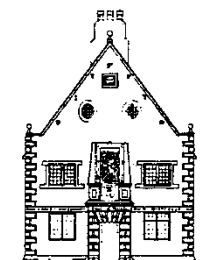


Progression of Knowledge and Skills for Literacy

Word Reading, Comprehension and Writing

Early Years Curriculum



Nursery (3-4 years)

Progression of Knowledge and Skills - Literacy

Literacy: Word Reading & Comprehension

End of Nursery:

- Joins in with rhymes and stories.
- Identifies rhymes.
- Joins in with the rhythm of well-known rhymes and songs.
- Recognises their own name.
- Holds a book, turn the pages and indicate an understanding of pictures and print.
- Tells a story to friends.
- Talks about events and characters in books.
- Makes suggestions about what might happen next in a story.

Language of re-telling: Events and story telling

...happened first, Next...happened, Then...happened, ...happened last, Next...and...happened, At the end...happened, ...happened in the beginning, ...happened in the middle, ...happened in the end.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (Just turned 3y) (Nursery)	/		Shows that they are interested in books and rhymes and may have favourites			
Rising 5s (3y-4y) (Pre-school)	Repeats songs, rhymes, stories and repeat familiar phrases. Fills in missing words from well-known rhymes.		Shows a preference for a book or a song or a rhyme. Identifies themselves in a story and show enjoyment for stories about familiar people. Notice and repeat sounds. (e.g. sound effects) Identifies signs and symbols in the environment and recall what they mean. (e.g logos and shop names) <i>Understands that print has meaning</i> <i>Understands that print can have different purposes</i> <i>Understands that we read English text from left to right and from top to bottom</i> <i>Understands that the names of the different parts of a book (e.g. cover, page)</i> <i>Understands page sequencing (reading)</i> <i>Spots and suggest rhymes</i> <i>Counts or clap syllables in a word</i> <i>Recognises words with the same initial sound, such as money and mother</i> <i>Engages in extended conversations about stories, learning new vocabulary.</i>		<p><u>Word reading</u> Joins in with rhymes and stories. Identifies rhymes. Joins in with the rhythm of well-known rhymes and songs. Recognises their own name.</p> <p><u>Comprehension</u> Holds a book, turn the pages and indicate an understanding of pictures and print. Tells a story to friends. Talks about events and characters in books. Makes suggestions about what might happen next in a story.</p>	

Literacy: Writing



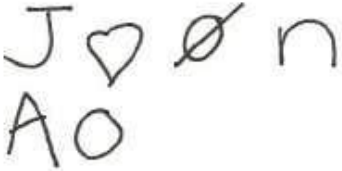


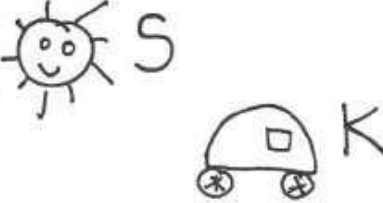
End of Nursery:

- Tells an adult what I have drawn or painted.
- Recognises a capital letter at the start of my name.
- Identifies sounds from my own name in other words.
- Ascribes meaning to other marks, like on signage.
- Starts to write identifiable shapes and letters.
- Draws lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.
- Uses tools for mark making with control.
- Grip using five fingers or preferably two fingers and thumb for control.
- Uses pincers, tweezers and threading equipment with increasing control and confidence.
- Copies shapes, letter and pictures.

