Literacy Progression of Skills					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension Children will retell a known story. **Word Reading** Children will read the sounds s,a,t,p,l,n,m,d,g,o,c,k. Children will begin to access lilac reading books. Children will begin to hear and identify initial sounds in words. **Writing** Children will write their name.	**Comprehension** Children will identify key events in a known story. **Word Reading** Children will read all phase 2 single sounds. Children will access lilac reading books. Children will learn the irregular words 'to, the, no, go, I, into, her'. **Writing** Children will be able to write initial sounds and begin to sound out some CVC words.	**Comprehension** Children will engage in discussion around non-fiction books. **Word Reading** Children will blend sounds in words. Children will begin to access pink reading books Children will learn the irregular words 'me, be, he, my, by, she, they'. **Writing** Children will independently write CVC words.	**Comprehension** Children will engage in discussion around poems. **Word Reading** Children will read all phase 2 sounds and some of phase 3 including digraphs. Children will access pink reading books and begin to access red reading books Children will learn the irregular words 'we, are, you, all, was, give, live'. **Writing**	**Comprehension** Children will use vocabulary in context learned in communication and language sessions. **Word Reading** Children will be able to read sounds for each letter of the alphabet and up to 10 digraphs and begin to read adjacent consonants (cvcc, ccvc). Children will access pink and red reading books. Children will learn the irregular words 'said,	**Comprehension** Children will be able to answer questions about a given story. **Word Reading** Children will begin to read adjacent consonants (ccvcc, cccvc, cccvcc). Children will be able to access pink and red reading books and beginning to read yellow books. Children will learn the irregular words 'there, little, one, when, out what'. **Writing**

Children will begin to correctly form the letters in their name Children will begin to write initial sounds.	Children will be able to write their first name. Children will begin to draw and add some labels.	Children will begin to write short captions. Children will be able to write lists.	Children will write words using some digraphs. Children will write a short phrase. Children will use some irregular words in their writing. Children will begin to write their surname.	have, like, so, do, some, come, were.' **Writing** Children will write a short sentence using a full stop. Children will begin to write cvcc/ccvc words. Children will write their full name.	Children will know how to correctly form lowercase and capital letters most of the time. Children will write a short sentence and begin to use a capital letter and a full stop. Children will read what they have written to check it makes sense.

Literacy Progression of Knowledge		
Autumn	**Spring**	**Summer**
Reading Children know… • How to handle books • Reading starts from left to right and top to bottom • Print carries meaning	**Reading** Children know… • The link between graphemes and phonemes • The job of an author • The job of an illustrator	**Reading** Children know… • Letters and combinations of letters make sounds and when blended together make words • Some common irregular words • The blurb is a summary of the book

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- The title is what the book is called
- Which books I like and which books I dislike

Writing

Children know…

- Writing goes from left to right and top to bottom
- Writing has meaning
- Stories have a beginning, middle and an end

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- Fiction books tell stories

Writing

Children know…

- How phonemes are represented
- The alphabetic code
- There are spaces between words in writing
- Words are units of meaning
- Adjectives can make my writing more interesting
- Different ways writing can be represented

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- Books are grouped into different genres
- Non-fiction books provide information

Writing

Children know…

- How a tripod grip is formed
- How letters are formed correctly
- When to use capital letters and full stops
- Some simple types of punctuation
- Some spelling rules
- How some common regular and irregular words are spelt
- How many words are in the sentence I say
- The different features of different types of writing

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<td>Language</td>
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Reading/comprehension

rhyme genre fiction non-fiction story book fluent segment blend retell fairy tale respond memorise word paragraph opinion contents index beginning middle end character setting blurb author illustrator phonemes grapheme library text rhythm rhyme information imagination fact fantasy scary humorous adventure alliteration chapter sentence

Writing

rhyme rhythm alliteration capital letters full stops question marks word sentence title paragraph tripod grip idea characters setting problem resolution beginning middle end spelling adverbs adjectives noun verb regular irregular alphabet segment blend phonemes

graphemes labels lists chapter instructions description story genre

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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.

Word Reading: 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 knowledge, including some common exception 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.