Literacy Progression Overview

Baseline - Oct **Check point 1 - December** **Check Point 2 – March** **Check Point 3 – May** **EYFSP – June**

Intent Our children will leave EYFS at Dundry Primary School with a love for reading. Pupils enjoyed spending time reading and discussing content and their own ideas around a text. They will be confident in reading decodable words and a large number of high frequency words. They will write simple sentences that can be read by others and demonstrate their secure phonics knowledge. Pupils show independence by seeking resources, e.g. word/sound mats to help them develop writing independently. They identify purposes for writing, e.g. cards, stories or shopping lists. Our pupils know that their writing is highly valued and can always be improved by reflecting on the process.

Implementation The importance of reading and writing is activity promoted through a literature rich environment including; stories, songs, poems, mark making and writing in a variety of different contexts and for different purposes using a wide range of media. Children are exposed to reading and writing through all our areas of provision promote, discreetly or directly, active mark making and writing. This is endorsed in both outdoor and indoor provision, especially in our Message Centres. Adults are skilled at encouraging literacy opportunities through children's play and add challenge where this has a focus for the child's next step. Where support is required, there are appropriate strategies to instil a love of books. Pupils are taught Phonics on a daily basis through the Little Wandle program of study. They will have the sounds we are focusing on each week and tricky words to practise at home. Our Children share their reading books with adults 3 times a week as part of our Reading Practise Sessions. The children will then take this book home so they can celebrate their reading skills. This book is always linked to their phonic phase. Alongside this, children will choose a library book to take home each week to share with parents. Through our topics pupils are exposed to new and exciting texts that are brimming with rich language.

Impact Our children make excellent progress from their reading and writing starting points. They can read a variety of print including signs, captions, sentences and texts. Pupils have a love of stories, books and reading, and have developed a sense of wonder of the world of books. They are keen to share their reading with adults and understand that this is the key to accessing the wider curriculum. Our pupils understand writing is a form of communication and can write phonetically plausible sentences that they and others can read.

Below shows the progression of skills that build towards the Lit ELG.

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Comprehension

Big Ideas	Story Telling and Recall	Prediction	Vocabulary
PrS & Basel (Oct)	- Listens and enjoys sharing a range of books. - Knows that illustrations help to tell a story or give information -Asks questions about the book. E.g. 'What's he doing?' - Comments and engages in conversation about the text (fiction and non-fiction) while reading E.g. Child say 'They are going on a bike ride' while pointing at the illustration. - Comments and engages in conversation about the text (fiction and non-fiction). E.g. 'I liked it when…'	- Comments and engages in conversation about the illustrations/ pictures (fiction and non-fiction). 'They are getting their bike.'	- Listens and enjoys sharing a range of books, rhymes and songs
YR CP1 (Dec)	- Joins in with repeated refrains and key phrases. - Identifies the main setting, characters and happening in the story is. - Orders 4 pictures or props from a story	- Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.'	- Joins in with repeated refrains and key phrases. - Talks about the meaning of new vocabulary.
YR CP2 (March)	- Talks in detail about the main characters and setting. -Sequences captions from a story.	- Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.'	- Repeats new vocabulary in a context of a story. - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary.
YR CP3 (May)	- Responds to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. - Retells how the story started, the main happening, and how ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text	- Answers questions about why or how things have happened. - Predicts main happening in the text.	- Begins to use modelled vocabulary during role play and small world.
ELG	Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary	Anticipate key events in stories.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Provision Book corner, books in environment, key texts, The Write Stuff vocab, Granny Fantastic, Helicopter Stories, Drawing Club, role play areas, Reading Practise Sessions, props to support storytelling (eg masks) Ipads to record storytelling, sequencing cards, Small world resources,		

