



Literacy Long Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

Literacy ELG: Comprehension

Key Skill: Story Telling and Recall *See Vocabulary

Key Skill: Prediction

Key Skill: Vocabulary

On Track- Check Point 1

- Joins in with repeated refrains and key phrases
- Identifies the main setting, characters and happening in the story
- Orders 4 pictures or props from a story

On Track- Check Point 1

- Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble' or props from a story

On Track- Check Point 1

- Joins in with repeated refrains and key phrases.
- Talks about the meaning of new vocabulary.

On Track- Check Point 2

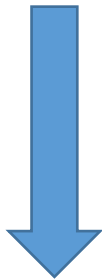
- Talks in detail about the main characters and setting.
- Sequences captions from a story.

On Track- Check Point 2

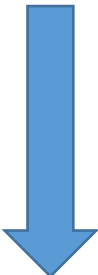
- Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.'

On Track- Check Point 2

- Repeats new vocabulary in a context of a story.
- Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary.

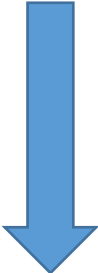


	<p align="center">On Track- Check Point 3</p> <ul style="list-style-type: none"> • Responds to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • Retells how the story started, the main happening, and how ended. • Retells a story through roleplay, using some new vocabulary and some exact words from the text 	<p align="center">On Track- Check Point 3</p> <ul style="list-style-type: none"> • Answers questions about why or how things have happened. • Predicts main happening in the text. 	<p align="center">On Track- Check Point 3</p> <ul style="list-style-type: none"> • Begins to use modelled vocabulary during role play and small world.
	<p align="center">ELG</p> <p>Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary</p>	<p align="center">ELG</p> <p>Anticipate key events in stories.</p>	<p align="center">ELG</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

	Literacy ELG: Word Reading	
	Key Skill: Grapheme- phoneme recognition	Key Skill: Blending and Segmenting: know some common exception words by sight
	<p align="center">On Track- Check Point 1</p> <ul style="list-style-type: none"> • Completes a rhyming string. • Identifies words where they can hear they start with the same initial sound (alliteration). • Counts or clap syllables in a word. • Begins to use fingers to identify how many sounds are in a word. • Knows that print conveys meaning. • Begins to read individual letters by saying the sounds for them. • Begins to recognise names of peers, siblings, mummy, daddy etc. 	<p align="center">On Track- Check Point 1</p> <ul style="list-style-type: none"> • Spots rhymes in familiar stories and poems. • Completes a rhyming string. • Identifies words where they can hear they start with the same initial sound (alliteration). • Counts or clap syllables in a word. • Begins to use fingers to identify how many sounds are in a word. • Begins to orally blend sounds they can hear in words. • Knows that print conveys meaning. • Begins to read individual letters by saying the sounds for them.

	<ul style="list-style-type: none"> • Begins to link sounds to letters, naming and sounding letters of the alphabet 	<ul style="list-style-type: none"> • Begins to recognise names of peers, siblings, mummy, daddy etc. • Begins to link sounds to letters, naming and sounding letters of the alphabet • Begins to segment 2 letter and CVC words and blend them together, using sound buttons • Reads Sticky Word sets 1,2,2a: the, a do of, are, to, I she, no was, go , so is, has be. • Reads phonetically decodable words and labels in books
	<p style="text-align: center;">On Track- Check Point 2</p> <ul style="list-style-type: none"> • Links sounds to letter, naming and sounding each letter of the alphabet. • Links sounds to 8 or more digraphs. 	<p style="text-align: center;">On Track- Check Point 2</p> <ul style="list-style-type: none"> • Links sounds to letter, naming and sounding each letter of the alphabet • Links sounds to 8 or more digraphs. • Identifies digraphs within words. • Reads words containing digraphs, using sound buttons. • Reads words containing single sounds and digraphs without sound buttons. • Uses picture clues to help read a simple text. • Reads captions containing known sounds. • Reads simple, phonetically decodable sentences containing known sounds • Reads sentences containing digraphs and trigraphs • Reads Sticky Words set 3, 3a, 4 your, he, said, me, were, you, we ,they, by, my, here, there, where, love, come
	<p style="text-align: center;">On Track- Check Point 3</p> <ul style="list-style-type: none"> • Links sounds to a 10 or more digraphs and trigraphs. 	<p style="text-align: center;">On Track- Check Point 3</p> <ul style="list-style-type: none"> • Reads sticky words sets 4a and 5: some, one, once, ask, friend, school, house, put, push, pull.

		<ul style="list-style-type: none"> To spell some of the sticky words accurately in their work. Reads sentences containing known sight words.
	<p style="text-align: center;">ELG</p> <p>Say a sound for each letter and at least 10 digraphs</p>	<p style="text-align: center;">ELG</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>

	Literacy ELG: Writing	
	<p style="text-align: center;">Key Skill: Fine motor control</p> <p>* See fine and gross motor progression document also</p>	<p style="text-align: center;">Key Skills: Grapheme- phoneme correspondence</p> <ul style="list-style-type: none"> : Segmenting and blending : Sound discrimination : Applying key words : Sentence construction
	<p style="text-align: center;">On Track- Check Point 1</p> <ul style="list-style-type: none"> Knows that print carries meaning and in English, is read from left to right and top to bottom. Mark makes in different directions Makes repeated marks on paper Mark makes left to right Imitates simple marks such as lines Imitates shapes that use multiple movements such as x Start to move towards tripod grip Gives meaning to marks Will 'read' from memory Is aware of the connection between letter and sound Letters written are recognisable 	<p style="text-align: center;">On Track- Check Point 1</p> <ul style="list-style-type: none"> Knows that print carries meaning and in English, is read from left to right and top to bottom. Mark makes left to right Imitates simple marks such as lines Imitates shapes that use multiple movements such as x Starts to move towards tripod grip Gives meaning to marks Forming random letters Reads' from memory Is aware of the connection between letter and sound Begins to write initial sounds they can hear in words Begins to write initial and final sounds they can hear in words Writes their name Represents some sounds in order in their writing Writes two letter and CVC words Beginning to write some high frequency words from memory

	<p>On Track- Check Point 2</p> <ul style="list-style-type: none"> • Holds and uses a pencil confidently • Some letters may be reversed • Starts at the correct place when forming letters • Beginning to form flicks correctly rather than 'adding' them onto the letter 	<p>On Track- Check Point 2</p> <ul style="list-style-type: none"> • Writes words containing some digraphs • Writes simple captions • Uses full stops • Uses finger spaces between words • Writes at least 8 high frequency words from memory
	<p>On Track- Check Point 3</p> <ul style="list-style-type: none"> • Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. • Forms some capital letters correctly. 	<p>On Track- Check Point 3</p> <ul style="list-style-type: none"> • Uses capital letters correctly • Reads their work back independently • Words are phonetically plausible • Using high frequency words within their writing
	<p>ELG</p> <p>Write letters that are mostly well formed.</p>	<p>ELG</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by themselves and others.</p>

Impact

Our children make excellent progress from their reading and writing starting points. They can read a variety of print including signs, captions, sentences and texts. Pupils have a love of stories, books and reading, and have developed a sense of wonder of the world of books. They are keen to share their reading with adults and understand that this is the key to accessing the wider curriculum. Our pupils understand writing is a form of communication and can write phonetically plausible sentences that they and others can read.