



## Progression of skills map for: Literacy 2021-2022



	YE - Birth to 3	Nursery 3-4yrs	Reception Year
Intent	<ul style="list-style-type: none"><li>• Making and giving meaning to marks they make in play.</li><li>• To draw circles and lines.</li><li>• Enjoys rhymes and songs knowing at least 5 off by heart.</li><li>• Has favourite books and seek to share books with others.</li><li>• Repeat words and phrases from familiar stories, making comments, asking what and where questions.</li></ul>	<ul style="list-style-type: none"><li>• Write my first name.</li><li>• Hear rhyming words and words beginning with the same initial sound.</li><li>• Develop a love of books and use new words from books to enrich my play and conversations.</li><li>• Explore letter shapes in my mark making.</li><li>• Understand print has meaning and is read from left to right, top to bottom.</li></ul>	<ul style="list-style-type: none"><li>• Retell a story through play</li><li>• Read simple sentences and books containing sounds from the initial code.</li><li>• Write simple sentences which can be read by themselves and others.</li><li>• To read words containing digraphs, with the aim to complete the initial code.</li></ul>

Implementation

- Have daily story song and rhyme time with a range of songs that children can learn and enjoy. Repetition is the key - the more they hear it the more it embeds, and they will use the language,
- Favourite five story time - carefully selected texts that focus on rhythm and repetition each half term.
- Have a choice board/ bag and children to select rhymes they enjoy.
- Share the rhymes you are learning with your parents to practice at home through twitter and dojo.
- Choose songs and rhymes that reflect the range of cultures and languages of children.
- Book area - to have range of texts non-fictions (animals) fictions, magazines, puppets.
- Provide enticing areas for sharing books
- Provide books for each area of the classroom that link to the area or interests of children. Eg. Cookbooks in the home corner.
- Point out print in the environment and talk about what it means.
- Use blank level 1 and 2 questions when sharing books with children.
- Children to take part in daily physical dance with scarves then putting the actions down on paper (easy squiggle whilst you wiggle) straight lines and circles.
- Provide large scale sensory play eg. Making marks with fingers in wet sand etc.
- Encourage children to make marks on pictures to stand for their name.

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- Have a choice board/ bag and children to select rhymes they enjoy.
- Share the rhymes you are learning with your parents to practice at home through twitter and dojo.
- Choose songs and rhymes that reflect the range of cultures and languages of children.
- When reading to children draw their attention to the parts of the books eg. The cover, the author, the page number.
- Show children how to handle books and to turn pages one at a time.
- Show children where the text is and how English print is read left to right and top to bottom
- Show children how sentences start with capital letters and end with full stops.
- Incorporate daily early impact phonic sessions - planning a range of activities from aspect 1-6 dipping in and out of each aspect.
- Teach aspect 7 separately to those children who are secure in all other aspects.
- Big focus on rhyming - help children to tune into different sounds by making changes to rhymes and songs eg. Twinkle twinkle yellow car.
- Make rhymes personal to children - hey diddle diddle, the cat and the fiddle, the cow jumped over haroon'
- Miss out a word in a rhyme so children have to fill it in.
- Choose books which reflect diversity.

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- Favourite five story time - carefully selected texts that focus on rhythm, rhyme, repetition and decodable words each half term.
- Share the rhymes and books you are learning with your parents to practice at home through twitter and dojo.
- Choose songs and rhymes that reflect the range of cultures and languages of children.
- During Autumn 1 children to have daily early impact session to embed the early phonics skills.
- Autumn 2 - Children to have daily SW session for 30 minutes whole class.
- Give children daily opportunities to hear oral blending and segmenting eg. Go and get your c-oa-t. Put it in the b-i-n.
- As part of unit 10 of SW teach children digraphs. Children must know 10 before the end of reception.
- Teach children common exception words as part of our daily phonics sessions.
- Provide opportunities in continuous provision for children to practice reading CVC words, phrases and sentences depending on the level they are at.
- When children are on reading books - children to have daily 1:1 reading time with adult.
- Reading books to be given out matching children's phonic knowledge and changed weekly - parents are expected to read with their children at least 3 times a week for five minutes.
- Teach how to form lower- and upper-case letters correctly - can be taught in adult directed activity and phonics sessions.