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

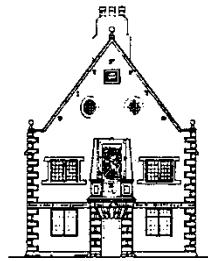
EVOLUTION OF A CHILD'S WRITING

(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>

Progression of Knowledge and Skills - Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rising 4s (Just turned 3y) (Nursery)			Distinguishes between the different marks they make. (e.g. this is a horse)			
Rising 5s (3y-4y) (Pre-school)			<p>Randomly scribbles on the page, sometimes with both hands.</p> <p>Begins to balance when sitting.</p> <p>Makes connections between my actions and the marks being made.</p> <p>Holds mark making equipment using the palmer grip.</p> <p>Control the marks on the page.</p> <p>Distinguishes between the different marks I make.</p>	<p>Turns pages in a book.</p> <p>Controls equipment like a jug and show increasing control over tools like pencils and crayons.</p> <p>Uses a range of tools to make marks and show an interest in my own marks and others marks.</p> <p>Uses some of their print and letter knowledge in their early writing. (e.g. <i>writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</i>)</p> <p>Writes some or all of their name.</p> <p>Writes some letters accurately.</p>	<p><u>Composition</u> I can tell an adult what I have drawn or painted.</p> <p><u>Grammar, Punctuation</u> Recognises a capital letter at the start of my name.</p> <p><u>Spelling</u> Identifies sounds from my own name in other words. Ascribes meaning to other marks, like on signage. Starts to write identifiable shapes and letters.</p> <p><u>Handwriting</u> Draws lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. Uses tools for mark making with control. Grip using five fingers or preferably two fingers and thumb for control. Uses pincers, tweezers and threading equipment with increasing control and confidence. Copies shapes, letter and pictures.</p>	



Reception (4-5 years)

Progression of Knowledge and Skills - Literacy

Literacy: Comprehension

- ELG:
- 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.

Language of re-telling: Events and story telling
 ...happened first, Next...happened, Then...happened, ...happened last, Next...and...happened, At the end...happened, ...happened in the beginning, ...happened in the middle, ...happened in the end.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Holds a book and turns the pages from front to the back Knows what a letter is	Knows what a word is Tells a story to a friend	Talks about events and characters in books	Talks about their favourite book (book week)	ELG: <i>Children at the expected level of development will:</i> <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. 	

Progression of Knowledge and Skills - Literacy

Literacy: Word Reading

ELG:

- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	<p>Phase 2 s a t p l n m d g o c k c k e u r h b f l</p>	<p>Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	<p>Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> • words with double letters • longer words 	<p>Phase 3 Review Phase 3</p> <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	<p>Phase 4 Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est 	<p>Phase 4 Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words <p>Review all tricky words taught so far</p>
HFWs / tricky words	Is the l	<p>put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>*The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</p>	was you they my by all are sure pure	Review all taught so far	said so have like some come love do were here little says there when what one out today	

ELG:
Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;

Progression of Knowledge and Skills - Literacy

Phonological awareness	Hears Phase 2 initial sound phonemes Joins in with known songs	Orally segments words Joins in with rhymes and stories	Identifies rhymes	Suggests words to complete a rhyming string	<ul style="list-style-type: none">• <i>Read words consistent with their phonic knowledge by sound-blending;</i>• <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i>
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Literacy: Writing

ELG:

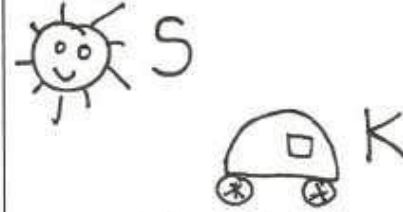
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

WKAK
SKCN

4. Letter String
(Left to right and progressively downward)

S SO
KSK

5. Groups of letters with space in between to resemble words



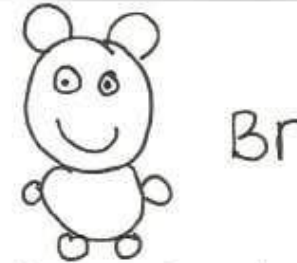
6. Picture Labeling
(Matching beginning letter to sound)

desk
door

7. Copies Environmental Print

I H A S
(I have a sister)

