

Literacy Progression of Knowledge and Skills

Areas of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals	
F1 Progression of Knowledge and Skills	Sound Recognition	To recognise familiar logos and labels within the environment.	To recognise familiar logos and labels within the environment.	To find and identify familiar letters, e.g. letters in their names.	To find and identify familiar letters, e.g. letters in their names.	To identify phase 2 GPCs	To identify phase 2 GPCs	
				To know that each letter makes a sound – focussing on sounds in their names.	To know that each letter makes a sound – focussing on sounds in their names.			
	Writing Skills			Adults will consistently model correct formation.	To begin to form some letters correctly, e.g. letters in their name.	To begin to form some letters correctly.	To begin to attempt writing CVC words, supported and using learnt sounds.	
						To be able to segment sounds in CVC words.	To write learnt sounds supported	
	Blending Skills		To know that sounds are used to make up words. To identify the dominant sounds in words – focussing on sounds in their names.	To begin to explore initial sounds in familiar words	To begin to explore initial sounds in familiar words.	To identify dominant sounds during oral blending games.	To identify initial sounds and blend CVC words.	
					To play lots of games focusing on oral blending		To orally blend sounds in CVC words.	
					To know that blending sounds makes words.			
	Word reading and comprehension skills	To learn a range of Nursery Rhymes.						
		To talk about and retell a range of familiar stories.	To talk about and retell a range of familiar stories.	To talk about and retell a range of familiar stories.	To begin to make predictions about a story, sometimes supported by an adult with vocabulary.	To begin to make predictions about a story, sometimes supported by an adult with vocabulary.	To make predictions about a story using the relevant vocabulary with independence.	
		To know that text has a meaning.	To learn that stories have a sequence; beginning, middle and end.	To join in with repetition within stories and rhymes.	To join in with repetition within stories.	To join in with repetition within stories.	To join in with repetition within stories.	
To know that text is read from left to right and top to bottom in English.								
To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages		To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages	To be able to talk about different sequence of a story.	To be able to talk about the sequence of a story.	To be able to talk about the sequence of a story.	To engage in extended conversations about stories.		
Nursery – Phonics	Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme		Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting Identifying initial sounds in words.		Phase 2 - Introduce two sounds a week. Introduce writing sounds. Introduce individual readers.			

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Areas of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goals	
F2 Progression of Knowledge and Skills	Sound Recognition	To identify taught sounds on a sound mat and use this when writing – phase 2. (s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f)	To identify taught sounds on a sound mat and use this when writing – phase 2. (ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk)	To identify sounds, including phonemes and other digraphs on a sound mat and use this when writing – phase 3. (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er)	(Review Phase 3)	Short vowels with adjacent consonants.	Phase 3 long vowel graphemes with adjacent consonants.	Word Reading. Say a sound for each letter in the alphabet and at least 10 digraphs.
	Spelling rules		Writing words with –s /s/ added at the end (hats sits)	Writing words with double letters	Writing longer words, including those with double letters	Writing CVCC CCVC CCVCC CCCVC CCCVCC words	Writing CVCC CCVC CCCVC CCV CCVCC 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.
			Writing words ending –s /z/ (his) and with –s /z/ added at the end (bags)	Writing longer words	Writing words with –s /z/ in the middle	Writing longer words and compound words	Writing words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est	
					Writing words with –es /z/ at the end	Writing longer words and compound words	Writing longer words and compound words	
					Writing words with –s /s/ and /z/ at the end	Writing words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est	Writing longer words and compound words	
	Writing skills	To give meaning to the marks they make.	To apply taught phonics to write labels and simple phrases.	To apply taught phonics to write simple phrases and short sentences.	To apply taught phonics to write simple phrases and short sentences. (Orally and count the words)	To write a short sentence correctly demarcated.	To write a short sentence correctly demarcated.	Word Reading. 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. Comprehension 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
		To write labels and simple phrases.						
		To write learnt sounds (s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f)	To write learnt sounds (ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk)	To write learnt sounds (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er)	To write simple sentences.	To write simple sentences independently.		
				To know how to spell some familiar words.	Knows how to spell some familiar words.			
	Word reading and comprehension skills	To recognise taught tricky words in text. -is, l, the	To recognise taught tricky words in text. -as, and, has, his, her, go, no, to, into, she, he, of, we, me, be.	To recognise taught tricky words in text. - was, you, they, my, by, all, are, sure, pure.	<i>Review tricky words learnt so far.</i>	To recognise taught tricky words in text. - said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.	<i>Review tricky words learnt so far.</i>	
To listen to familiar stories and able to recall some facts.		To listen to stories and is beginning to anticipate what may happen next.						
To know how to sequence familiar stories.				To use learnt words and phrases to discuss familiar stories or during role play.				