

## Literacy Long Term Progression Overview

Check Point 1- December

Check Point 2- March

Check Point 3- May

### **Intent:**

Our children will leave the Foundation Stage at Lower Peover CE Primary School with a love for reading. Pupils enjoy spending time reading and discussing content and their own ideas around a text. They will be confident in reading decodable words and a large number of high frequency words. They will write simple sentences that can be read by others and demonstrate their secure phonics knowledge. Pupils show independence by seeking resources, e.g. word/sound mats to help them develop writing independently. They identify purposes for writing, e.g. cards, stories or shopping lists. Our pupils know that their writing is highly valued and can always be improved by reflecting on the process.

### **Implementation:**

The importance of reading and writing is activity promoted through a literature rich curriculum and environment including stories, songs, poems, mark making and writing in a variety of different contexts and for different purposes using a wide range of media. Children are exposed to reading and writing through all our areas of provision promote, discreetly or directly, active mark making and writing. This is endorsed in both outdoor and indoor provision. Adults are skilled at encouraging literacy opportunities through children's play and add challenge where this has a focus for the child's next step. Where support is required, there are appropriate strategies to instil a love of books. Pupils are taught phonics daily through the Little Wandle Letters and Sounds programme of study. Every child will have at least two texts linked to their phonics to take home each week. Through our topics and writing planning, pupils are exposed to new and exciting texts that are brimming with rich language.

Below shows the progression of skills that build towards the Literacy Early Learning Goals.

### **Impact:**

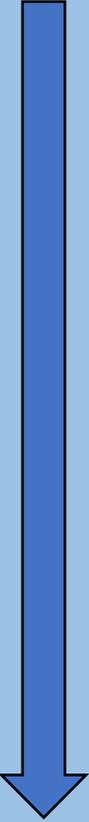
Our children make excellent progress from their reading and writing starting points. They can read a variety of print including signs, captions, sentences, and texts. Pupils have a love of stories, books and reading, and have developed a sense of wonder of the world of books. They are keen to share their 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.

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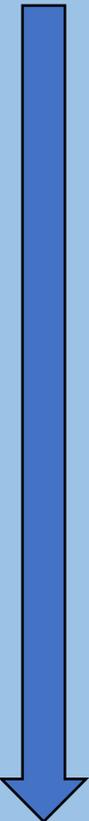
				Comprehension				
Key Skill: Story Telling and Recall		Key Skill: Prediction		Key Skill: Vocabulary				
		<b>Baseline</b> - Listens and enjoys sharing a range of books. - Comments and engages in conversation about the text (fiction and non-fiction) while reading E.g. Child say 'They are going on a bike ride' while pointing at the illustration.		<b>Baseline</b> - Comments and engages in conversation about the illustrations/ pictures (fiction and non-fiction). 'They are getting their bike.'		<b>Baseline</b> - Listens and enjoys sharing a range of books, rhymes and songs.		
<b>On Track Check Point 1</b> - Joins in with repeated refrains and key phrases. - Identifies the main setting, characters and happening in the story is. - Begin to sequence pictures of a story, with teacher support.		<b>On Track Check Point 1</b> - 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.'		<b>On Track Check Point 1</b> - Joins in with repeated refrains and key phrases. - Talks about the meaning of new vocabulary.				
<b>On Track Check Point 2</b> - Talks in detail about the main characters and setting. - Orders 4 pictures or props from a story		<b>On Track Check Point 2</b> - Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences		<b>On Track Check Point 2</b> - 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.				
<b>On Track Check Point 3</b> - Responds to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. - Retells how the story started, the main happening, and how ended.		<b>On Track Check Point 3</b> - Answers questions about why or how things have happened. - Predicts main happening in the text.		<b>On Track Check Point 3</b> - Begins to use modelled vocabulary during role play and small world.				
<b>ELG:</b> <b>Demonstrate understanding of what has been read by retelling stories &amp; narratives using own words and new vocabulary</b>		<b>ELG:</b> <b>Anticipate key events in stories.</b>		<b>ELG:</b> <b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b>				
<b>Provisions:</b>	Books, small world, role play, curiosity cube, puppets, small world figures, traditional tale resources, pictures to order	Books, small world, role play, curiosity cube, puppets, small world figures	Books, small world, role play, curiosity cube, puppets, small world figures	Books, small world, role play, curiosity cube, puppets, small world figures, maps, iPads.				

