

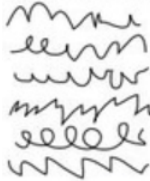
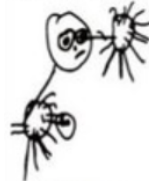
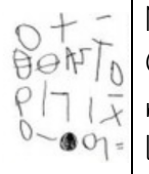

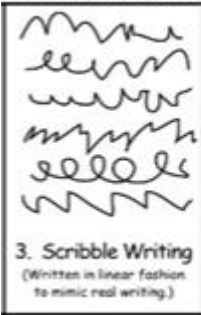
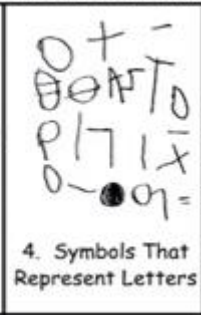

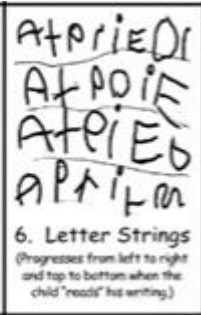

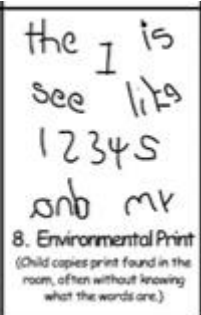

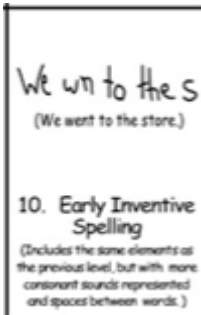


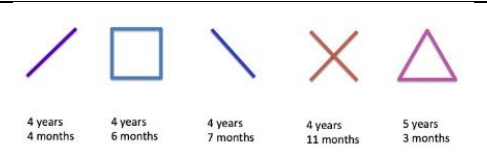
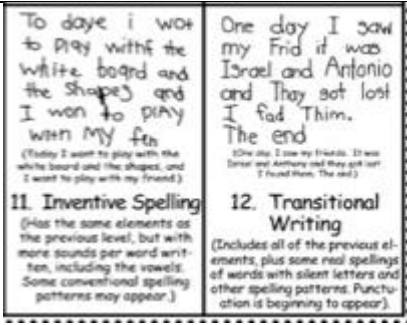
EYFS Literacy Skills Progression

Writing long term overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Key Texts	Lulu loves Nursery We are all welcome My Mum and Dad make me laugh Brown Bear, Brown Bear	We're going on a pumpkin hunt! Whatever Next Owl babies Leaf Man We're Going on a Present Hunt! What's in the Witch's Kitchen	One Snowy Night Polar Bear, Polar Bear Lily and the Snowman (Literacy Shed) I love You this Much How much do I Love You?	The Three Little Pigs The Three Bears The Three Billy Goats Gruff The Gingerbread Man	Easter Egg Hunt - Eric Carl Jasper's Beanstalk The Magnificent Sunflower Old McDonald had a farm Monkey Puzzle	We're going on a Bear Hunt! The Train Ride Amazing Aeroplanes Busy boats Cool Cars I love My Daddy
Nursery Writing Skills progression	Making spontaneous scribbles in different directions using pencils, crayons, paint, chalk. 	Forming marks and shapes demonstrated by an adult. 	Scribble writing from left to right. 	Creating pictures that convey a meaning or a story. 	Name copying. Creating symbols that represent meaning or letters. 	Name copying. Creating symbols that represent meaning or letters. 
Nursery Reading skills progression	Listens to and joins in with stories and poems, when reading one-to-one and in small groups Recognises familiar signs such as advertising logos and screen icons Looks at and enjoys print and digital books independently.		Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Recognises familiar words such as their own name Shows interest in illustrations and words in print and digital books and words in the environment 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 carefully and the correct way up with growing competence		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 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	
Nursery phonics progression	<i>Letters and sounds phase one</i> <i>Aspect 1- environmental sounds</i> Develop children's listening skills and awareness of sounds in the environment through talking about sounds, making sounds and listening walks. Develop vocabulary and children's identification and recollection of the difference between sounds through	<i>Letters and sounds phase one</i> <i>Aspect 2- instrumental sounds</i> Experience and develop awareness of sounds made with instruments and noise makers, to tune into sounds. Explore different instruments and volumes. To listen to and appreciate the difference between sounds made	<i>Letters and sounds phase one</i> <i>Aspect 3- body percussion</i> To develop awareness of sounds and rhythms, tuning into sounds. To distinguish between sounds and to remember patterns of sound, listening and remembering sounds.	<i>Letters and sounds phase one</i> <i>Aspect 4- rhythm and rhyme</i> To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech, tuning into sounds. To increase awareness of words that rhyme and to develop knowledge about rhyme, listening to and remembering sounds.	<i>Letters and sounds phase one</i> <i>Aspect 5- alliteration</i> To develop understanding of alliteration, tuning into sounds. To listen to sounds at the beginning of words and hear the differences between the, listening and remembering sounds.	<i>Letters and sounds phase one</i> <i>Aspect 6- voice sounds</i> <i>AND</i> <i>Aspect 7- oral blending and segmenting</i> To distinguish between the differences in vocal sounds, including oral blending and segmenting, tuning into sounds.

