The Federation of Snape Community and Thornton Watlass CE Primary Schools
Literacy Skills - Progression

Literacy – Word Reading			
Nursery	**Reception Autumn Term**	**Reception Spring Term**	**Reception Summer Term**
Understand the five key concepts about print: • print has meaning. • print can have different purposes. • we read English text from left to right and from top to bottom. • the names of the different parts of a book • page sequencing **Develop their phonological awareness, so that 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	**Develop their phonological awareness to:** • Spot rhymes in familiar stories and poems. • Count or clap syllables in a word. • Recognise words with the same initial sound. • Begin to read individual letters by saying the sounds for them. • Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Begin to read CVC words containing known letter-sound correspondences	**Develop their phonological awareness to:** • Able to complete a rhyming string. • Begin to use sound buttons to identify how many sounds are in a word. • Can supply words with the same initial sound. Recognise all taught Set 1 & 2 sounds, including some digraphs. • Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read simple sentences containing known letter sound correspondences containing 1 or 2 common exception words	**Develop their phonological awareness to:** • Recognise and use rhyme in daily conversation. • Use sound buttons to segment and read words. • Can identify words containing the same digraph or trigraph e.g. ay- may, day, play. • 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.

Literacy - Comprehension			
Nursery	**Reception Autumn Term**	**Reception Spring Term**	**Reception Summer Term**
• Engage in extended conversations about stories, learning new vocabulary.	• Asks questions about stories. • Repeat words and phrases from familiar stories. • Repeat new vocabulary in a context of a story. • Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.	• Answer questions about a text that has been read to them. • Begin to predict what might happen next in a story. • Begin to use modelled vocabulary during role play for example in the Small World. Seeks familiar texts or stories to re-read in the book area. Requests favourite.	• Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text. • 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.

Literacy - Writing			
Nursery	**Reception Autumn Term**	**Reception Spring Term**	**Reception Summer Term**
• Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.	• Form lowercase letters and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Copy full name from a name label. • ***Physical Development*** • *Use a range of small tools competently and confidently.*	• Write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop. • Begin to use capital letters, finger spaces and full stops in independent writing. • ***Physical Development*** • *Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.*	• Use a capital letter at the beginning of a sentence and a full stop at the end. • Use finger spaces most of the time. • Is able to write their first name and starting to write their surname independently. • 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. • ***Physical Development*** • *Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases*