



Educational Programme:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Word Reading - Knowledge and Skills			
	Objectives	Vocabulary	Pedagogical Considerations
Expectations from Nursery	<ul style="list-style-type: none">• To understand that print carries meaning and is read from left to right and top to bottom.• To recognise some letters of significance such as initial letter of surname.• To recognise some familiar print logos such as McDonalds, ASDA, etc.• To understand book conventions such as pages being turned one at a time and how to hold a book the correct way up.	Letters, sounds, alphabet, words, books, capital letters, name, label,	<ul style="list-style-type: none">• Pupils are read to daily to foster a love of books and reading• A variety of high-quality genres of books both old and new are shared with children



Progression Map: Literacy

	<ul style="list-style-type: none"> To be able to orally blend CVC words. To be able to orally segment CVC words. 		<ul style="list-style-type: none"> Text in books is shown to children Environmental text is highlighted to children Phase one activities are taught in Nursery to tune children into sounds Activities to develop focused listening and attention are included in planning for nursery children
	Objectives	Vocabulary	Pedagogical Considerations
Reception	<ul style="list-style-type: none"> To recognise that sometimes two letters make one sound and know this as a digraph (special friends) To be able to spot digraphs within words and read these words correctly 	grapheme, phoneme, alphabet, letters, capital letters, lower case letters, blend, segment, read,	<ul style="list-style-type: none"> Teaching reading books are matched to the child's phonics



Progression Map: Literacy

	<ul style="list-style-type: none">• To read words consistent with their phonic/phase knowledge by sound-blending; using strategies to support such as robot arms or Fred fingers• To be able to read speedily common exception words at the expected phonics level• To be able to use phonics skills and knowledge to decode to read new and unfamiliar words• To read aloud simple sentences and books at phonic phase/stage• Phonic sets as follows• Set 1 - m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk and word time l.1 - l.7 and red words• Set 2 - ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy<ul style="list-style-type: none">• Words with double letters dd, mm, tt, bb, rr, gg, pp, ff.• Red words• Set 3 - ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure• Red words	reread, digraph, trigraph, fluently, tricky word, text, sentence, paragraph, punctuation, full stop, comma, exclamation mark, question mark, author	<p>phase/grapheme knowledge</p> <ul style="list-style-type: none">• Pupils are not asked to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition.• Pupils practise sounding out the words in the story and read common exception words before they read the text/book• Pupils are read to daily to foster a love of books and reading
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Progression Map: Literacy

			<ul style="list-style-type: none">• A variety of high quality genres of books both old and new are shared with children• Phonics is taught from week two in reception as part of daily routine• Quality first teach additional opportunities for practising new graphemes are provided at other times throughout the day/week
	Objectives		
End of EYFS	<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.		



	Objectives
<p>Year 1 Expectation</p>	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)] • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • read these books to build up their fluency and confidence in word reading.
Common Errors/misconceptions	What to look for
<p>Children require S&L support with Mispronunciation of graphemes Incorrect oral blending Incorrect oral segmenting</p> <p>Reading is meaning based so this is where activities should start</p>	<p>Before SEN consider has the child had effective keep up intervention and quality phonics oral blending and segmenting daily to support the child's progress.</p> <p>Can the child hear the sounds? Do they need a hearing test?</p> <p>Teaching reading starts with decoding</p>



<p>Children use or look for cues from pictures and surrounding text when they encounter new and unfamiliar words</p>	<p>Children should not need to look beyond the word if they have adequate decoding skills and word level reading skills. Decoding is the route to reading</p>
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<p>Comprehension - Knowledge and Skills</p>			
	<p>Objectives</p>	<p>Vocabulary</p>	<p>Pedagogical Considerations</p>
<p>Expectations from Nursery</p>	<ul style="list-style-type: none"> • Engage in conversations about stories, making comments and sharing ideas. • Ask questions about the book/text. • Join in with repeated refrains from a story. • Begin to understand and use new vocabulary. • 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 	<p>Title, author, illustrator, blurb, page, front cover, back cover, page number, picture, words, sentences, story, what, where, why.</p>	<ul style="list-style-type: none"> • Daily story time and opportunities to talk about the story. • Selection of high-quality texts and familiar stories e.g. Jack and the Beanstalk. • Opportunities to full out key vocabulary and teach the definition and then opportunities for children to use this independently.



