



Literacy Progression of Skills and Knowledge

Writing

Nursery and Pre-school	Reception	Year One
<p style="text-align: center;"><u>I can.....</u></p> <p>Make marks on paper that I intend as writing. Make marks/waves/ scribbles that have the correct directional movement across/ down the page. Make marks that resemble letter-like shapes Move my hand in the correct direction for up, down, round (anticlockwise), over (clockwise/left to right) to create lines, circles. Write some letters accurately. Copy some or all of the letters of my name. Write some of my name from memory.</p> <p style="text-align: center;">Knowledge- I know</p> <ul style="list-style-type: none"> • how to talk about my marks with confidence. 	<p style="text-align: center;"><u>I am learning to</u></p> <p>Hold my pencil using a tripod grip. Trace over lines and circles using the correct directional movement for letter formation. Form straight line print letters correctly (l, t, j, f) Form curve letters correctly (c, o, a, d, g, q, e, s) Form tunnel letters correctly (r, n, h, m, b, p, u, y) Form diagonal line letters correctly (v, w, k, x, z) Write letters with spaces in between to resemble words and tell you what I have written. Copy letters and words from environmental print. Hear and write the first, middle and final sounds in CVC words. Rehearse what I want to write verbally. Write simple lists, labels and captions. Write short captions and sentences made of CVC words using known graphemes. Write meaningful sentences (which match a picture). Leave finger spaces between the words in my sentences/captions. Re-read what I have written to check that it makes sense. Spell phase 2 and 3 tricky words correctly when writing them in captions/sentences. Use a full stop at the end of my sentences. Use a capital letter at the beginning of my sentences. Use a capital letter for the personal pronoun 'I'. Use an adjective in my writing.</p> <p style="text-align: center;">Knowledge- I know how to</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. 	<p style="text-align: center;"><u>I am learning to....</u></p> <p>Write about personal experiences and real events. Orally rehearse what I am going to write about. Write single simple sentences, which the I can read back. Show an awareness of capital letters, full stops and question marks- not yet consistent or accurate. Write words containing previously taught phonemes. Write common exception words are spelt accurately. Form lower case letters, which are mostly formed and orientated accurately, starting and finishing in the correct place. Form capital letters and digits 0 to 9, which are mostly formed and orientated accurately. Read out loud my writing to check it makes sense.</p> <p style="text-align: center;">Knowledge- I know how to....</p> <ul style="list-style-type: none"> • Show some features of the given text type when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry. • Use single clause sentences that are sequenced to form short narratives. • Sequence sentences to form short compositions, using some adjectives. • Use simple co-ordination, using 'and' and 'so' to join clauses. • Place capital letters, full stops, question marks or exclamation. • Use capital letters for some proper nouns and for the personal pronoun 'I' • Write most words containing previously taught phonemes. • Write common exception words, which are spelt accurately. • Accurate use the prefix unand suffixes when adding -ing, -ed, -er, and -est where no



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		<p>change is needed in the spelling of the root word.</p> <ul style="list-style-type: none"> Recognise and name the letters of the alphabet
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Comprehension and Reading