8. Uses first letter of a word to represent the word



9. Uses beginning letter and ending letter to represent the word

I see the
sci

10. Hears Medial Sounds
(Writes word with beginning, medial and ending letters)

My nis dres



11. Phrase Writing

This pumkn
is min



12. Whole Sentence Writing

Progression of Knowledge and Skills - Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Scribbles randomly on paper	Imitates and copies complex shapes	Curly caterpillar letters: e d g q	One armed robot letters: n h m b k p	Capital letters: D G Q E S F O L T I Y J	Capital Letters: R U N B M H P K V W X Z
	Scribbles in different directions (circles and straight lines)	Writes over and continues simple patterns	Ladder letters: f l i t u j y	Zig zag monster letters: v w x z	Majority of letters sit on a line	
	Imitates and copies simple shapes	Understands the movements associated with writing e.g. up, down, around	One armed robot letters: r	Capital Letters: C A		
	Shows preference to a dominant hand	Writes straight strokes e.g. vertical, horizontal and diagonal and circular strokes e.g. circles and semi-circles	Majority of letters are recognisable, and the majority formed correctly	All of letters are recognisable and the majority are formed correctly		
	Five finger grasp used		Writes name with the majority of letters formed correctly			
	Can use threading equipment with control	Curly caterpillar letters: c o s a	Tripod grasp used			
	Uses a doing hand and helping hand when cutting	Cuts out shapes with straight sides e.g. octagon, pentagon, hexagon				
	Cuts a range of materials e.g. playdough, thick and thin paper, straws ect.	Cuts out shapes with curved sides e.g. semi-circle, circle				
	Hold scissors with 'thumb to the sky' and cuts forward (away from body)					
	Cuts out simple shapes e.g. square, triangle, rectangle					

ELG:
Children at the expected level of development will:

- *Write recognisable letters, most of which are correctly formed;*
- *Write recognisable letters, most of which are correctly formed*

Progression of Knowledge and Skills - Literacy

Spellings / phonics	Hears Phase 2 initial sound phonemes	Identifies Phase 2 graphemes	Writes their name independently	Reads simple sentences and phrases	Confidently reads sentences containing Phase 3 and Phase 4	<p>ELG: <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i>
	Reads / identifies tricky words: <i>Is the I</i>	Sounds out CVC phase 2 words	Reads CVC words using Phase 2 letters and sounds	Confidently segments and writes CVC words	Beginning to apply Phase 3 into sentence writing	
		Blends CVC words containing Phase 2 sounds with support	Segments and writes CVC words	Identifies all Phase 3 graphemes	Reads/spells words with adjacent consonants	
		Copies their name from name card they have found independently	Reads / identifies tricky words: <i>was you they my by all are sure pure</i>	Reads / identifies all Phase 3 tricky words	Reads / identifies tricky words : <i>said so have like some come love do were here little says there when what one out today</i>	
	Reads / identifies tricky words: <i>as and has his her go no to into she he of we me be</i>	Writes some taught tricky words correctly	Writes some taught tricky words correctly	Writes some taught tricky words correctly		

Language of re-telling: Events and story telling
 ...happened first, Next...happened, Then...happened, ...happened last, Next...and...happened, At the end...happened, ...happened in the beginning, ...happened in the middle, ...happened in the end. First I ..., First we ..., Then..., After... .

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composition	<p>Tells an adult about what they have drawn or painted</p> <p>Gives ideas, answers and thoughts in a complete sentence supported by a sentence stem (sentence opening) See speaking and listening</p>	<p>Making marks in the environment during Learning Choices (CIA) with purpose</p> <p>See speaking and listening, update as needed</p>	<p>Uses new vocabulary/phrases in play and communication</p> <p>Uses language to create a story in imaginative play</p> <p>Rehearses verbally before writing</p> <p>Says what they have written</p>	<p>Reads back what they have written</p> <p>Writes simple phrases</p> <p>Uses finger spaces</p>	<p>Writes sentences using some tricky words and decodable words</p> <p>Using capital letters and full stops.</p>	<p>ELG: <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • <i>Write simple phrases and sentences that can be read by others</i> • <i>Writes linked sentences</i>