




Progression Planning : Literacy


Intent: Through an enriched story led curriculum reading is at the heart of our school. Methodical process of progression planning will build on skills linked to story language and comprehension. We intend to foster and capitalise on quality interactions that expose children to a wide range of vocabulary leading to quality reading and linked experiences. We will fuse skills from communication and reading into a systematic approach to early writing. Blockers within literacy are identified and through an analytical process next steps are implemented. We intend to nurture purposeful, meaningful writer who appreciate individual creativity.


Implementation: Through our enriched story led curriculum, our children are immersed in the language of books and reading, through a creative approach. We support their understanding and embed key concepts of story language patterns and comprehension. Our book focus enables children to apply these skills in more depth, giving them time to process the elements of the story, make sense of its content, then retrieve learning, so they can apply their storytelling skills through quality play interactions. Opportunities to connect with Literacy rich experiences around them, offers purposeful and meaningful writing opportunities. Role modelling and supporting writing developmentally, creates a confidence and a desire to want to write, as their knowledge and skills develop with fluency. Phonetical awareness is filtered in naturally by supporting our children to make connections through their learning experiences, that are meaningful and relevant to them. This supports them to be able to transfer knowledge to long term memory, if key concepts connect with both old and new learning.


Through our focus on cognitive challenge and high aspirations for all, our enhancement opportunities are as follows:


- Story sessions and Curriculum storybook focus.
- Drama, Story Suitcase, and Mr Ben's, offering children the resources to bring their storytelling to life.
- Literacy Target Time, supporting children to make sense of phonetics through play based learning.
- Baking, supporting sequential language, and making connections with simple phonetical awareness in a real and meaningful context.
- Purposeful writing opportunities throughout their continuous provision.

Progression Stages	EYFS Assessment	ANS Skills progression	Transition GLD	A - Z Progression			Enhance.
	Enjoys songs and rhymes	Listens to songs and Rhymes	Learn Rhymes, poems and songs Listen Carefully to rhymes and songs, paying attention to how they sound.	L	A B	R	SLT reading /Rhyme Focus Story Groups Story Suitcase Social Singing Time Sound Play Literacy Trolley
	Joining in with Songs and Rhymes / copying tune, sounds	Joins in and Vocalises		L	A B	R	
	Joining in and copying actions and gestures,	Uses actions and gestures with vocalisations		L	B	R	
	Enjoy listening to adults reading	Develops listening and attention skills	Engage in Storytime Listen to and engage in stories to build familiarity and understanding	L	A B	Z	
	Respond to Pictures & encourage Comments	Can give a response to a visual prompt	Engage in extended conversations about stories, learning new vocabulary. Retell the story, exact repetition and own words.	L	R	P	
	Build on familiar stories through play	Makes sense of the story through play		C	R	E	
	Starts to develop conversations around the story and their interests	Making connections and early sequencing skills		C	O	R	


	Building on their repertoire of songs	Can sing and respond to lots of songs using words and actions	Learn Rhymes, poems and songs Listen Carefully to rhymes and songs, paying attention to how they sound. Remember and sing entire songs	A B	O	R	Story Groups Story Suitcase Drama Social Singing Time Sound Play Literacy Trolley Outside
	Enjoys listening to longer stories, remembering what happens	Developing sequencing skills and an ability to retell	Engage in extended conversations about stories, learning new vocabulary.	A B	R	E	
	Repeats words and phrases from familiar stories.	Developing Early Reading skills	Retell the story, exact repetition and own words.	A B	O	R	
	Is becoming familiar with different parts of a book i.e. title, Author, Illustrator	Understanding some key book concepts	Engage in extended conversations about stories, and books, learning new vocabulary Understand the names of different parts of a book.	Z	H	E	
	Encourage relevant responses to questions and comments based around stories	Can offer a relevant response to a question asked	Ask questions to find out more and to check they understand what has been said to them.	A B	R	E	


	Sing a wide range of songs with Confidence using actions and Makaton	Has a good repertoire of songs and can communicate inclusively	Learn Rhymes, poems and songs Listen Carefully to rhymes and songs, paying attention to how they sound. Remember and sing entire songs	A B	O	R	Story Groups Story Suitcase Drama Social Singing Time Target Time Squiggle Wiggle Disco
	Know that print can have different purposes	Uses print in different ways to communicate meaning	Understand that print has meaning and can have different purposes	C	Z	P	
	Recognise syllables and rhythms in words	Can clap a simple word using the correct number of syllables	Develop their phonological awareness. Develop their phonological awareness. Say a sound for each letter of the alphabet	C	O	R	
	Recognise that words have connections i.e. they start with the same phoneme	Can hear and say words with the same phoneme		C	Z	K	
	Can hear and say initial phonemes that they recognise in their environment and experiences,	Can recognise familiar phonemes within their environment and through		C	Z	K	

		their experiences					Literacy Trolley Outside
	Recognises their name and can distinguish the initial phoneme within it.	Can recognise their name	Recognise their name	L	Z	K	
	sequences a story from left to right	Can use visual book illustrations to sequence the story in the correct order, from left to right.	Understand that we read English text from left to right and from top to bottom	Z	O	I	
	Can retell a familiar story in detail using repetitive phrases and a continuous flow	Can retell stories using word patterns, Phrases, and story details in their storytelling Knows beginning, middle and end.	Engage in extended conversations about stories, learning new vocabulary. Retell the story, exact repetition and own words. Develop a storyline in their pretend play.	Z	O	I	
	Engages in extended conversations about stories with new vocabulary	Has a good understanding for the story using more complex vocabulary in context.		A B	E	I	