Progression Map: Literacy

	<p>names of the different parts of a book, page sequencing)</p> <ul style="list-style-type: none"> • Immerse into stories using props. • Join in with songs and nursery rhymes. 		<ul style="list-style-type: none"> • When introducing a new book- opportunity to discuss the five concepts of print. • Resources/opportunities in the environment to retell stories
	Objectives	Vocabulary	Pedagogical Considerations
Reception	<ul style="list-style-type: none"> • Describe key events/ideas in some detail. • Use new vocabulary with increasing accuracy. • Listen to and engage with story times, offering comments. • Retell stories using some exact familiarity and some of their own words. • Begin to predict what could happen next. • Use props/role-play to retell a story. • Articulate their ideas and thoughts in well-formed sentences. 	<p>Beginning, middle, end, first, then, next, after, I think, I predict, fiction, non-fiction, what, where, when, why, how.</p> <p>Identify, explain, inference, prediction, fluently, deduction- logical conclusion, prove, explain,</p> <p>In addition to technical vocabulary</p>	<ul style="list-style-type: none"> • Reading practise using the same book as a minimum three times during the week to provide the opportunity for children to: <p>Lesson 1 Focus on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.</p> <p>Lesson 2 Read the book again and practise</p>



Progression Map: Literacy

	<ul style="list-style-type: none"> Engage in a variety of texts, including non-fiction. Know some nursery rhymes and story songs by heart. 	<p>children should be provided with vocabulary that is from/relevant to each book the child reads. This should be discussed/ explained during the first decoding and vocab reading practise lesson weekly.</p>	<p>reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean (vocabulary) and how punctuation adds to the meaning Lesson 3 Focus on a specific reading domain to avoid overloading the children's working memory.</p>
	Objectives		
End of EYFS	<ul style="list-style-type: none"> 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 and during role-play. 		
	Objectives		
Year 1 Expectation	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: *listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 		



Progression Map: Literacy

	<ul style="list-style-type: none">*being encouraged to link what they read or hear to their own experiences*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics*recognising and joining in with predictable phrases*learning to appreciate rhymes and poems, and to recite some by heart*discussing word meanings, linking new meanings to those already known*understand both the books they can already read accurately and fluently and those they listen to by:<ul style="list-style-type: none">*drawing on what they already know or on background information and vocabulary provided by the teacher*checking that the text makes sense to them as they read, and correcting inaccurate readingdiscussing the significance of the title and events*making inferences on the basis of what is being said and done*predicting what might happen on the basis of what has been read so far*participate in discussion about what is read to them, taking turns and listening to what others say*explain clearly their understanding of what is read to them
Common Errors/misconceptions	What to look for
Misunderstanding of text	Teaching reading should start with the decoding of text. Children need to be able to decode the text fluently and with expression to support text understanding. Vocabulary work should be taught separately to teaching phonics and decoding



Writing - Knowledge and Skills			
	Objectives	Vocabulary	Pedagogical Considerations
Expectations from Nursery	<ul style="list-style-type: none"> To talk about things that have happened to them in the past, are happening to them now and that will happen in the future. (using, ed, was, es, ing, will, shall) To ascribe meaning to marks or written patterns they have seen. To give meaning to marks they paint or draw. 	Word, writing	<ul style="list-style-type: none"> Providing opportunities for mark making/writing in different role-play areas. Provide opportunities for pre writing skills. Encourage children to make marks and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".
	Objectives	Vocabulary	Pedagogical Considerations



<p>Reception</p>	<ul style="list-style-type: none">• To use some clearly identifiable letters to communicate meaning and link some sounds correctly in a sequence.• To write their name.• To write short sentences in meaningful contexts.• To use phonic knowledge to write words to match spoken sounds. (Children can apply set 1, 2 and 3 sounds from RWI in writing)• Set 1 - m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk and word time l.l - l.7 and red words• Set 2 - ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy<ul style="list-style-type: none">• Words with double letters dd,mm, tt, bb, rr, gg, pp, ff.• Red words• Set 3 - ea, oi, a-e, i-e, o-e, u-e, a,w, are, ur, er, ow, ai, oa, ew, ire, ear, ure• Red words• To write all reception tricky words.• To read their own sentences.	<p>grapheme, phoneme, alphabet, letters, capital letters, lower case letters, blend, segment, digraph, trigraph, tricky word, sentence, caption, punctuation, full stop,</p>	<p>To model writing for a purpose, e.g. a shopping list, card/ message for parents, or reminder for ourselves.</p> <ul style="list-style-type: none">•Support children in recognising and writing their own names.•Make books with children of activities they have been doing, using photographs of them as illustrations.• Model writing poems and short stories, writing down ideas suggested by the children.• Provide activities during which children will experiment with writing, for example, leaving a message.• Include opportunities for writing during role-play and other activities.• Encourage the children to use their phonic knowledge when writing.
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Progression Map: Literacy

