



Curriculum Progression Map for EYFS-Literacy

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Characteristics of Effective Learning | <p>Playing and exploring – engagement: finding out and exploring, playing with what they know, being willing to have a go.</p> <p>Active learning – motivation: being involved and concentrating, keeping trying, enjoying achieving what they set out to do.</p> <p>Creating and thinking critically- thought: having their own ideas, making links, choosing to do things, problem solving.</p> <p>At Ghost Hill our literacy is covered in carpet sessions, teacher led activities and through continuous provision.</p> | | | | | |
| Themes | Guess Who? | Winter Wonderland | Roars and claws | Eye Spy | Telling Tales | What a Splash! |
| Nursery SPECIFIC AREA Literacy (L) - Comprehension - Word reading -Writing | Word Reading: <ol style="list-style-type: none"> 1. Use a wider range of vocabulary. 2. 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 3. 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. <p>We use Little Wandle: Foundations for phonics.</p> | | | Comprehension: <ol style="list-style-type: none"> 1. Enjoy listening to longer stories and can remember much of what happens. 2. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. 3. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 4. Sing a large repertoire of songs. 5. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 6. 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. 7. Engage in extended conversations about stories, learning new vocabulary. | | |

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)

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| | <p>Listen to stories.</p> <ul style="list-style-type: none"> • Learn rhymes. • Use large-muscle movements to wave flags and streamers, paint and make marks. | <p>Use a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> • Show a preference for a dominant hand. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Understand the five key concepts about print. • Write the first letter of their first name. | <p>Enjoy listening to longer stories.</p> <ul style="list-style-type: none"> • Be able to talk about many books. • Knows many rhymes. • Show a preference for a dominant hand. | <p>Develop their phonological awareness.</p> <ul style="list-style-type: none"> • Write some of their first name. | <p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> • Use a wide range of vocabulary. • Be able to tell a story. • Use a comfortable grip with good control when holding pens and pencils. | <p>Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> • 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 letters accurately • Write their first name accurately. |
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| Reception SPECIFIC AREA Literacy (L) - Comprehension - Word reading -Writing | Word Reading: 1. Learn new vocabulary. 2. Use new vocabulary through the day. 3. Read individual letters by saying the sounds for them 4. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. 5. Read some letter groups that each represent one sound and say sounds for them. 6. Read a few common exception words matched to the school’s systematic synthetic phonics programme – Little Wandle 7. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. 8. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Comprehension: 1. Understand how to listen carefully and why listening is important. 2. Ask questions to find out more and to check they understand what has been said to them. 3. Articulate their ideas and thoughts in well-formed sentences. 4. Connect one idea or action to another using a range of connectives. 5. Describe some events in detail 6. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 7. Engage in story times. 8. Listen to and talk about stories to build familiarity and understanding. 9. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 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)
- 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

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| | Vocabulary, 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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| | <p>Articulate their ideas and thoughts in well-formed sentences.</p> <ul style="list-style-type: none"> • Engage in story times. • Learn poems rhymes and songs. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • 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. • Spell words by identifying the sounds. | <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> • Hold a pencil effectively. • Form lower-case correctly. Write the sounds with letters. Mark making and assigning meaning to marks. • Write initial sounds to write labels. | <p>Listen to and talk about stories to build familiarity and understanding.</p> <ul style="list-style-type: none"> • Engage in non-fiction books. • 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. • Use their core muscle strength to achieve a good posture when sitting on the floor. • Hold a pencil effectively using a tripod grip in almost all cases. | <ul style="list-style-type: none"> • Form capital letters correctly. • Spell words by identifying the sounds. • Segment and write CVC and CVCC words including longer words. • 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. | <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> • Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <ul style="list-style-type: none"> • Hold a pencil effectively and in a tripod grip in preparation for fluent handwriting. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying the sounds in them and representing the sounds with a letter or letters. • Write simple sentences and phrases that can be read by them and others. |
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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