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Word Reading

Big Ideas	Grapheme- Phoneme recognition	Blending and Segmenting To know some Tricky words by sight
PS & BL (Oct) T 1	Holds a book correctly, handle with care and turn pages from front to back and recognise front and back cover. -Recognises their name and familiar logos	Holds a book correctly, handle with care and turn pages from front to back and recognise front and back cover. -Recognises their name and familiar logos
YR CP1 (Dec) Term 2	- Spots rhymes in familiar stories and poems. - Completes a rhyming string. - Identifies words where they can hear they start with the same initial sound (alliteration). - Counts or clap syllables in a word. - Begins to use fingers to identify how many sounds are in a word. - Knows that print conveys meaning. - Begins to read individual letters by saying the sounds for them. - Begins to recognise names of peers, siblings, mummy, daddy etc. - Begins to link sounds to letters, sounding letters of the alphabet (Phase 2single sounds)	- Spots rhymes in familiar stories and poems. - Completes a rhyming string. - Identifies words where they can hear they start with the same initial sound (alliteration). - Counts or clap syllables in a word. - Begins to use fingers to identify how many sounds are in a word. - Knows that print conveys meaning. - Begins to read individual letters by saying the sounds for them. - Begins to recognise names of peers, siblings, mummy, daddy etc. - Begins to link sounds to letters, naming and sounding letters of the alphabet - Begins to segment 2 letter and CVC words and blend them together, using sound buttons. - Knows words ‘is’, ‘to’, ‘I’, ‘the’, ‘and’ as’ ‘his’ ‘has’ ‘her’ ‘no’ ‘into’ and ‘go’ by sight. -Reads phonetically decodable words and labels in books.
YR CP2 (March) T3/4	- Links sounds to letter, naming and sounding each letter of the alphabet. - Links sounds to 8 or more digraphs.	- Links sounds to letter, naming and sounding each letter of the alphabet. - Links sounds to 8 or more digraphs. - Identifies digraphs within words. - Reads words containing digraphs, using sound buttons. - Reads words containing single sounds and digraphs without sound buttons. - Uses picture clues to help read a simple text. - Reads captions containing known sounds. - Reads simple, phonetically decodable sentences containing known sounds - Reads sentences containing digraphs and trigraphs - Knows words ‘he’, ‘she’, ‘we’, ‘be’, ‘me,’ ‘was’, ‘you’, ‘they’, ‘all’, ‘are’, ‘my’ ‘of’ ‘by’ ‘all’ ‘pull’ ‘put’ ‘sure’ ‘pure’ by sight.

YR CP3 (May)T 5	- Links sounds to 10 or more digraphs and trigraphs.	- Knows words 'said', 'have', 'like', 'so' , 'do', 'some', 'come' 'love' by sight. - Reads sentences containing known HFC (tricky and speedy) words. - Reading with fluency
ELG T6 ↓	Say a sound for each letter 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
	Provision Book corner, books in environment, IWB phonic games, Message Centres, Displays, phonics 'Catch up, Keep Up' groups, Precision teaching, flashcards,	

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Writing

Big Ideas & key skills	**Fine Motor Skills** (also see PD fine motor skills progression)	**Writing Skills** GPC, Segmenting and blending, Sound Discrimination, Applying tricky words, Sentence discrimination
PS & BL (Oct)	-Uses a dominant hand - May mark make in palmer grip	-Uses a dominant hand - May mark make in palmer grip
YR CP1 (Dec)	- Knows that print carries meaning and in English, is read from left to right and top to bottom. - Mark makes in different directions - Makes repeated marks on paper - Mark makes left to right - Imitates simple marks such as lines - Imitates shapes that use multiple movements such as x ☐ - Start to move towards tripod grip - Gives meaning to marks - Will 'read' from memory - Is aware of the connection between letter and sound - Letters written are recognisable	- Knows that print carries meaning and in English, is read from left to right and top to bottom. - Mark makes left to right - Imitates simple marks such as lines - Imitates shapes that use multiple movements such as x ☐ - Starts to move towards tripod grip - Gives meaning to marks - Forming random letters - 'Reads' from memory - Is aware of the connection between letter and sound - Begins to write initial sounds they can hear in words - Begins to write initial and final sounds they can hear in words - Writes their name - Represents some sounds in order in their writing - Writes two letter and CVC words - Beginning to write some high frequency words from memory - Adults can read their work
YR CP2 (March)	Holds and uses a pencil confidently - Some letters may be reversed - Starts at the correct place when forming letters - Beginning to form flicks correctly rather than 'adding' them onto the letter.	- Writes words containing some digraphs - Writes simple captions - Uses finger spaces between words - Writes at least 8 high frequency words from memory - May show some awareness of full stops

YR CP3 (May)	- Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. - Forms some capital letters correctly.	- Reads their work back independently - Words are phonetically plausible - Using high frequency words within their writing - May use some full stops or capital letters in writing
ELG	Write letters that are mostly well 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 themselves and others
	Provision Message Centres inside and outside, mark making potable tool boxes, chalk wall, Creation station, Painting and writing easels, Fine motor resources, playdough and dough gym, Funky Finger activities, Drawing Club, sound mats, handwriting lessons, whiteboards and pens,	