

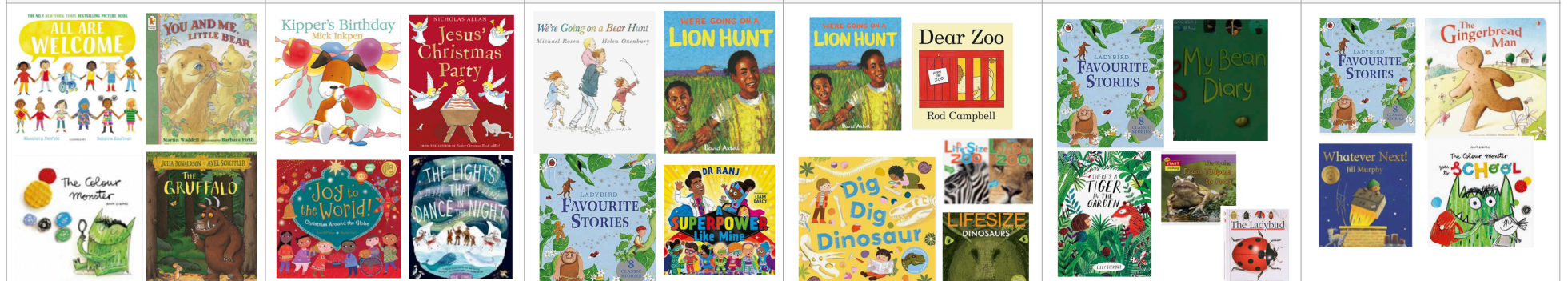


Newbold & Tredington CofE Primary School and day Nursery Progression in Learning Framework - Literacy



LITERACY	Communication & Language underpins the EYFS curriculum and is fundamental in the development of literacy.	
Statutory Guidance - EYFS Framework	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)	
Non Statutory Guidance - Development Matters	3-4 YEARS	RECEPTION
Where children are emerging, we plan for them using Birth to Three. We may use 'Birth to Five Matters' to support our planning if smaller steps are needed.	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English from left to right and from top to bottom, - the names of the different parts of a book - page sequencing - Develop phonological awareness, so 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 - Engage in extended conversations about stories, learning new vocabulary. - Use some of their print and letter <ul style="list-style-type: none"> - knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; - writing 'm' for mummy. - Write some or all of their name. - Write some letters accurately. 	<ul style="list-style-type: none"> - 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. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letters - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
I've Got a Body Head, Shoulders, Knees and Toes Wind the Bobbin Happy and You Know it Tommy Thumb Harvest songs Ready for Spaghetti Poems - Michael Rosen	Crackle, Spit - Marie Thorn Here We go Round the Mulberry Bush Twinkle Twinkle Little Star Christmas Carols and songs Ready for Spaghetti Poems - Michael Rosen	Teddy Bear, Teddy Bear Turn Around London's Burning Miss Molly had a Dolly	Hickory Hickory Dock An Elephant Goes Like This and That Five Little Monkeys Jumping on the Bed Mad About Dinosaurs - Giles Andreae	Five Little Peas Mary Mary Quite Contrary Mad about Minibeasts - Giles Andreae Five Little Speckled Frogs Incey Wincey Spider	The Wheels on the Bus Commotion in the Ocean - Giles Andreae The Big Ship Sails A Sailor Went to Sea Five Little Men in a Flying Saucer





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	AUTUMN		SPRING		SUMMER		AUTUMN		SPRING		SUMMER	
	Share some known rhymes and songs	Learn new songs, rhymes and stories using props to help join in.	Learn new songs, rhymes and stories using props to help join in.	Learn new songs and rhymes using some actions and words to join in.	Learn new songs and rhymes using some actions and words to join in.	Join in with a range of songs and rhymes.	I know how to learn new songs, rhymes and poems using some actions, words and pictures.		Learn new stories, rhymes and poems linked to my learning.		I know a wide range of songs, rhymes, poems and stories.	
	Hold a book the right way up.	Hold a book the right way up and turn the pages in order.	Know that you read a page from top to bottom.		Know how to handle a book: correct orientation, front to back, turn pages one at a time, see awareness of text being read from left to right (pages)		I know we read words from left to right.		Read phonically decodable captions and simple sentences from left to right.		Read longer phonically decodable sentences.	
	Read own name with a picture clue.		Read own name and familiar logos and signs in the setting.		Read familiar book covers and titles.		Read Phase 2 common exception words.		Read some phase 3 common exception words.		Read all Phase 3 and some Phase 4 common reception words.	
WORD READING	Recognise different sounds around us: copy and remember them; match sounds in games, with instruments and songs.	Describe sounds around me.	Clap/tap/stamp: the pulse of a song/music,	Explore rhyme and alliteration in songs, rhymes and stories.	Match some objects with the same initial sounds.	I can blend sound talk and copy segmenting sounds.	Secure Phase 1 in phonics.	Blend Phase 2 cvc words and link most letters to their phoneme.	Recognise some Phase 3 digraphs and can spot them in words.	Blend words containing some Phase 3 digraphs and trigraphs.	Secure in Phase 2 and know at least 10 digraphs from Phase 2 and 3 - use in reading.	Secure in Phase 3 and can read some words in Phase 4.
		Copy and make up patterns of sounds.					Hear beginning and end sounds in cvc words.	Hear beginning, middle and end sounds in cvc words.	Consistently hear beginning, middle and end sounds in cvc words.	Consistently hear beginning, middle and end sounds in cvc words.		
							Listen and take part in Phase 2 activities and link some graphemes to their phonemes.	Listen and take part in Phase 3 activities and recognise some digraphs.				
			Clap/tap/stamp the syllables and rhythms of words/rhymes/songs.				Clap and identify syllables in sound talk.		Sound out and blend syllables to read compound words with support.			
Stories, rhymes, poems and songs are shared throughout the year to share rhyme, alliteration and word play.												



