

Robin Hood Early Years
Progression of skills N1, N2 and Reception
Literacy



<u>Literacy Word Reading</u>			
<u>Term</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Nursery 1 3 years old	Enjoy sharing books with an adult.	- Pay attention and respond to the pictures or the words. - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. - Repeat words and phrases from familiar stories.	- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. - Repeat words and phrases from familiar stories.
Nursery 2 Children turning 4	Understand the five key concepts about print: q print has meaning q print can have different purposes q we read English text from left to right and from top to bottom.	- Understand the five key concepts about print: q the names of the different parts of a book q page sequencing - Develop their phonological awareness, so that they can: q spot and suggest rhymes q count or clap syllables in a word q recognise words with the same initial sound, such as money and mother	- Understand the five key concepts about print: q print has meaning q print can have different purposes q we read English text from left to right and from top to bottom q the names of the different parts of a book q page sequencing - Develop their phonological awareness, so that they can: q spot and suggest rhymes q count or clap syllables in a word q recognise words with the same initial sound, such as money and mother
Reception	- Develop their phonological awareness to: q Spot rhymes in familiar stories and poems. q Count or clap syllables in a word. q 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 letters sound correspondences. - Begin to read CVC words containing known letter-sound correspondences	- Develop their phonological awareness to: q Able to complete a rhyming string. q Begin to use sound buttons to identify how many sounds are in a word. q Can supply words with the same initial sound. - Recognise all taught Set 1 & 2 sounds, including some digraphs. - 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 letters sound correspondences. - Read simple sentences containing known letter sound correspondences containing 1 or 2 common exception words	- Develop their phonological awareness to: q Recognise and use rhyme in daily conversation. q Use sound buttons to segment and read words. q Can identify words containing the same digraph or trigraph e.g. ay-may, day, play. 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.
SEND support	- Ensure pupils have access to interventions to support with developing phonetical understanding - Exposure to appropriate books/stories to support development - Picture prompts to support with letter recognition - Flash cards to develop understanding - LWL&S SEND programme - Additional adult support		

Literacy Comprehension

<u>Term</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Nursery 1 3 years old	- Enjoys sharing books with an adult	- Make comments and shares their own ideas. - Ask questions about the book.	- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. - Develop play around favourite stories using props. - Make comments and shares their own ideas. - Ask questions about the book.
Nursery 2 Children turning 4	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary.	- Use an increasing range of new vocabulary appropriately. - Engage in extended conversations about stories, learning new vocabulary.
Reception	- Asks questions about stories. 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.	- Answer questions about a text that has been read to them. - 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	- Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text. - 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.
SEND support	- Use of Makaton/picture prompts/communication boards to support communication about stories read and to support with answering questions - Picture prompts to support with discussion around stories Use of story sacks/ role play to support with understanding of stories - Exposure to familiar books regularly - Re-read books with similar structure to develop understanding - LWL&S SEND programme - Additional adult support		

Literacy Writing

<u>Term</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Nursery 1 3 years old	Enjoys making marks with a wide range of resources and mediums on a range of different surfaces.	- Enjoys drawing freely - Make marks on a picture that represent their name, - Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	- Able to trace over letters with increasing confidence and purpose. - Mark making with purpose.
Nursery 2 Children turning 4	- Use some of their print and letter knowledge in their early writing. - Mark making with purpose.	- Write some letters from their name. - Write some letters accurately.	- Write some or all of their name. - Write some letters accurately.
Reception	- Form lowercase letters and capital letters correctly - Spell words by identifying the sounds and then writing the sound with letter/s. - Copy full name from a name label. Physical Development - Use a range of small tools competently and confidently.	- 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. Physical Development - Develop the foundations of a handwriting style which is fast, accurate and efficient. - Begin to use tripod grip.	- 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. - 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. Physical Development - Hold a pencil effectively in preparation for fluent writing. - Using the tripod grip in almost all cases
SEND support	- Pencil grips - Letter formation cards/name cards - Scaffolds/Differentiation to support developmental writing - Physical resources to support with showing understanding of blending/CVC words - See Physical Development to support development of fine motor skills - Additional adult support		