	Takes on a character Role and can rein act familiar stories	Can use drama, role play and communication skills to retell and re-enact a familiar story.		A B	O	R	
	Extend their book knowledge skills further i.e. understanding that we read from top to bottom and left to right, reflect on the blurb and know specific words i.e. spine.	Has good developing book knowledge and vocabulary to enable them to be good readers.	Learn new vocabulary and Understand the names of different parts of a book.	C	E	K	
	Explore phoneme blending through play, hearing and saying some sounds beyond the initial sound in CVC words.	Has a developing knowledge of phonemes and can hear initial, end and sometimes middle sounds.	Blend sounds into words so they can read short words (CVC) made up of known letter sounds Read words consistent with their phonic knowledge by sound blending.	C	E	K	
	Use robot arms to support their phoneme blending skills		Oral blending through actions that complement their transition Reception class	C	E	K	

	Adult role modelling, matching their transition Reception Class ...i.e. "my turn, our turn, your turn "	Help them to transition with familiar skills when new concepts are introduced.	Connect one idea or action to another using a range of connectives.	L	A B	R	

Progression Stages	EYFS Assessment	ANS Skills progression	Transition GLD	A - Z Progression			Enhance.
	Enjoy drawing Freely	Expressive mark making	Build on previous learning, refine ideas and develop their ability to represent them.	C	Z	U	Finger Gym in Atelier
	Exploratory Mark Making through all areas of nursery	Is Making marks through different stimuli		C	Z	U	Dough Disco Story Time Finger Gym
	Strengthen hand dexterity	Joins in with Finger gym & Sensory play	Develop their small motor skills so they	C	U	T	Literacy Trolley Outside

	Use one handed mark making tools exploratory	Makes exploratory marks	can use a range of tools competently, safely and confidently.	L	Z	U	
	Teacher scribing to represent their thoughts and ideas	They have a voice that is represented	Describe events in some detail Use talk to organise thinking Articulate their ideas and thoughts	A B	Q	E	
	Beginning to notice familiar print i.e. initial name letter, age number	Making simple connections with meaningful print.	Understand that print has meaning	L	C	Z	
	Using Marks with personal connections i.e. says "that's Mummy"	Uses marks purposefully	Use talk to organise thinking Articulate their ideas and thoughts	C	Z	P	
	Develop large muscle coordination i.e. whole arm movements	Developing strengths using a range of movements that will transfer into their writing	Develop overall muscle strength and coordination.	C	S	U	Finger Gym Atelier Finger gym daily story times

	Develop manipulation and control	Developing muscle strength and hand dexterity with increasing control	Develop their small motor skills so they can use a range of tools competently, safely and confidently.	C	S	U	Dough Disco Squiggle Wiggle Disco
	Use one handed mark making tools with developing skill and control	Be able to use tools for purposeful mark making		C	S	U	Literacy Target Time Baking
	Writing purposefully with developing control	Good controlled purposeful marks appearing	Uses circles, shapes and lines with good control in their writing and name representation	Z	U	V	Literacy Trolley Outside
	Noticing and making connections with visual labelling and Print	Becoming familiar with print, with an awareness that print has meaning	Understand that print has meaning and can have different purposes.	C	Z	P	
	Notice some print, i.e. the initial sound from their name, a familiar logo, their age number.	Becoming familiar with print, with an awareness that print has meaning and is able to make a connection with it.		C	Z	P	
	Skilfully uses large physical muscle movements, with	Is able to control their body with a strong core that	Develop overall muscle	C	O	V	Finger Gym Atelier

	good coordination, balance and control over their bodies.	supports their writing skills.	strength and coordination.				Finger gym daily story times
	Uses a comfortable grip with good control when holding pens and pencils	Uses mark making tools with a good developing pincer grip and good control over their mark making.	Develop their small motor skills so they can use a range of tools competently, safely and confidently.	C	Z	U	Dough Disco Squiggle Wiggle Disco Literacy Target Time
	Uses good control in their writing using clear marks and developing letters	Writes purposefully with meaning using clear, controlled letters and marks.	Use some of their print and letter knowledge in their early writing. Write recognisable letters, most of which are correctly formed.	C	O	V	Baking Literacy Trolley Outside
	Increasingly showing a preference for a dominant hand	Good control developing in their dominant hand	Preference for a dominant hand	C	U	T	
	Transfers familiar letters into their writing i.e. letters from their name	Writes purposefully with meaning using clear,	Form lower case and capital letters correctly	C	L	V	

		controlled letters and marks.	Represent sounds with a letter or letters.				
	Can hear and say initial phonemes in words and can sometimes reflect this into their writing	Can use familiar phonemes purposefully in their writing i.e. write m for milk and c for cake in a shopping list, knowing that the list goes from top to bottom.	Read individual letters by saying the sounds for them. Say a sound for each letter of the alphabet.	C	Z	U	
	Beginning to develop more control in their name writing using clear letter shapes to represent	Can recognise their name and write some familiar letters within it in the correct order using good control and formation.	Recognise their name Write some or all of their name Represent sounds with a letter or letters.	C	Z	O	

Impact: The impact of an enriched story led curriculum is that our children embed key concepts, knowledge and skills through a love of books. They know how to interact with books and can use all the cues, prompts and language patterns within stories. The impact of this is that our children have confidence within early reading, can apply their storytelling within play and have a developing narrative for their future learning.

The impact of a Literacy rich environment is that our children can make connections with print through quality play interactions. They become purposeful and meaningful writers and communicators, through connecting and retrieving learning. Writing opportunities, quality teaching, and role modelling encourages progression in writing and enables knowledge and skills to develop with fluency.