

Literacy Progression of Skills and Knowledge

Writing

	Caterpillars 2- 3 year olds	Butterflies 3- 4 year olds	Reception 4-5 year olds	ELG checkpoint Children at the expected level of development will
	<ul style="list-style-type: none"> • Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Enjoys the sensory experience of making marks • Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. 	<ul style="list-style-type: none"> • Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. • Sometimes gives meaning to their drawings and paintings • Includes mark making and early writing in their play • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<ul style="list-style-type: none"> • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, invitations, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	<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.
Key vocabulary			Letter, full stop, capital letter, word, story, character	
Key visitors / visits / experiences	<p>Children listen to a range of stories, non-fiction book and poetry throughout the year as a stimulus for their writing – see long term plan</p> <p>Mark making experiences inside and out Gross motor and fine motor skills developed</p>	<p>Children listen to a range of stories, non-fiction book and poetry throughout the year as a stimulus for their writing – see long term plan</p> <p>Mark making experiences inside and out Gross motor and fine motor skills developed Adults modelling writing for a reason. Writing opportunities in all areas</p>	<p>Children listen to a range of stories, non-fiction book and poetry throughout the year as a stimulus for their writing – see long term plan</p> <p>Continue developing gross and fine motor skills. Use of penpals handwriting scheme Adults modelling writing for a reason – shared and supported writing Writing opportunities in all areas</p>	

**What is this
the
foundation
for?**

In year one children will:

write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- Applying their phonic knowledge in their writing

Literacy Progression of Skills and Knowledge
Reading

	Caterpillars 2- 3 year olds	Butterflies 3- 4 year olds	Reception 4 – 5 year olds	ELG checkpoint Children at the expected level of development will
	<ul style="list-style-type: none"> • Is interested in and anticipates books and rhyme and may have favourites • Begins to join in with actions and sounds in familiar song and book sharing experience • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on • Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes 	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books Independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Begins to develop phonological and phonemic awareness • Shows awareness of rhyme and alliteration • Recognises rhythm in spoken words, songs, poems and rhymes • Claps or taps the syllables in words during sound play • Hears and says the initial sound in words 	<ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Begins to develop phonological and phonemic awareness • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. 	<p>Comprehension ELG</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>Word Reading ELG</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.

Key vocabulary	Book, story		Page, front cover, back cover, word, title, rhyme predict, character, setting	
Key visitors / visits / experiences	World Book Day Super Six books Love to read scheme (home/ school) Phase 1 listening skills Books used as hooks for topics	World Book Day Super six books Love to read scheme (home / school) Phase 1 phonics skills / Little Wandles reading Books used as hooks for topics	World Book Day Learning Poetry (Poetry Basket) Author visits Visit to Cosham library Little Wandles phonics scheme Books used as hooks for topics	
What is this the foundation for?	<p>In year one children will:</p> <ul style="list-style-type: none"> • Continue with Little Wandles Phonics scheme, reinforcing Phase 4 and continuing to Phase 5. • Use skills of decoding, prosody and comprehension during group reading sessions • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. • be encouraged to link what they read or hear read to their own experiences 			