		<ul style="list-style-type: none"> <li>• Choose a multi-sensory approach when learning new vocabulary.</li> <li>• Using picture books can be powerful ways of learning new vocabulary.</li> <li>• Provide writing opportunities in every area of provision - eg clipboards to encourage to mark make.</li> <li>• Use a range of interesting writing tools for children to select.</li> <li>• Daily squiggle whilst you wiggle sessions in class to provide children opportunities to mark make. Follow the pattern scheme to see where children should be starting,</li> <li>• Access children in their pen grips and provide opportunities to strengthen these within provision - funky fingers station or activities for 5 mins a day.</li> <li>• Weekly PE session to strengthen gross motor skills to be ready to write,</li> <li>• Children to take part in helicopter stories - this will provide opportunities to develop children oracy skills.</li> <li>• Children to take library books home weekly to share with family and develop a love of books.</li> <li>• Daily opportunities to practice name writing using name cards and free hand.</li> <li>• Adults to encourage children to write their name on their drawings, this may be letter shapes not their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily squiggle whilst you wiggle and mark making for those children who need gross motor and funky fingers for children who need to strengthen their fine motor skills.</li> <li>• Children to take part in helicopter stories - this will develop children oracy and aid children to be able to write simple sentences later in the year.</li> <li>• Children to be part of daily guided reading groups - working on children's developmental level of reading.</li> <li>• Use techniques in guided reading sessions to help children to remember the sentences they are writing. Eg - use different voices to say the sentence.</li> <li>• Only ask children to write sentences when they have sufficient knowledge of letter sound correspondences.</li> <li>• Model how to read and re-read their own writing to check it makes sense.</li> <li>• Drawing the write way - access children in September on their drawing skills this will then provide opportunities to help develop their drawing skills in order to able to write.</li> <li>• Provide a rich reading area - that has a range of texts non-fiction, fiction, magazines, puppets, handmade books with pictures.</li> <li>• Use puppets and props with a story to provide opportunities for children to retell the story with their peers.</li> <li>• Provide books in all areas of learning to ensure that children have an enriching reading environment.</li> </ul>
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<p style="text-align: center;">Impact</p>	<ul style="list-style-type: none"> <li>• I can draw a line and a circle in large sensory play and starting to want to mark make on paper.</li> <li>• I know at least 5 nursery rhymes; I can sing and join in with them and know the words to all of the song.</li> <li>• I am confident to select a rhyme out of rhyme bag or choice board and start to sing.</li> <li>• I can choose books to share with adults and peers.</li> <li>• I can answer simple questions like who, what and where questions.</li> <li>• I can repeat phrases from selected books.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write the letters in my name and correctly form these letters.</li> <li>• I can hear rhyming words and enjoy taking part in rhyming activities.</li> <li>• I can hear rhyming words and list other rhyming words.</li> <li>• I can hear initial sounds in words and take part in initial sound activities.</li> <li>• I can select books that I am interested in and share these with adults and peers.</li> <li>• I can talk about the stories I have read and offer my suggestions in group times.</li> <li>• I can use new vocabulary I have learnt in context.</li> <li>• I can copy letter shapes in sensory play and in mark making activities.</li> <li>• I know that when reading I read from left to right and top to bottom.</li> <li>• I can answer blank level 2 and 3 questions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use puppets and props to re-tell a familiar story.</li> <li>• I can read CVC, CVCC, CCVC words to enable me to read simple sentences.</li> <li>• I can write CVC, CVCC, CCVC words to enable me to write simple sentences.</li> <li>• I can read and write 10 digraphs.</li> <li>• I can re-read my writing and check for mistakes.</li> <li>• I can take part in a guided reading session and use my phonetic skills to read and write.</li> <li>• I can read my own reading books that matches my phonics skills.</li> <li>• I can hold a pencil effectively to write letters correctly.</li> <li>• I can use new vocabulary in context and understand the meaning of the new words.</li> <li>• I can answer blank level 3 and 4 questions.</li> <li>• I can draw a simple figure of myself and write my name using correctly formed letters.</li> <li>• I can orally tell a story that I have made up and act out as part of a group.</li> <li>• I am starting to write for a purpose in the areas of provision.</li> </ul>
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