

Progression in: Literacy - Word Reading

| Stage | Progression in learning and development - knowledge, understanding and skills demonstrated by the child | Progression in provision — the role of the adult in extending experiences and resources | Vocabulary |
|----------------|--|--|---|
| Age 1 -2 Years | <ul style="list-style-type: none"> ● Phase 1 phonics ● Listening and responding to sounds ● Notice and recognise some print e.g. logos, names, numbers | <p>Adult will:</p> <ul style="list-style-type: none"> ● Point out print in the environment and what it means — model pronunciation ● Use of props and instruments that make different sounds — compare and discuss the sounds | <p>Book Sound Listen Words Story Picture</p> |
| Ages 3-4 Years | <p>Children will develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> ● spot and suggest rhymes ● count or clap syllables in words ● recognise words with the same initial sound, such as money and mother ● Understand the five key concepts about print: ● print has meaning ● the names of different parts of a book ● print can have different purposes ● page sequencing ● we read English text from left to right and from top to bottom. | <p>Through modelling and discussions...</p> <ul style="list-style-type: none"> ● Draw attention to the types and purposes of different texts ● Model how to handle books ● Playing with rhyme e.g. missing word, changing a letter ● Model through regular sounding out nouns around the room eg Please pass me the C-U-P cup. ● Ensure items within the learning environment are heavily labelled with pictures and words — modelling pronunciation. | <p>Words Letters Rhymes Front cover Pages Turn Illustration</p> |

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| Reception | <ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of letter-sound correspondences. ● Read some letter groups that each represent one sound and say sounds for them. ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ● Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | <ul style="list-style-type: none"> ● Daily phonics sessions ● Fast paced and engaging activities ● Opportunities to read sentences and words daily ● Apply phonics learning in other areas e.g. writing, UTW etc ● Labels ● Texts available during continuous provision ie – construction texts, cultural, fiction and non-fiction | Phoneme Grapheme Digraph Trigraph Blend Segment Tricky words High frequency words Sound buttons Letter names |
| ELG | L-WR-ELG <ul style="list-style-type: none"> ● Children at the expected level of development will: ● 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. | <ul style="list-style-type: none"> ● Guided reading – modelling ● Echo reading – intonation /expression ● Daily reading to CT ● Reading buddies | Children will have a good understanding of the above vocabulary and be able to independently use it during group and independent reading provision. |

Progression in: Literacy - Comprehension

| Stage | Progression in learning and development - knowledge, understanding and skills demonstrated by the child | Progression in provision — the role of the adult in extending experiences and resources | Vocabulary |
|----------------|--|---|---|
| Age 1 -2 Years | <ul style="list-style-type: none"> ● Notice print such as name, a bus/ door number/ logos. ● Pay attention and respond to stories ● Repeat words and phrases from familiar stories ● Responds to pictures and words ● Ask questions, make comments and share ideas ● Enjoys songs and rhymes- saying some words ● Enjoy sharing books and have favourites ● Listen to others talk with interest. | <ul style="list-style-type: none"> ● Opportunities to access different texts and pictures ● Sharing and discussing texts/songs in groups ● Enticing areas for sharing a range of books ● Linking key texts through physical activities/real life experiences e.g. visiting a park | Story Book Song Rhyme Name Text Picture |

Ages 3-4 Years

- Enjoy listening to longer stories and can remember much of what happens.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Be able to express a point of view and 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.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Remember and sing entire songs.

- Model how to handle books
- Access to a wide range of texts with different purposes
- Discussions about texts, genres, favourite parts, why did this happen? What could happen next?
- Opportunities to begin to retell stories e.g. small world, role play.
- Discuss new vocab and links to previous vocab from topics

First, then, next, last
Guess / think
Why
Because
Front/ back cover
Author
Pages
Characters
Description
Beginning
Ending

Reception

- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some with exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Compare and contrast characters from stories, including figures from the past.
- Learn and use new vocabulary throughout the day in different contexts.
- Learn rhymes, poems and songs.
- Develop storylines in their pretend play.

- Wide range of texts for children to access in all areas
- Children exposed to vocabulary (verbally and physical)
- Guided reading sessions for group discussions about texts
- Model thinking and asking questions to oneself out loud

Author
Illustrator
Illustration
Fiction
Non-fiction
Predict
Explain
Vocabulary
Sequence
Plot
Problem
Narrative
Traditional
Letter
Postcard
Diary
Leaflet
Recipe
Instructions
Menu
Advert
Adjective
Verb
Setting
Blurb

L-C-ELG

- Children at the expected level of development will:
- 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.