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COMPREHENSION	Name and find the writing and pictures in a book.		Name and find the title, cover, picture and writing in a book.		Name and find the title, cover, page, writing, author and pictures in a book.			Know the parts of a book title, cover, text, illustrations, author.	Become familiar with non fiction books: photographs, contents, index.	Know what a non fiction book looks like, explaining some of the features: photographs, contents, index.	
	I listen 1:1 to a favourite story.	Enjoy looking at illustrations and print in books when being read to.	Enjoys spending time looking at different books.		Choose to share books with an adult or another child.		Independently choose books to with others, using some language to retell and talk about them.		Enjoy an increasing range of books, including non fiction and fiction drawing on language learnt.		Retell stories and information learnt and orally make own stories using a familiar story - changing events or characters/ information - e.g. new facts
		Talk simply about characters and events in the stories and rhymes being learnt	Use repetitive phrases to join in retelling familiar story.	Talk about the setting, some character and events in a story.	Listen to longer stories and use small word and role play to help me remember key events and characters.	Talk about what is happening in a book I share.	Talk in some detail about some of my favourite stories.	Talk about the sequence of some of the characters and events in stories and people and events in non fiction.	Sequence stories and events. Predict what might happen.	Develop understanding of stories that heard and I read.	Show understanding of stories and information by answering questions about them.
WRITING	Give meaning to the marks I make e.g. mummy, cat		Make marks for different reasons e.g. cards, name, pictures, maps		Write and mark make for a range of purposes: e.g. making a shopping list, writing some or all of my name, writing m for mummy.		Use talk and pictures to share my ideas about stories I have heard.		Enjoy creating texts to communicate meaning for a wider range of purposes: cards, labels, simple letters.		Include some features of different texts: cards, lists, simple letters, messages, simple instructions.
	C&L, songs & rhymes					Use talk and pictures to share my ideas about stories I have heard.		Orally rehearse words and captions to write.		Memerise a sentence by repeating it orally ready to write.	Begin to think of own sentences, forming them orally.
									Remember the word or caption as I write.	Remember the sentence as I write.	
								Read my word or caption back to you.		Read my sentence back to you.	



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WRITING	Show interest in copying some of the letter shapes in my name.		Know the order of letters in own name.		Copy some of the letter shapes in my name.	Write some or all of name from memory or copying from a name card.	Write name from memory or using a name if needed.		Spell phase 2 common exception words.		Spell some Phase 3 common exception words.	
	Make scribbles in my writing and mark making.	Use some different marks and lines in my writing and mark making.	Use some simple shapes to represent objects in my writing and mark making.	Use representations of objects and some marks that represent letters in my writing and mark making.	Use representations of objects and some repeated use of letters I know e.g. from my name in my writing and mark making.	Use some letters I know in my writing and mark making, e.g. m for mummy.	Link some Phase 2 graphemes to their phonemes.	In cvc words: Write/find a grapheme for each phoneme.	Write labels and captions that are given using phonic knowledge.	Write a letter or group of letters to represent each phoneme in a word, some known and some using a sound mat.	Write sentences that I am given using my phonic knowledge.	I know how to write short sentences independently using my phonic knowledge.
							Write beginning and end sounds in words. (Phase 2 gpcs)	Segment each sound in a cvc word. (Phase 2 gpcs)		Write words and captions using phonic knowledge.		
	Recognise different sounds around me, copy and remember them.					Copy segmenting sounds in cvc words	Hear beginning and end sounds in cvc words.	Count the number of phonemes.		Segment words for spelling and can count the number of phonemes independently in each word.		Begin to read and reread my own writing with an adult to help me check it makes sense.
	See Physical Development						Follow the language of movement to draw patterns and new letter formation in phonics sessions.	Practise the letters in name gradually, practising letters from the same formation family together.	Practise letter formation in formation families and refine the letters in names, practising letters from the same formation family together.	Practise letter formation in formation families, practising letters from the same formation family together.	Know some letters from each letter formation family and how to write them correctly.	