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Word Reading		
Key Skill: Blending and Segmenting	Key Skill: Grapheme- phoneme recognition	Key Skills: To know common exception words by sight
	<b>Baseline</b> - Listens and enjoys sharing a range of books. - Rhyme and alliteration	<b>Baseline</b> - Recognises their name and familiar logos
<b>On Track Check Point 1</b> - 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. - Orally blends sounds they can hear in words. - Segments 2 letter and CVC words and blend them together, using sound buttons.	<b>On Track Check Point 1</b> - Knows that print conveys meaning. - Begins to read individual letters by saying the sounds for them. - Begins to recognise some names of peers, siblings, mummy, daddy etc. - Begins to link sounds to letters, naming and sounding letters of the alphabet	<b>On Track Check Point 1</b> - Has been taught and knows most of the following words: is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be by sight. - Begins to recognise names of peers, siblings, mummy, daddy etc.
<b>On Track Check Point 2</b> - Reads words containing digraphs, using sound buttons. - Reads simple, phonetically decodable sentences containing known sounds	<b>On Track Check Point 2</b> - Identifies digraphs within words. - Links sounds to 8 or more digraphs	<b>On Track Check Point 2</b> - Increasingly recognising the words previously taught at check point 1 (Phase 2). - Has been taught and knows most of the following words: was, you, they, my, by, all, are, sure, pure, by sight.
<b>On Track Check Point 3</b> - Reads words containing single sounds and digraphs without sound buttons. - Reads sentences containing digraphs and trigraphs	<b>On Track Check Point 3</b> - Links sounds to a 10 or more digraphs and trigraphs.	<b>On Track Check Point 3</b> - Increasingly recognising the words previously taught at check point 1 and 2 (Phase 2 and 3). - Has been taught and knows most of the following words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today, by sight. - Reads sentences containing known sight words.
<b>ELG:</b> <b>Read words consistent with their phonic knowledge by sound blending.</b>	<b>ELG:</b> <b>Say a sound for each letter and at least 10 digraphs</b>	<b>ELG:</b> <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</b>
<b>Provisions:</b>	Workbooks, books, captions, magnetic letters, lacing letters, letter stencils, displays, iPads, Little Wandle resources	

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Writing	
<p style="text-align: center;"><b>Key Skills: Fine motor control</b> * See fine and gross motor progression document also</p>	<p style="text-align: center;"><b>Key Skills: Grapheme- phoneme correspondence</b> : Segmenting and blending : Sound discrimination : Applying key words : Sentence construction</p>
<p style="text-align: center; color: #00AEEF;"><b>Baseline</b></p> <ul style="list-style-type: none"> <li>- Uses a dominant hand</li> <li>- May mark make in palmer grip</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Check Point 1</b></p> <ul style="list-style-type: none"> <li>- Starts to move towards tripod grip</li> <li>- Makes repeated marks on paper</li> <li>- Gives meaning to marks</li> <li>- Is aware of the connection between letter and sound</li> <li>- Letters written are becoming more recognisable</li> <li>- Starting to write on the line.</li> </ul> <p style="text-align: center;">-----</p> <p style="text-align: center;"><b>On Track Check Point 2</b></p> <ul style="list-style-type: none"> <li>- Holds and uses a pencil confidently using the tripod grip</li> <li>- Starting to write at the correct place when forming most letters</li> <li>- Most writing is on the line.</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Check Point 3</b></p> <ul style="list-style-type: none"> <li>- Forms lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.</li> <li>- Forms most capital letters correctly.</li> </ul>	<p style="text-align: center; color: #00AEEF;"><b>Baseline</b></p> <ul style="list-style-type: none"> <li>- Gives meaning to marks</li> <li>- Forming random letters</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Check Point 1</b></p> <ul style="list-style-type: none"> <li>- Knows that print carries meaning and in English, is read from left to right and top to bottom (mark makes left to right)</li> <li>- Is aware of the connection between letter and sound</li> <li>- Writes their name</li> <li>- Represents some sounds in order in their writing</li> <li>- Writes two letter and CVC words</li> <li>- Beginning to write some taught high frequency words from memory, or referring to word mats.</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Check Point 2</b></p> <ul style="list-style-type: none"> <li>- Writes words containing some taught digraphs</li> <li>- Beginning to write simple captions</li> <li>- Beginning to use full stops</li> <li>- Beginning to use letter spaces between words</li> <li>- Writes at least 8 high frequency words from memory</li> </ul> <hr/> <p style="text-align: center;"><b>On Track Check Point 3</b></p> <ul style="list-style-type: none"> <li>- Uses capital letters correctly</li> <li>- Applies 'sentence rules' more independently, with some small reminders needed.</li> <li>- Reads their work back independently</li> <li>- Words are phonetically plausible</li> <li>- Using high frequency words within their writing</li> </ul>
<p style="text-align: center; color: #00AEEF;"><b>ELG:</b> <b>Write letters that are mostly well formed</b></p>	<p style="text-align: center; color: #00AEEF;"><b>ELG:</b> <b>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 themselves and others.</b></p>
<b>Provisions:</b>	Funky finger/Dough Disco resources, sand trays, pencils, paper, workbooks, chalk, paint and brushes, crayons, pens, sticks, Little Wandle resources, Literacy Company and Literacy Counts literacy planning for guidance.