

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: • 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> <p>Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother</p>	<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: • 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> <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>
SEND Provision:	<p>Ensure pupils have access to interventions to support with developing phonetical understanding</p> <p>Exposure to appropriate books/stories to support development</p> <p>Picture prompts to support with letter recognition</p> <p>Flash cards to develop understanding</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>
SEND Provision:	<p>Use of Makaton/picture prompts/communication boards to support communication about stories read and to support with answering questions</p> <p>Picture prompts to support with discussion around stories</p> <p>Use of story sacks/ role play to support with understanding of stories</p> <p>Exposure to familiar books regularly</p> <p>Re-read books with similar structure to develop understanding</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>Form lowercase letters and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Copy full name from a name label. <i><u>Physical Development</u></i> <i>Use a range of small tools competently and confidently.</i></p>	<p>Write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop. Begin to use capital letters, finger spaces and full stops in independent writing. <i><u>Physical Development</u></i> <i>Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.</i></p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time. Is able to write their first name and starting to write their surname independently. 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. <i><u>Physical Development</u></i> <i>Hold a pencil effectively in preparation for fluent writing.</i> <i>Using the tripod grip in almost all cases</i></p>
<p>SEND Provision:</p>	<p>Pencil grips Letter formation cards/name cards Scaffolds/Differentiation to support developmental writing Physical resources to support with showing understanding of blending/CVC words See Physical Development to support development of fine motor skills</p>		