

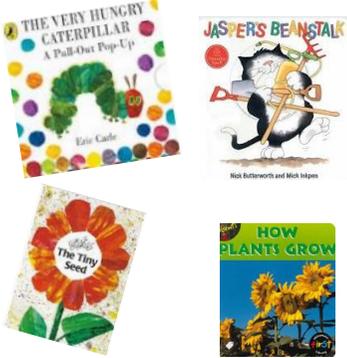
C&L & Literacy (Phonics, Reading & Writing) Progression of Skills

Area of Learning	Autumn Once Upon a Time FOCUS: TALKING & VOCABULARY	Spring Let's Go on an Adventure FOCUS: PHONICS MODEL WRITING	Summer What's at the Bottom of the Garden FOCUS: WRITING	ELG Children at the expected level of development will:
Comprehension	<ul style="list-style-type: none"> -develop understanding of story structure and story language i.e. Once Upon a Time by reading traditional stories. -encourage retelling traditional stories, practising story language and new words in context. -develop an understanding of a story narrative and sequence through 'Helicopter Stories' where children tell their own stories and an adult scribes then retells. -encourage correct pronunciation through modelling how to pronounce words in context of play, books sharing, story telling. -Introduce new vocabulary through learning poems 'The Poetry Basket' -develop muscle memory and vocabulary by learning poems by heart and retelling them. -to help the text come alive through a sensory approach to storytelling i.e. using sound, physical movement and smell i.e. ginger for The Gingerbread Man -Develop an interest by adding a provocation through 'The Hedgehog' visiting school, introduce vocabulary, speech and writing secret messages and codes. 	<ul style="list-style-type: none"> -To extend vocabulary and words not normally used in everyday speech through reading non-fiction texts linked to topic and other areas of the curriculum i.e. mathematical language for describing shape, position and pattern. And Understanding the World and provocations i.e. a fish or school visit to Salisbury Library and Market. -continue developing story narrative by using Helicopter Stories of their own stories -continue to develop recall of words and sentences by learning poems and songs. Three Tapping Teddies; Brer Rabbits Talking House', 'Aliens', Three Rapping Rats;' Stone Soup'. 	<ul style="list-style-type: none"> -develop the story narrative by revisiting traditional stories and known repetitive stories using props such as story bags and oral storytelling to support the composition for writing own stories developing knowledge of character, setting, problem and resolution. -To understand the sentence structure when using it in writing or speaking through conversation in play or retelling a story. 	<ul style="list-style-type: none"> -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
Word Reading	<ul style="list-style-type: none"> -through Guided Reading encourage talking and language development by looking at the pictures and asking "What do you see?" -extend vocabulary and meanings of words within the context of the book. -develop recognition of known letters and letter patterns -Through story times and play, talk about children's interests imbedding new vocabulary through 'serve and return'. 	<ul style="list-style-type: none"> -through Guided Reading look for initial and final sounds, some cvc blending and segmenting. Look for tricky words. -develop comprehension of stories and new words. -to blend cvc words and begin to recognise tricky words. -to read a key word in an instruction i.e to mix pancakes. 	<ul style="list-style-type: none"> -through Guided Reading (i.e. The Sunflower) read sentences and more difficult words. -develop an understanding of a word as a unit of speech. 	<ul style="list-style-type: none"> -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

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	-begin to develop a recognition of graphemes linking them to phonemes.			knowledge, including some common exception words.
Phonics	<ul style="list-style-type: none"> -Revisit Phase 1 aspect 7 – oral blending and segmenting- through clapping names and recognising long and short words (Bingo Lingo, Some Names are Long) -develop rhyme and rhythm through listening to songs and poems 'The Seals on the Bus', 'Three Tapping Teddies; Little Red Riding Hood', 'Three Singing Pigs; The Three Little Pigs' -Lesley Clarke Phase 2, oral blending and segmenting (see Lesley Clarke overview) -develop recognition and memory of grapheme/phoneme, hide conkers and a con in provision for children to find in play. 	<ul style="list-style-type: none"> -Phase 3 – applying segmenting. (see Lesley Clarke overview) - 	<ul style="list-style-type: none"> Phase 4 – blending and segmenting CVCC, CCVC . (see Lesley Clarke overview) -understanding 'word' -writing phrases and short sentences -using finger spaces to separate 'words' 	
Writing	<ul style="list-style-type: none"> -to develop core muscle strength and muscle memory practise by using 's word school' or 'write dance' developing letter directions -to develop fine motor and gross motor core strength crossing the mid line using 'dough gym' -develop fine motor muscles and crossing the mid line through developing cutting skills, drawing around large shapes and templates, beading and threading, lego, pegs -use name cards and go over with a finger. -to encourage letter direction and mark making, establish the 'Message Centre' using child's developmental marks, pencil control, secret messages, codes. 	<ul style="list-style-type: none"> -to develop an understanding of transcription and composition, model how to write labels, lists, instructions, simple sentences. -to write for meaning with intent and purpose i.e. labels, Easter Cards, Mother's Day cards, -to write a cvc word -to write name -to practise letter patterns i.e. curly caterpillar etc. using whiteboards and pens -to practise writing letter strings of known letters -develop mark making by making maps and labelling them. -write a message to our 'special visitor' 'the Mermaid' or the 'Bear' from Whatever Next. -Use 'Play Project' to design a rocket using known letters or letter strings, numbers for codes and labels. 	<ul style="list-style-type: none"> -to understand and practise composition of sentences and begin to write labels for work and areas of provision i.e. 'do not touch just look', fossil museum -to develop transcription by spelling words phonetically or more common or tricky words correctly. -write simple instructions for cooking, planting and own interest i.e. in role play -writing own books using traditional stories -to develop composition of a sentence use Pobble as a stimulus to generate a sentence which can then be extended to a super sentence using descriptive words. -revisit correct formation of letter families including capital letters. 	<ul style="list-style-type: none"> -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.

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<p>Texts & Hooks</p>	 <p>Helicopter Stories, Poetry Basket, The Christmas Story, The Message Centre, Special visitor! Library resources, Nativity, hiding conkers and a corns with hidden phonemes, The Billy Goats Gruff, The Christmas Story -Bingo Lingo; some names are long, Jamaquacks-The Seals on the Bus -Three Tapping Teddies; Little Red Riding Hood-Three Singing Pigs; The Three little Pigs, Goldilocks, The Billy Goats Gruff</p>	 <p>The Darkest Dark -Three Singing Pigs; The Awongalema Tree Three Tapping Teddies; Brer Rabbits Talking House, The Little House Three Rapping Rats; Stone Soup -Helicopter Stories -Three Tapping Teddies; Aliens, Special Visitor! (the bear)-a real fish -Play Project; build a rocket and make a map- Pirates; make a map -Salisbury library and market, Salisbury Museum 'We're Going on a Dinosaur Hunt'</p>	 <p>The school garden and pond -seeds and planting life cycle -caterpillars life cycle, Heale Garden, Langford Lakes -Cooking, Tadpoles-What the Ladybird Heard Titch</p>	
<p>Vocabulary</p>				