



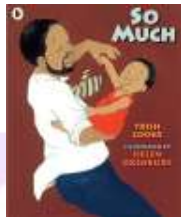





EYFS Literacy: Progression of Skills and Knowledge

Nursery 3-4 years	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing:	<p>Draws freely.</p> <p>Use large muscle movements to wave flags, streamers, paint and make marks.</p> <p>Check Point: Draws freely.</p>	<p>Begins to understand that print and marks have meaning.</p> <p>Check Point: Begins to understand that print and mark making has meaning.</p>	<p>Use some of their print and letter knowledge in their early writing.</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Check Point: Use some of their print and letter knowledge in their early writing.</p>	<p>Write some letters accurately.</p> <p>Check Point: Write some letters accurately.</p>	<p>Write some or all of their name.</p> <p>Shows a preference for a dominant hand.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>
<p>End of Nursery:</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Write some or all of their name.</p>						
<p>Little Wandle Foundation for Phonics:</p> <p><i>Tuning into Sounds</i></p> <p><i>Rhyme Time</i></p>	<p><i>See Foundations for Phonics: Progression Planning and Overview</i></p> <p>In these sessions, our nursery children will develop their phonological awareness, so they can:</p> <ul style="list-style-type: none"> -spot and suggest rhyme -count or clap syllables in a word -recognise words with the same initial sound 					

<p>Reading:</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can spot and suggest rhymes.</p> <p>Check Point: Enjoy songs and rhymes.</p> <p>Enjoy sharing a book with adults.</p> <p>Join in with some words in songs and rhymes.</p>	<p>Understand the five 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 spot and suggest rhymes.</p> <p>Focus sound: s, a, t, p, i, n, m</p> <p>Check Point: Develop their phonological awareness, so they can spot and suggest rhyme.</p>	<p>Develop their phonological awareness, so that they can count or clap syllables in a word.</p> <p>Focus sound: d, g, o, c, k, e</p>	<p>Develop their phonological awareness, so that they can count or clap syllables in a word.</p> <p>Develop their phonological awareness, so that they can recognise words with the same initial sound.</p> <p>Focus sound: u, r, h, b, f, l</p> <p>Check Point: Develop their phonological awareness, so they can count or clap syllables in a word.</p>	<p>Develop preferences for favorite books and begin to share what they like.</p> <p>Develop their phonological awareness, so that they can recognise words with the same initial sound.</p> <p>Focus sound: j, v, w, y, z, qu, ch</p> <p>Check Point: Recognise words with the same initial sound.</p>	<p>Engage in oral blending showing an awareness of focus sounds.</p> <p>Develop preferences for favorite books and begin to share what they like.</p> <p>Focus sound: ck, x, sh, th, ng, nk</p> <p>End Point: Engage in extended conversations about stories, learning new vocabulary.</p>
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Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Tree Focus Story:	 <p>Write own 'wild things' narrative</p> <p>Labels, captions, oral re-telling</p>	 <p>The Snowman Whole School Writing Root</p>	 <p>Own version of 'overcoming' tales</p> <p>Thought bubbles, labels, oral re-telling, writing in role, thank you letters</p>	 <p>Advice leaflets</p> <p>Labels and captions, advice, retellings, writing in role, narrative, letter</p>	 <p>Own 'So Much' narrative poem</p> <p>Past tense sentences, writing in role, performance poetry</p>	 <p>Simple explanation poem</p> <p>Signage, letters of advice, lists, labelled diagrams</p>
Drawing Club Adventures from Story:	We're Going on a Bear Hunt	Room on the Broom	The Colour Monster	Farmer Duck	The Tiger Who Came to Tea	The Night Pirates
Drawing Club Adventures from Tales:	The Three Little Pigs	The Gingerbread Man	Jack and the Beanstalk	The Magic Porridge Pot	Goldilocks and the Three Bears	Three Billy Goats Gruff
Drawing Club Adventures from Cartoons:	Mr Benn	Willo the Wisp	Roadrunner	Trap Door	The Magic Roundabout	Banana Man
Writing:	<p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some letters accurately.</p> <p>Check Point: Write some or all of their</p>	<p>Write some letters accurately.</p> <p>Spell CVC words by identifying the phonemes and then writing them using the corresponding grapheme.</p> <p>Check Point: Write some letters</p>	<p>Spell words by identifying the phonemes and then writing them using the corresponding grapheme.</p> <p>Check Point: Spell words by identifying the phonemes and then writing them using the</p>	<p>Write short phrases and sentences with words with known grapheme-phoneme correspondence using a capital letter and full stop.</p> <p>Re-read what they have written to check it makes sense.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the phoneme and then writing the phoneme with the grapheme.</p> <p>Check Point: Write short phrases and sentences with words</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Write simple phrases and sentences that can be read by others.</p>

	name.	accurately in line with Little Wandle Letters and Sounds teaching progression	corresponding grapheme	Check Point: Write short phrases and sentences with words with known grapheme phoneme correspondence using a capital letter and full stop. Re-read what they have written to check it makes sense.	with known grapheme phoneme correspondence using a capital letter and full stop. Re-read what they have written to check it makes sense.	
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End Point:

ELG: Writing:

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.

Phonics: <i>Little Wandle Progression</i>	Phase 2 graphemes	Phase 2 graphemes	Phase 3 graphemes	Phase 3 graphemes	Phase 4	Phase 4
Reading:	Read individual graphemes by saying the phonemes for them.	Blend GPC's into words, so that they can read short words made up of known grapheme-phoneme correspondences. Check Point: Read individual letters by saying the sounds for them.	Read some diagraphs that each represent one sound and say the sounds for them. Read a few common exception words matched to Little Wandle progression.	Read simple phrases and sentences made up of words with known GPC's, and where necessary, a few common exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment for reading. Check Point: Blend sounds into words, so that they can read	Blend GPC's into words, so that they can read short words made up of known grapheme-phoneme correspondences. Read some diagraphs that each represent one sound and say the sounds for them. Read simple phrases and sentences made up of words with known GPC's, and where necessary, a few common exception words.	Blend GPC's into words, so that they can read short words made up of known grapheme-phoneme correspondences. Read some diagraphs that each represent one sound and say the sounds for them. Read simple phrases and sentences made up of words with known GPC's, and where necessary, a few common exception words.

				<p>short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment for reading.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment for reading.</p>
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End point:

ELG:

Word Reading

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.

ELG:

Comprehension:

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 discussion about stories, non-fiction, rhymes and poems and during roleplay.