

Literacy (Early Years) Skills Progression

Literacy – Word Reading			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound. <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> • Able to complete a rhyming string. • Begin to use sound buttons to identify how many sounds are in a word. • • Can supply words with the same initial sound. <p>Recognise all taught Set 1 & 2 sounds, including some digraphs.</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read simple sentences containing known letter sound correspondences containing 1 or 2 common exception words</p>	<p>Develop their phonological awareness to: •</p> <ul style="list-style-type: none"> • Recognise and use rhyme in daily conversation. • • Use sound buttons to segment and read words. • • Can identify words containing the same digraph or trigraph e.g. ay- may, day, play. <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

Literacy - Comprehension			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in a context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

Literacy (Early Years) Skills Progression

Literacy - Writing			
Nursery	Rec Autumn Term	Rec Spring Term	Rec Summer Term
<p>Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s cvc words. Copy full name from a name label. <u><i>Physical Development</i></u> <i>Use a range of small tools competently and confidently.</i></p>	<p>Form lowercase letters and capital letters correctly Write labels using known sound-letter correspondences. Is able to write their first name and starting to write their surname independently. Begin to use capital letters, finger spaces and full stops in independent writing. <u><i>Physical Development</i></u> <i>Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</i></p>	<p>Write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop. Use finger spaces most of the time. 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. <u><i>Physical Development</i></u> <i>Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases</i></p>