

Curriculum Overview and Progression for Literacy

Word Reading, Comprehension and Writing

Early Years Curriculum

Key Concepts / Progression of Skills

Prior Learning

Word Reading	Comprehension	Writing
<ul style="list-style-type: none"> I can show that I am interested in books and rhymes and may have favourites 		<ul style="list-style-type: none"> I can distinguish between the different marks I make.

Nursery

Word Reading	Comprehension	Writing
<p>During Nursery (Autumn Spring)</p> <ul style="list-style-type: none"> I can repeat songs, rhymes, stories and repeat familiar phrases. I can fill in missing words from well-known rhymes. I can show a preference for a book or a song or a rhyme. I can identify myself in a story and show enjoyment for stories about familiar people. I can notice and repeat sounds. I can identify signs and symbols in the environment and recall what they mean. Understand the five key concepts about print: <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 Develop their phonological awareness, so that they can: <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 Engage in extended conversations about stories, learning new vocabulary. 		<p>During Nursery (Autumn Spring)</p> <ul style="list-style-type: none"> I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting. I can make connections between my actions and the marks being made. I can hold mark making equipment using the palmer grip. I can control the marks on the page. I can distinguish between the different marks I make. I can turn pages in a book. I can control equipment like a jug and show increasing control over tools like pencils and crayons. I can use a range of tools to make marks and show an interest in my own marks and others marks. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.

Early Years Curriculum – Literacy

End of Nursery

Word reading

- I can join in with rhymes and stories.
- I can identify rhymes.
- I can join in with the rhythm of well-known rhymes and songs.
- I can recognise my own name.

Comprehension

- I can hold a book, turn the pages and indicate an understanding of pictures and print.
- I can tell a story to friends.
- I can talk about events and characters in books.
- I can make suggestions about what might happen next in a story.

End of Nursery

Composition

I can tell an adult what I have drawn or painted.

Grammar, Punctuation

- I can recognise a capital letter at the start of my name.

Spelling

- I can identify sounds from my own name in other words.
- I can ascribe meaning to other marks, like on signage.
- I can start to write identifiable shapes and letters.



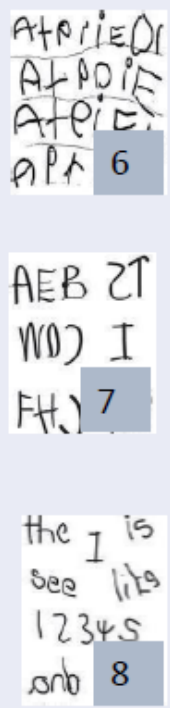
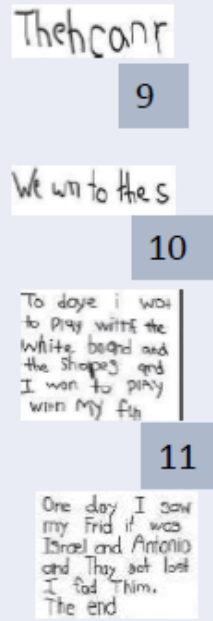
Handwriting

- I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.
- I can use tools for mark making with control.
- I can grip using five fingers or preferably two fingers and thumb for control.
- I can use pincers, tweezers and threading equipment with increasing control and confidence.
- I can copy shapes, letter and pictures.

Reception

Word Reading	Comprehension	Writing
<p>Word reading (Autumn Spring)</p> <ul style="list-style-type: none"> I can join in with rhymes and stories. I can join in with the rhythm of well-known rhymes and songs. I can recognise my own name. I can identify sounds in words, in particular, initial sounds. I can segment and blend simple words demonstrating my knowledge of sounds (with support – independently). I can link sounds to letters in the alphabet. I can read simple words and simple sentences. I can identify rhymes. I can find my own rhymes. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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>Comprehension (Autumn Spring)</p> <ul style="list-style-type: none"> I can hold a book, turn the pages and indicate an understanding of pictures and print. I can tell a story to friends. I can talk about events and characters in books. I can make suggestions about what might happen next in a story. I can read simple words and simple sentences. I can talk about my favourite book. I can use vocabulary and events from stories in my play. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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>Handwriting (Autumn Spring)</p> <ul style="list-style-type: none"> I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and thumb for control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letter and pictures. I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp. Form lower-case and capital letters correctly. <p>Composition</p> <ul style="list-style-type: none"> I can tell an adult what I have drawn or painted. I can give meaning to my marks as I write. I can create representations of people, events and objects. I can use some identifiable letters to communicate meaning and uses them to write captions and labels. I can read back my writing. I can begin to rehearse what I write orally before writing. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. <p>Spelling</p> <ul style="list-style-type: none"> I can identify sounds from my own name in other words. I can ascribe meaning to other marks like on signage. I can start to write identifiable shapes and letters. I can segment and blend the sounds in simple words and name sounds. Spell words by identifying the sounds and then writing the sound with letter/s. <p>Grammar, Punctuation</p> <ul style="list-style-type: none"> I can recognise a capital letter at the start of my name I can talk about sentences and start to write short sentences. I can start to use full stops and capital letters in the correct places. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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.

The Stages of Writing Development:

16-26 months	22-36 months	30-50 months	40-60 months
 <p>1</p> <p>2</p> <p>This is the period when young children are just figuring out that their movements result in the lines and scribbles they see on the page. These scribbles are usually the result of large movements from the shoulder, with the crayon or marker held in the child's fist. There is joy in creating art at all ages, but at this stage especially, many children relish the feedback they are getting from their senses: the way the crayon feels, the smell of the paint, the squishy-ness of the clay.</p>	 <p>3</p> <p>4</p> <p>5</p> <p>As children develop better control over the muscles in their hands and fingers, their scribbles begin to change and become more controlled. Toddlers may make repeated marks on the page—open circles, diagonal, curved, horizontal or vertical lines. Over time, children make the transition to holding the crayon or marker between their thumb and pointer finger.</p> <p>We now see random letters and letter strings.</p>	 <p>6</p> <p>7</p> <p>8</p> <p>Children have had experience with letters and print for several years now and are beginning to use letters in their own writing. Usually children start by experimenting with the letters in their own names, as these are most familiar to them. They also make "pretend letters" by copying familiar letter shapes, and will often assume that their created letter must be real because it looks like other letters they have seen.</p> <p>We now see letter strings, letter groups and print from the environment.</p>	 <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>We now see children beginning to experiment with sounds and the initial sounds of words represented.</p> <p>Then more consonant sounds are represented. We then see inventive spelling including vowels.</p> <p>Finally we have transitional writing with better attempts and spelling and some use of punctuation.</p>

The Stages of Emergent Writing Development:

These are the steps a child goes through when they are learning to write. It is a PROCESS!

EVOLUTION OF A CHILD'S WRITING

(Drawings are an important part of a child's writing and often a child will repeat the theme of his/her drawing on subsequent pages)

 <p>1. Scribble Stage (Starting point any place on the page)</p>	 <p>2. Scribble (Left to right progression)</p>	 <p>3. Mock Letters (Can be personal or conventional)</p>
 <p>4. Letter String (Left to right and progressively downward)</p>	 <p>5. Groups of letters with space in between to resemble words</p>	 <p>6. Picture Labeling (Matching beginning letter to sound)</p>
 <p>7. Copies Environmental Print</p>	 <p>8. Uses first letter of a word to represent the word</p>	 <p>9. Uses beginning letter and ending letter to represent the word</p>
 <p>10. Hears Medial Sounds (Writes word with beginning, medial and ending letters)</p>	 <p>11. Phrase Writing</p>	 <p>12. Whole Sentence Writing</p>