**Literacy Progression Map**

 **Lockington CE VC Primary School**  

Blue objectives are for 3 and 4 year olds, black objectives are for children in Reception.

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|  | Autumn Term | Spring Term | Summer Term |
| Word Reading | 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 recognise and be able to read some simple phase 2 words.  Begin to read CVC words containing known letter-sound correspondences.  Can match taught graphemes and phonemes.  Can blend and read cvc words containing taught sounds.  Can read taught tricky words. | 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:   * Able to complete a rhyming string. * Begin to sound buttons to identify how many sounds are in a word. * Can supply words with the same initial sound for phase 2 single sounds.   Begin to read individual letters by saying the sounds for them.  To begin to recognise the initial sound in words.  Recognise all taught sounds, including some digraphs.  Read some letter groups that each represent one sound and say sounds for them.  Recognise and be able to read all phase 2 words and most phase 3.  Read simple phrases and sentences made up of words with well-known letter-sound correspondences and a few exception words.  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. | 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.  Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Read common exception words from Essential Letters and sounds.  Read simple phrases and sentences made up of words with well-known letter-sound correspondences and a few exception words.  **ELG Reading**  Say a sound for each letter in the alphabet and at least 10 diagraphs  **ELG Reading**  Read words consistent with their phonic knowledge by sound-blending.  **ELG Reading**  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| Comprehension | Engage in extended conversations about stories, learning new vocabulary.  Has a love of stories and listens attentively to story time.  Asks questions about stories.  Answer questions about a text that has been read to them.  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.  Re-read books to build up their confidence in word reading, their fluency , understanding and enjoyment.  Is able to talk about the main events in the story and predict what might happen.  Can retell a story using role play or small world resources, using some story language. | Engage in extended conversations about stories, learning new vocabulary.  Answer questions about a text that has been read to them.  To be able to answer questions based on what was read.  To have an understanding of what was read.  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 stories and poems for example during Vote for a story.  Retell or make up own stories using vocabulary that has been learnt.  Identifies non-fiction texts, remembering facts. | Engage in extended conversations about stories, learning new vocabulary.  Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.  **ELG Comprehension**  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  **ELG Comprehension**  Anticipate – where appropriate – key events in stories.  **ELG Comprehension**  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. |
| Writing | Use some of their print and letter 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.  Spell words by identifying the sounds and then writing the sound with letter/s.  Writes cvc words using the sounds taught.  Says a simple sentence for writing (oral and count words).  Writes some lower case letters correctly.  Uses some upper case letters e.g. for own name, Mum and Dad.  Write own name.  **Physical Development**  Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives. | Use some of their print and letter 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.  Form lowercase letters and capital letters correctly.  To be able to spell words by identifying the sounds and then writing the sound with letter/s.  Is starting to 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.  Read sentences back to an adult.  Writes cvc words and labels using taught sounds.  Spells some high frequency tricky words.  **Physical Development**  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Begin to use tripod grip. | Use some of their print and letter 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.  Spell words by identifying the sounds and then writing the letter/s.  Write short sentences with words with known sound-letter correspondences.  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.  Re-read what they have written to check that is makes sense.  Form lower-case and capital letters correctly.  **ELG Writing**  Write recognisable letters, most of which are correctly formed.  **ELG Writing**  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  **ELG Writing**  Write simple phrases and sentences that can be read by others.  **ELG Fine Motor**  Hold a pencil effectively in preparation for fluent writing.  Using the tripod grip in almost all cases. |