

Eastfield, Taverham, Norwich, NR8 6PJ

Curriculum Progression Map for EYFS-Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Characteristics of	Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go.							
Effective Learning	Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do. Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving.							
	At Ghost Hill our literacy is covered in carpet sessions, teacher led activities and through continuous prov							
Themes	Guess Who?	Winter Wonderland	Roars and claws	Eye Spy	Telling Tales	What a Splash!		
Nursery	Word Reading:			Comprehension:				
SPECIFIC AREA Literacy (L) - Comprehension - Word reading -Writing	 Use a wider range of 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 names of the different parts of a book, page sequencing Develop their phonological awareness, so that they spot and suggest rhymes, count, or clap syllables in a word, recognise words with the same initial sound, such as money and mother. We use Little Wandle: Foundations for phonics. 			 Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Engage in extended conversations about stories, learning new vocabulary. 				

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Writing:

Transcription:

Spelling:

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

- Write their first name accurately
- Secure 'Foundations for Phonics' as outlined in the Little Wandle SSP.

Transcription:

Handwriting:

Use large-muscle movements to wave flags and streamers, paint and make marks (PD)

- Show preference for a dominant hand
- Use a comfortable grip with good control when holding pens and pencils (PD)
- Write some letters accurately (L)

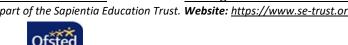
Composition:

Enjoy listening to longer stories and can remember much of what happens (C&L)

- Use a wide range of vocabulary (C&L)
- Know many rhymes, be able to talk about familiar books, and be able to tell a story (C&L)
- Understand the five key concepts about print (L) 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 Know that words have meaning
- 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 (L)

Vocabulary, Grammar, and Punctuation:

- Use a wide range of vocabulary (C&L)
- Engage in extended conversations about stories, learning new vocabulary (L)

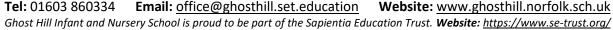


	Listen to stories.	Use a comfortable	Enjoy listening to	Develop their	Enjoy listening to	Engage in extended
	 Learn rhymes. 	grip with good	longer stories.	phonological	longer stories and can	conversations about
	 Use large-muscle 	control when	 Be able to talk 	awareness.	remember much of	stories, learning new
1	movements to	holding pens and	about many books.	 Write some of their 	what happens.	vocabulary.
,	wave flags and	pencils.	 Knows many 	first name.	 Use a wide range of 	 Use some of their
S	streamers, paint	Show a	rhymes.		vocabulary.	print and letter
a	and make marks.	preference for a	• Show a preference		Be able to tell a	knowledge in their
		dominant hand.	for a dominant		story.	early writing. For
		 Use one-handed 	hand.		 Use a comfortable 	example: writing a
		tools and			grip with good control	pretend shopping list
		equipment, for			when holding pens	that starts at the top of
		example, making			and pencils.	the page; writing 'm'
		snips in paper with				for mummy.
		scissors.				Write some letters
		 Understand the 				accurately
		five key concepts				Write their first
		about print.				name accurately.
		 Write the first 				
		letter of their first				
		name.				

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Reception **Word Reading:** Comprehension: 1. Understand how to listen carefully and why listening is important. SPECIFIC AREA Literacy 1. Learn new vocabulary. 2. Use new vocabulary through the day. (L) - Comprehension -2. Ask guestions to find out more and to check they understand what has 3. Read individual letters by saying the sounds for them been said to them. Word reading -Writing 4. Blend sounds into words, so that they can read short words 3. Articulate their ideas and thoughts in well-formed sentences. made up of known letter– sound correspondences. 4. Connect one idea or action to another using a range of connectives. 5. Read some letter groups that each represent one sound and 5. Describe some events in detail say sounds for them. 6. Use talk to help work out problems and organise thinking and activities, 6. Read a few common exception words matched to the school's and to explain how things work and why they might happen. systematic synthetic phonics programme – Little Wandle 7. Read simple phrases and sentences made up of words with 7. Engage in story times. known letter-sound correspondences and, where necessary, a 8. Listen to and talk about stories to build familiarity and understanding. few exception words. 9. Retell the story, once they have developed a deep familiarity with the 8. Re-read these books to build up their confidence in word text, some as exact repetition and some in their own words. reading, their fluency and their understanding and enjoyment. 10. Listen carefully to rhymes and songs, paying attention to how they sound. 11. Learn rhymes, poems, and songs. 12. Engage in non-fiction books. 13. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.





