure in all aspects of Phase 1 Ensure Phase 2 sounds are taught. CVC oral blending Read individual letters by saying the sounds for them.	Phase 2 sound and (j, v, w, x, y, z) CVC oral blending & Segmenting Blend sounds into words, so that they can read short words made up of known letter-sound correspondences	Phase 3 sound lessons to begin Introduce skills to read simple captions. Read digraphs Read a few common exception words matched.	Continue to teach phase 3 digraphs Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, some common exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Consolidating all sounds taught Read all phase 3 sounds Begin to apply their phonic knowledge including set 2 & phase 3 in words, cations and short sentences.	Confidently reads a series of short sentences with fluency. Read at least 10 digraphs within short sentences. Reads 45 high frequency words.
<p>Progression of skills and knowledge</p> <p><i>Writing</i></p>	Draws the prewriting shapes and some long letter family (l,l,t) Show a preference for a dominant hand Children write initial sounds in words.	Independently segments the sounds in words to write a cvc word. Begins to write a simple caption with support Independently write long letters (l,t,l,j,u,y) and bouncy letters (m,n,r,b,p,h)	Writes phonetically decodable words. Teach skills to write a simple caption. Developing independence in writing. Introduce capital letters, finger spaces and full stops. Independently write bouncy letters (r,n,m,h,b,p) and start to write curly letters (c,a,o,g,d,q,e,s,f)	Orally rehearses and write a simple caption independently. Apply diagraphs and tricky words to writing. Use finger spaces and full stops. Independently write curly letters (c,a,o,g,d,q,e,s,f)	Introduce correct use of lower-case and capital letters within their writing. Write simple sentences including finger spaces, full stops, HFW and tricky words. Write first name. Independently write zig-zag letters (z,w,x,v,k) .	Writes a series of short sentences that follow on from the previous one. Uses known letter-sound correspondences using some known capital letters and full stop to demarcate sentences. Re-read what they have written to check that it makes sense. Spells phonically regular words with more than one syllable Write numbers 0-9.
<p>Planning</p>	Little Wandle Phase 1 and 2 Tricky words: l, the, is Parent reading event and Tapestry videos on handwriting, sound pronunciation and fine motor activities Skills of listening to a story. Daily handwriting sessions (outside of Phonics lessons) using pre-writing shapes and long letter family (l,l,t)	Little Wandle Phase 2 Tricky words: as, has, his, and, go, no, to, into, of High Frequency Words: dad, mum, big, it, at, an, cat, dog Daily handwriting sessions (outside of Phonics lessons) for long letter family and bouncy letter family. Introduction of rhyme time Features of a book: title Vocabulary that can be understood through a story Using illustrations to comprehend a story and understand the wider world Exposure to storytelling skills through physical oracy (volume, tone and pace) Parent event on Phase 2	Little Wandle Phase 3 Tricky words: she, he, we, me, be High Frequency Words: on, up, back, if, but Big Daily handwriting sessions using curly letter families. Handwriting homework sent home on Letter Join. Morning activity of writing CVC using Colourful Semantics sentence structure Exposure to storytelling skills through gesture and sign. -Talk for Writing Dinosaur Roar Concept cats used for vocabulary from Dinosaur Roar (longer, shorter, above, below) Introduce non-fiction and different types of questioning about dinosaurs Features of a book: blurb, contents page, labelling and captions Parent video for Phase 3 sounds.	Little Wandle Phase 3 Tricky words: was, you, they, my, by, her High Frequency Words:him, had, in, an, can Handwriting lessons in Year 1 at tables, writing curly letters. Morning activity of writing phrases using Colourful Semantics sentence structure Exposure to storytelling skill through puppets for 'Someone Swallowed Stanley'. Collaborative writing using features of non-fiction texts (labelling, captions, commands). Feature of a book: author and illustrator.	Little Wandle Phase 3 and 4 Tricky words: all, are, sure, pure High Frequency Words: not, get, got, big, him Morning activity of writing sentences using Colourful Semantics sentence structure Daily handwriting sessions using zig-zag letter families. Introduction of using words for description. Using: - animals and their features - fruit and their taste -labelling maps Collaborative e-book and invitation to fashion show. Features of a book: beginning/middle/end	Little Wandle Phase 3 and 4 Tricky words: said, so, have, like, some, come, love, do, were, here High Frequency Words: Whole class writes Daily handwriting sessions number formation. Children innovate 'Zog' story Talk for Writing and Helicopter Stories Features of a book: character, setting, moral Poetry features: rhyme and non-rhyme
<p>'Must do' activities throughout the year progress from pencil control and letter formation to writing CVC words, then phrases.</p> <p>Writing activities for each week include: Daily writing in Phonics book, weekly writing in Writing book, weekly handwriting practise and Phonic homework writing sheets. Morning activity name writing and Colourful Semantics sentences (Spring term onwards)</p>						
<p>Vocabulary</p>	Phoneme Grapheme	Diagraph	Trigraph Non-fiction Fiction Blurb Contents page	Author Illustrator Capital letters Full stops Finger spaces	Beginning Middle End	Character Setting
<p>Stories and Rhymes</p>	The Colour Monster Ruby's Worry The Bad Seed Oi Frog, dog, puppies ect	The Squirrels Who Squabbled Autumn non-fiction book Halloween Literacy Shed	Poetry: Dinosaur roar Dave's cave Cave baby Questions and answers about dinosaurs	Somebody swallowed Stanley Let's investigate: Plastic pollution	One day on our blue planet – Savannah All aboard for the Bobo Road The Ugly Five	Dragon poems Zog
<p>Outcomes</p>		Cards to family Letter to Santa	Dinosaur Talk for Writing poem performance on Tapestry Labelling dinosaurs for class fact file	Poster on recycling/pollution	Collaborative non-fiction e-book (Book Creator) on Africa	Helicopter stories - Write a fantasy story

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Class Author	Kes Gray		Nadia Shireen		Julia Donaldson	