Nursery and Pre-school	Reception	Year One
<p style="text-align: center;"><u>I can.....</u></p> <p>Join in to sing songs and rhymes. Share my own experiences with my keyworker and listen as they make links between my experiences and what happens in stories. Engage in a wide variety of new experiences that help to broaden my background knowledge. Engage in conversations about stories to help me to learn new vocabulary. Use characters and phrases from stories in my own role-play/small world narratives. Make predictions about the next events in a story based on what has already been read. Hold a book the correct way up and turn the pages. Listen closely to the sounds in my environment and list what I can hear. Identify when words sound the same by choosing from a selection of words that rhyme and those that do not. Clap out the syllables in words. Recognise words with the same initial sound Notice some print, such as the first letter of my name, a door number, or a familiar logo. Listen to words being sound talked and be able to blend these sounds together again (e.g. touch your kn-ee-s and the child touches their knees) Recognise my name.</p> <p>Knowledge- I know.....</p> <ul style="list-style-type: none"> That text can be used as a form of identification. That text has a meaning. 	<p style="text-align: center;"><u>I am learning to</u></p> <p>Recognise that some books tell stories and others give information. Read English text from left to right and from top to bottom. Names of different parts of a book. Recognise new words and their meanings. Re-tell stories/narratives using my own words perhaps drawing upon some key phrases from the story. use the structure of well-known stories to invent new narratives. Anticipate key events in a story. Understand that a full stop completes one whole sentence and that a capital letter begins a new sentence. Suggest a word that rhymes with another. Hear the initial sound in words. Hear the final sound in words. Hear the middle sound in a CVC word. Recognise, and say a sound for, the letters of the alphabet. Recognise, and say a name for, the letters of the alphabet. Recognise, and say a sound for, phase 2 digraphs. Recognise, and say a sound for, phase 3 digraphs and trigraphs. Blend sounds to read VC words made up of known letter sound correspondences. Blend sounds to read CVC words made up of known letter-sound correspondences. Blend sounds to read CCVC/CVCC words made up of known letter-sound correspondences.</p>	<p style="text-align: center;"><u>I am learning to....</u></p> <p>Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Reads some common irregular words. Join in with familiar rhymes and poems. Demonstrate an understanding when talking with others about what I have read. Re-tell familiar stories.</p> <p style="text-align: center;">Knowledge- I know how to....</p> <ul style="list-style-type: none"> Read aloud books consistent with phonic knowledge - accurately, confidently and fluently. Respond speedily with the correct sound to graphemes to all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Apply my phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode age-appropriate texts accurately. Recognise and read common words; words with -s, -es, -ing, -ed, -er and -est endings; and words of more than one syllable. Recognise and reads words with contractions and demonstrates understanding of the apostrophe. Read all common exception words linked to our phonics scheme. Read aloud with some intonation and expression. Check that the text makes sense whilst reading.



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- That text is read from left to right.
- That letters are used to make up words.
- That each letter makes a sound, focussing on sounds in my name.
- How to join in with repetition within stories and rhymes.

Read a few common exception words matched to the phonics programme.

Read some high frequency words.

Read some simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.

Re-read sentences to build up my confidence, fluency, understanding and enjoyment in word reading.

Knowledge- I know how to

- Demonstrate my understanding of what has been read to me by re-telling stories and narratives using my 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.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with my phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

Phonics Programme Philosophy- Monster Phonics

- ✓ Colour-coded to support memory and facilitate understanding
- ✓ Monster sound cues and actions to support memory and increase engagement
- ✓ Rapid teaching of graphemes, grammatical rules HFW and CEW to improve reading fluency and access to the curriculum in all areas
- ✓ Consolidate and apply in meaningful and purposeful 'real' contexts
- ✓ Formative assessment to provide opportunities to address gaps early



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Reception	Year One
Term 1 teaches Phases 2 and the initial part of Phase 3 of Letters and Sound. Reception HFWs are also taught. There is a focus on stories to highlight graphemes and activities include art, role play, simple reading and writing tasks, phonics games and music	Term 1 teaches NC Year 1 graphemes, all of the Year 1 CEWs and the first 100 HFWs. The addition of suffixes ed, s/es, ing, er and est (with no change to the root word) is introduced in specific spelling lessons and continues to be taught and reinforced in grapheme lessons.
Term 2 completes the teaching of the Phase 3 graphemes. Term 3 continues to develop knowledge of the Reception HFWs also introduces more of the 100 HFWs. Storybooks are an essential part of this learning. Term 2 and 3 use well-known repetitive traditional stories, action songs and games to develop reading and writing in sentences. The aim is to provide real and meaningful contexts for practising blending and segmenting of CVC, CVCC, CCVC, CCVCC and 2 syllable words and HFWs.	Term 2 teaches the remainder of the NC Year 1 graphemes, the next 200 HFWs, the prefix un and the k before e, i and y rule. All NC Year graphemes are taught by week 9 when revision lessons commence. The daily activities set out in the Worksheets check for gaps in learning, further reinforce word lists, practise grammatical rules and dictation. Videos and PowerPoints from term 1 reinforce word lists and rules. All of the first 300 HFWs have been taught by the end of this term.
Term 3 teaches the phase 4 graphemes and consolidates previous learning. The focus is on blending graphemes to read and segmenting words to spell. There is weekly opportunity to revisit learnt graphemes as part of the Monster Sounds Roar speed read.	Term 3 starts with preparation for the Year 1 Phonics Screening Check, using real and nonsense word reading activities and a mock phonics screen. The remainder of the term continues with revision of the Year 1 graphemes. Spelling rules, HFWs and CEWs are recapped in the last 3 weeks.

Phonics Assessment completed at

- End of Autumn Term
- End of Spring Term
- End of Summer Term for transition into Year 1.