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	<p>listening to and remembering sounds.</p> <p>To make up simple sentences and talk in greater detail about sounds.</p>	<p>with instruments, to listen to and remember sounds. Explore matching sounds.</p> <p>To use a wide vocabulary to talk about the sounds instruments make, when talking about sounds.</p>	<p>To talk about sounds we make with our bodies and what the sounds mean. Introduce vocabulary such as slow and noisy.</p>	<p>To talk about words that rhyme and to produce rhyming words, talking about sounds.</p>	<p>To explore how different sounds are articulated, and to extend understanding of alliteration, talking about sounds.</p>	<p>To explore speech sounds, listening to and remembering sounds.</p> <p>To talk about the different sounds that we can make with our voices.</p> <p>To develop oral blending and segmenting of sounds in words.</p> <p>To listen to phonemes within words and to remember them in the order in which they occur.</p> <p>To talk about the different phonemes that make up words.</p>
Nursery Ongoing Provision	<p>Gross Motor; Transitioning into different positions (e.g. sitting, all fours, lying on tummy), travelling smoothly and changing directions, running with control, climbing onto equipment, rolling/kicking a ball, imitating simple bilateral movements of limbs (e.g. arms up together), pedalling a tricycle. Squiggle whist you wriggle.</p> <p>Fine Motor: Picking up small objects, inset puzzles, threading, rolling (play dough), twisting (bottle tops), Moving fingers in isolation (Tommy Thumb song), finger puppets, action songs, books with tabs to push and pull, eating cereal, drinking from a cup, jigsaws, stacking games, posting (coins into money box), pinching (clothes pegs), flipper flappers.</p> <p>Writing opportunities in provision – clip boards, whiteboards, paint brushes, chalk, markers to make large marvelments, shopping lists, diaries, message book, recipe cards, letters to post.</p> <p>Song time: Nursery rhymes and well-known songs</p>					
Reception Key texts	<p>Transition Texts: (Starting School/Lulu’s first day)</p> <p>Super, Duper You!</p> <p>It’s okay to be different</p> <p>Ruby’s worry</p> <p>The Colour Monster</p> <p>My Body</p>	<p>Pattan’s Pumpkin</p> <p>The Elephant Dance a Journey to India</p> <p>Non-Fiction- 5 days of Diwali</p> <p>Stick man</p> <p>The Jolly Christmas postman</p> <p>The Nativity Story</p>	<p>Lost and Found</p> <p>The midnight fair</p> <p>And Tango makes Three</p> <p>Poles Apart</p> <p>How big is a million</p>	<p>Mr Wolf’s pancakes</p> <p>Little Red Hen</p> <p>The Magic Porridge pot</p> <p>Jack and The Beanstalk</p>	<p>The Teeny-Weeny Tadpole</p> <p>Oi Frog</p> <p>Growing Frogs</p> <p>The Very Quiet Cricket</p> <p>The Tiny Seed</p> <p>Beatrix Potter- Tale of Peter Rabbit</p>	<p>Superworm</p> <p>The Snail and the Whale</p> <p>How to Catch a Star</p> <p>The Great Journey of the BoBo Road</p> <p>Emma Jane’s Aeroplane</p>
Reception Writing Skills progression	<p>Name copying and writing</p> <p>Writing random letters</p> <p>Scribble writing</p> <p>Drawing pictures</p> <p>Writing secret symbols</p> <p>Initial sounds for words</p> <div><div><p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p></div><div><p>4. Symbols That Represent Letters</p></div></div>	<p>Name copying and writing</p> <p>Drawing pictures</p> <p>Writing secret symbols,</p> <p>Initial sounds for words</p> <p>Forming recognisable letters</p> <p>CVC words</p> <div><div><p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p></div><div><p>6. Letter Strings (Progresses from left to right and top to bottom when the child “reads” his writing.)</p></div></div>	<p>Forming recognisable letters</p> <p>Writing CVC words</p> <p>Writing phonetically decodable words</p> <p>Writing short phrases and captions</p> <div><div><p>7. Letter Groups (The groups have spaces in between to resemble words.)</p></div><div><p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p></div></div>	<p>Writing phonetically decodable words</p> <p>Phrases and captions</p> <div><p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p></div>	<p>Writing phonetically decodable words</p> <p>Simple sentences</p> <p>Simple short narratives</p> <p>Simple lists and instructions</p> <div><p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p></div>	<p>Writing phonetically decodable words</p> <p>Simple sentences</p> <p>Simple short narratives</p> <p>Simple lists and instructions</p> <p>Writing ELG:</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>