	<ul style="list-style-type: none"> • Adult/others can read the sentences. • To write most of my letters correctly. • To spell some words correctly. • To use my phonic knowledge to spell some words in my writing. • To be able to write a card/letter, lists, labels, caption, part of story, recount of experience. • To start to say the short sentence loud before they can write. 		<ul style="list-style-type: none"> • Provide word banks and writing resources for both indoor and outdoor play. • Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.
	Objectives		
End of EYFS	<ul style="list-style-type: none"> • 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. 		
	Objectives		
Year 1 Expectation	<ul style="list-style-type: none"> • Spell: words containing each of the 40+ phonemes already taught <ul style="list-style-type: none"> *common exception words *the days of the week *name the letters of the alphabet *:naming the letters of the alphabet in order *using letter names to distinguish between alternative spellings of the same sound *add prefixes and suffixes: 		



- * using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- * using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- * apply simple spelling rules and guidance, as listed in English appendix 1
- * write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

- Composition- write sentences by:
 - * saying out loud what they are going to write about
 - * composing a sentence orally before writing it
 - * sequencing sentences to form short narratives
 - * re-reading what they have written to check that it makes sense
 - * discuss what they have written with the teacher or other pupilsread their writing aloud, clearly enough to be heard by their peers and the teacher

- Vocabulary
 - * develop their understanding of the concepts set out in English appendix 2 by:
 - * leaving spaces between words
 - joining words and joining clauses using 'and'
 - * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - * using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - * learning the grammar for year 1 in English appendix 2
 - * use the grammatical terminology in English English appendix 2 in discussing their writing



Common Errors/misconceptions	What to look for
<p>Poor letter formation and letter reversals</p> <p>Children writing coz instead of because</p> <p>Children are not hearing the correct sounds in words to segment correctly and then write/spell correctly</p>	<ul style="list-style-type: none"> • Staff to be aware of product and process. For example, when children are forming letters these may appear correct however child may not have followed the correct process like forming 'c' they might start from the bottom. • Children are confused about certain digraphs in writing due to local dialect. Model and reinforce correct grammar and pronunciation • Children confuse between 'ch' and 'tr' in writing train as 'chrain'. More Oral Blending and sound work to support children to hear sounds in words

Handwriting - Knowledge and Skills			
	Objectives	Vocabulary	Pedagogical Considerations
<p>Expectations from Nursery</p>	<ul style="list-style-type: none"> • To learn to form prewriting movements. • To hold pencil between thumb and two fingers. • To draw lines and circles using gross motor movements. 	<p>Clockwise movement.</p> <p>Straight, up down, round, back</p> <p>Zig-zag,</p>	<ul style="list-style-type: none"> • Childrens hand preference - left or right handed • To teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them.



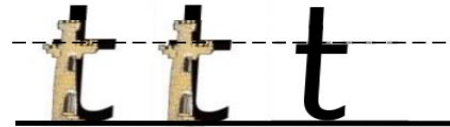
Progression Map: Literacy

			<ul style="list-style-type: none"> To provide a range of left-handed tools, especially left-handed scissors, as needed. A variety of mark making materials.
	Objectives	Vocabulary	Pedagogical Considerations
Reception	<ul style="list-style-type: none"> To hold the pencil near point between first two fingers and thumb and uses it with good control. To use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. To use anticlockwise movement and retrace vertical lines to form letters. To form lower-case and capital letters correctly. 	Anticlockwise movement Clockwise movement. Straight, up down, round, back, curl, Zig-zag, flick,	<ul style="list-style-type: none"> Use of mnemonics from phonics schemes to support letter formation. Use of a variety of pens, pencils and papers/whiteboards to support writing grip Use of lines paper to support developing letter formation and correct positioning for ascenders and descenders.



Progression Map: Literacy

- Monitor the product and the process of handwriting.





Progression Map: Literacy

	Objectives		
End of EYFS	Children at the expected level of development will: <ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;• Use a range of small tools, including scissors, paint brushes and cutlery;• Begin to show accuracy and care when drawing.		
	Objectives		
Year 1 Expectation	<ul style="list-style-type: none">• Pupils should be taught to<ul style="list-style-type: none">*sit correctly at a table, holding a pencil comfortably and correctly*begin to form lower-case letters in the correct direction, starting and finishing in the right place*form capital letters*form digits 0-9*understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these		