



Progression of learning/skills in the area of Literacy

Learning	Nursery skills	End of Autumn Term:	End of Spring Term	End of Summer Term	ELG	Essential Learning Skills / Prior to Year 1
Pathways 2 Write Twinkl Phonics						
Comprehension	<p>Can engage in extended conversations about stories, learning new vocabulary.</p> <p>Hold a book the correct way up - Turn pages in a book -Talk about a stories that we enjoy</p> <p>Answer simple questions about a story e.g. Whose porridge did Goldilocks enjoy?</p> <p>Say what might happen next in a story</p> <p>Engage in conversations about stories</p>	<p>Turn pages in a book the correct way</p> <p>Recognise that the front cover of a book can help us find out what the story is about.</p> <p>Talk about stories that I have heard</p> <p>Retell key events in stories, including main characters.</p> <p>Begin to recall some facts from Non-Fiction texts or things that we have previously read.</p> <p>Talk about what has happened so far.</p> <p>Predict what might happen next based on what we have read</p>	<p>Retell key events from stories that I have read</p> <p>Describe key events in detail</p> <p>Say what might happen next and link this to other similar stories</p> <p>Confidently talk about stories, rhymes and songs</p> <p>Identify key parts to a story (Opening, build up, problem, ending)</p> <p>Explore the meaning of new words</p> <p>Point to where we start reading on a page.</p>	<p>Explain what I have read and has been read to me</p> <p>Can retell simple stories</p> <p>Can recall facts from information texts</p> <p>Can use new vocabulary throughout my play</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 possible) key events</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Vocabulary - Understand and unpick new vocabulary linked to words already known</p> <p>Infer -Talk about how people/characters feel in stories</p> <p>Predict - Make predictions about what could happen next</p> <p>Explain- Explain what we think about a story</p> <p>Retrieve- Answer a simple question about the story</p> <p>Sequence- Simple retelling of stories</p>
Word Reading (Including Phonological awareness)	<p>Can suggest the missing word in a Nursery Rhyme. e.g. Hickory, Dickory,</p>	<p>Match most of Phase 2 letters and sounds.</p> <p>Can say Phase 2 sounds in CVC words</p> <p>Can start to orally blend sounds together</p>	<p>Can match all phase 2 single letters and sounds I can identify most digraphs</p> <p>Segment the sounds in CVC words for reading</p> <p>Blend the sounds in CVC words</p>	<p>Can match all the letter and sounds for Phase 2 and 3.</p> <p>Can read CVC words containing Phase 2 sounds</p>	<p>Say a sounds for each letter in the alphabet and at least 10 digraphs</p> <p>Read words</p>	<p>Apply all Phase 2 and 3 sounds accurately and speedily to words</p>

	<p>Dock the mouse ran up the</p> <p>Can count or clap syllables in a word.</p> <p>Can recognise words with the same initial sound, such as money and mother.</p>	<p>Read most of the Phase 2 tricky words</p> <p>Can begin to read some short captions: e.g: The cat is big.</p> <p>Recognise their own name</p>	<p>for reading Segment and blend simple words matched to Twinkl phonics</p> <p>Read all phase 2 and 3 tricky words Can read captions</p>	<p>Can read words containing known digraphs</p> <p>Can read simple sentences and books matched to Twinkl Phonics</p> <p>Can read all tricky words from Phase 2, 3 and some from 4 and 5.</p>	<p>consistent with their phonics 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>	<p>Know all Phase 2 and 3 tricky words</p> <p>Read stories matched to our phonics level (Phase 4)</p> <p>Re-Read a book to build the fluency</p>
Writing	<p>Can use print and letter knowledge in my early writing e.g. writing a pretend</p> <p>Make meaningful marks and say what they represent</p> <p>Copy some/all of their name</p> <p>Draw shapes that represent ourselves e.g. a circle for a face, dots for eyes and lines for arms/legs</p>	<p>Can write most lowercase letters correctly</p> <p>Can write some upper case letters that I know (Name, Mum, Dad) Can write my own name</p> <p>Can identify known letters and match them to initial sounds</p> <p>Can match some Phase 2 letters to a sound</p> <p>Can write some CVC words</p> <p>Can hold a pencil with good control</p>	<p>Can use a tripod grip</p> <p>Can match Phase 2 and 3 letters and sounds</p> <p>Can write CVC words and labels Can spell some phase 2 and 3 tricky words</p> <p>Orally begin to write captions and short sentences</p>	<p>Write most upper case and lower case letters correctly.</p> <p>Hold a pencil using a good tripod grip</p> <p>Write CVC words</p> <p>Write words containing all the phase 3 digraphs learnt</p> <p>Write simple sentences, using finger spaces</p> <p>Compose a sentence using knowledge of words.</p> <p>Can keep my writing on the line Can read back own sentences and read them to a teacher Teachers can read sentences.</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 phrase and sentences that can be read by others.</p>	<p>Writing</p> <p>Transcription: Explore opportunities to write lists, labels, captions and other styles of writing</p> <p>Writing</p> <p>Composition: Orally compose a sentence before writing Read and check own writing</p> <p>Vocabulary, grammar & Punctuation: Begin to have an awareness and use capital letters, finger spaces and full stops</p>