Writing:

Transcription:

Spelling:

Learn poems rhymes and songs (C&L)

- Spell words by identifying the sounds and then writing the sounds with letters
- Learn GPCs as outlined in the Little Wandle progression document
- Segment and write CVC and CVCC words including longer words
- Spell words by identifying the sounds in them and representing the sounds with a letter or letters

Transcription:

Handwriting:

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons (PD).

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)
- Hold a pencil effectively and in a tripod grip in preparation for fluent handwriting (PD) Write recognisable letters, most of which are correctly formed (L)

Composition: Articulate their ideas and thoughts in well-formed sentences (C&L)

- Engage in story times (C&L)
- Engage in non-fiction books (C&L)
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (C&L)
- Mark making and assigning meaning to marks
- Write initial sounds to write labels (L)

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- Listen to and talk about stories to build familiarity and understanding (C&L)
- Write simple sentences and phrases that can be read by them and others
- Write short sentences with words with known letter sound correspondences using a capital letter and full stop. Re-read what they have written to check they make sense



	Vocabulary, Grammar,	ocabulary, Grammar, and Punctuation:							
	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L)								
We follow the writing scheme: The Write Stuff. These are our texts:	On Sudden Hill by Linda Sarah (Fiction) How to Get Your Teacher Ready for School by Jean Reagan (Non-Fiction)	Poppies- Cbeebies animation (Fiction) How To Catch a Star by Oliver Jeffers (Fiction) I want a pet dog which is based on I Wanna Iguana by Karen Kaufman Orioff (Non-Fiction)	Where the Wild Things Are by Maurice Sendak (Fiction) We're Going on A Bear Hunt by Michael Rosen (Fiction) If Sharks Disappeared by Lily Williams (Non- Fiction)	Jack and the Jellybean Stalk by Rachael Mortimer (Fiction) Katie and the Sunflowers by James Mayhew (Fiction) How to make a chocolate mug cake by Michael Rosen (Non-Fiction.)	Pigs Might Fly by Jonathan Emmett (Fiction) Rosie's Walk by Pat Hutchins (Fiction) Everybody Counts by Kristin Raskifte (Non- Fiction)	Rainbow Fish by Marcus Pfister (Fiction) Lost and Found by Oliver Jeffers (Fiction) The Snail and The Whale by Julia Donaldson (Non- Fiction)			

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Articulate their ideas Listen to and talk • Form capital letters Use their core muscle Use their core Retell the story, once and thoughts in wellstrength to achieve a muscle strength about stories to they have developed a correctly. • Spell words by deep familiarity with the good posture when formed sentences. to achieve a good build familiarity and identifying the Engage in story posture when understanding. text, some as exact sitting at a table or sitting on the floor. times. sitting at a table • Engage in nonsounds. repetition and some in • Learn poems rhymes or sitting on the fiction books. Segment and write their own words. • Hold a pencil floor. • Hold a • Develop their CVC and CVCC words effectively and in a and songs. Listen to and talk Confidently and safely pencil effectively. small motor skills so including longer about selected tripod grip in preparation for fluent use a range of large Form lowerthat they can use a words. nonfiction to develop a • Develop their small and small apparatus case correctly. range of tools deep familiarity with handwriting. indoors and outside, Write the sounds competently, safely motor skills so that new knowledge and • Write recognisable vocabulary. letters, most of which alone and in a group. with letters. and confidently. they can use a range • Develop their small Mark making and Suggested tools: of tools competently, • Develop their small are correctly formed. motor skills so that pencils for drawing safely and motor skills so that they •Spell words by assigning they can use a range confidently. can use a range of tools identifying the sounds meaning to and writing, of tools competently, Suggested tools: marks. paintbrushes, competently, safely and in them and pencils for drawing safely and confidently. Write initial scissors, knives, confidently. Suggested representing the Suggested tools: sounds to write forks and spoons. and writing, tools: pencils for drawing sounds with a letter labels. paintbrushes, or letters. pencils for drawing • Use their core and writing, scissors, knives, forks and writing. muscle strength to paintbrushes, scissors, Write simple paintbrushes, scissors, achieve a good and spoons. knives, forks and spoons. sentences and phrases that can be • Use their core muscle knives, forks and posture when sitting read by them and spoons. on the floor. strength to achieve a • Spell words by Hold a pencil good posture when others. identifying the sounds. effectively using a sitting at a table or tripod grip in almost sitting on the floor. all cases.

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End of Reception year Early Learning Goals:

Comprehension

- •Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced 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.

Word reading

- •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.

Writing

- •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