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	<p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Begins to develop phonological and phonemic awareness</p> <p>Continues a rhyming string and identifies alliteration</p> <p>Hears and says the initial sound in words</p> <p>Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</p>		<p>Re-enacts and reinvents stories they have heard in their play</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices</p> <p>Begins to recognise some written names of peers, siblings or “Mummy”/“Daddy” for example</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>Begins to read some tricky words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p>		<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>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</p> <p>ELG’s:</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.	
<p>Phonics development</p>	<p>Graphemes- s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Tricky words- is, l, the</p>	<p>Graphemes- ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>Words ending with /s/ and /s/z/</p> <p>Tricky words- as, and, has, his, her, go, no, to, into, she, he, of, we, be, me</p>	<p>Graphemes- ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>(ALL GRAPHEMES TAUGHT)</p> <p>Words with double letters</p> <p>Longer words</p> <p>Tricky words- was, you, they, my, by, all, are, sure, pure</p>	<p>Longer words with double letters</p> <p>Words with -s /z/ in the middle</p> <p>Words with -es /z/ at the end</p> <p>Words with -s /s/ and /z/ at the end</p> <p>Review all tricky words</p>	<p>Short vowels with adjacent consonants</p> <p>CCVC, CVCC, CCVCC, CCCVC, CCCVCC</p> <p>Longer words and compound words</p> <p>Words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</p> <p>Tricky words- said, so, have, like, some, come, do, love, where, here, little, says, there, when, what, one, out, today</p>	<p>Phases 3 long vowel graphemes with adjacent consonants</p> <p>CVCC, CCVC, CCCVC, CCV, CCVCC</p> <p>Words ending in suffixes: -ing, -ed /t/, ed /id/ /ed/, -ed /d/, -er, -est</p> <p>Longer words and compound words</p> <p>Review all tricky words</p>

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Reception Ongoing Provision	Squiggle whilst you wriggle: Develop gross and fine motor control, skills progression for writing, develop pencil control Message Centre/Mark making: Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by characters from stories, write messages to characters, Story time/Love of Reading: Engage in and talk about books, retell stories and act out parts of a story Writing in provision areas: Create their own phonological awareness, orally blend and segment, identify rhyme and continue a rhyming string, count syllables, discriminate between sounds Song time Learn new vocabulary, engage in and talk about rhyme, anticipate repetitive language, learn rhymes, poems and songs
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