



St. Augustine's Catholic Primary School: Progression in Learning Framework - Literacy

EYFS Statutory Educational Programme. The curriculum needs to include:

It is crucial for children to develop a life-long **love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the speedy **recognition of familiar printed words**. Writing involves transcription (**spelling and handwriting**) and **composition** (articulating ideas and structuring them in speech, before writing)

Knowledge		Skills
<ul style="list-style-type: none"> • Knowledge of letter names and sounds • Knowledge of terms used in learning to read e.g. book, page, phoneme, blend, segment, fiction, non-fiction • Knowledge of language of direction e.g. up, down, round and back (to support learning how to form letters) • Knowledge of writing for different purposes and audiences • Knowledge of terms for writing e.g. space, full stop, capital letter 		<p><i>Comprehension of language – spoken and written; recognising rhyme, repetition, alliteration; oral blending and segmenting; fluency in reading; decoding; fine motor skills for writing; composition; transcription' re-reading for meaning</i></p> <p><i>Reading- I am learning to ...</i></p> <ul style="list-style-type: none"> • Predict • Connect ideas • Decode • Discriminate • Recognise words • Use intonation • Sequence • Anticipate • Segment and blend • Listen • Memorise • Repeat • Copy • Remember • Concentrate • Imagine • Join in • Retell • Discuss • Form opinions • Ask questions • Respond Connect ideas <p><i>Writing- I am learning to ...</i></p> <ul style="list-style-type: none"> • Draw • Mark make • Control and manipulate tools • Use a tripod grip • Form letters correctly • Connect ideas • Spell • Recognise words • Sequence • Segment and blend • Listen • Memorise • Repeat • Copy • Rehearse • Describe • Rhyme • Remember and recall • Concentrate • Imagine • Retell • Discuss • Gather ideas • Think • Track
<p>Reading In Early Years we develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:</p> <ul style="list-style-type: none"> • Teaching early knowledge and skills of reading • Fostering a love of books by sharing and talking about texts • Immersing children in sounds, words, rhythm, rhyme and song • Modelling the pleasure and joy that books provide • Demonstrating that text has meaning • Showing the characteristics of a fluent reader 		
<p>Mechanics of Reading</p> <p>I know ...</p> <ul style="list-style-type: none"> • How to handle books • Reading starts from left to right and top to bottom • Print carries meaning • The link between graphemes and phonemes • Letters and combinations of letters make sounds and when blended together make words • Some common irregular words 	<p>Characteristics of Books</p> <p>I know ...</p> <ul style="list-style-type: none"> • The job of an author • The job of an illustrator • The title is what the book is called • The blurb is a summary of the book • Which books I like and which books I dislike • Books are grouped into different genres • Fiction books tell stories • Non-fiction books provide information 	
<p>Mechanics and Characteristics of Writing In Early Years we develop enthusiastic emerging writers who have an enduring and positive attitude to writing, who can form letters and words and who can draw from a rich store of language and imaginative ideas by:</p> <ul style="list-style-type: none"> • Valuing the different ways that children make marks • Teaching the physical skills which will enable them to control and manipulate writing tools • Teaching how phonemes are represented through graphemes • Teaching letter formation • Providing children with genuine reasons to write • Ensuring that writing tools and materials are readily available • Modelling the pleasure and purpose of writing • Immersing children in an environment of print e.g. vocabulary, sentences, books, labels • Developing children's vocabulary by rehearsing orally what they are going to write 		
<p>I know ...</p> <ul style="list-style-type: none"> ○ How a tripod grip is formed ○ How phonemes are represented ○ How letters are formed correctly 	<p>I know ...</p> <ul style="list-style-type: none"> ○ Some spelling rules ○ Words are units of meaning 	

<ul style="list-style-type: none"> ○ Writing goes from left to right and top to bottom ○ Writing has meaning ○ The alphabetic code ○ When to use capital letters and full stops ○ Some simple types of punctuation ○ There are spaces between words in writing 	<ul style="list-style-type: none"> ○ Adjectives can make my writing more interesting ○ Different ways writing can be represented ○ Stories have a beginning, middle and an end ○ 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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Characteristics of Effective Learning that are relevant

<p style="text-align: center;">Playing & Exploring</p> <ul style="list-style-type: none"> • Make independent choices • Do things independently that they have been previously taught • Respond to new experiences that you bring to their attention • Apply learning to different contexts through their play and exploration 	<p style="text-align: center;">Active Learning</p> <ul style="list-style-type: none"> • Show goal-directed behaviour • Use a range of strategies to reach a goal they have set themselves • Begin to correct their mistakes themselves • Keep on trying when things are difficult 	<p style="text-align: center;">Creating and Thinking Critically</p> <ul style="list-style-type: none"> • Review their progress as they try to achieve a goal and check how well they are doing • Know more, so feel confident about coming up with ideas • Make more links between those ideas • Concentrate on achieving something important to them • Begin to predict sequences and patterns • Use pretend play to think beyond the 'here and now' and to understand another perspective
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<p>ELG: Comprehension Children at the expected level of development will:</p> <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 	<p>ELG: Word Reading Children at the expected level of development will:</p> <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 knowledge, including some common exception words 	<p>ELG: Writing Children at the expected level of development will:</p> <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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Progression in Learning – Small Steps Nursery to KSI

	Nursery			Reception			KS 1
	Autumn	Spring	Summer	Autumn	Spring	Summer	
Comprehension	Engages in short conversations about stories, songs, rhymes and non-fiction books, using the pictures to help them understand and talk about what is happening	Engages in regular sharing of stories, rhymes, songs and non-fiction books, including longer stories, exploring new vocabulary and remembering much of what happens	Engages in extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary	Enjoys an increasing range of print and digital books, both fiction and non-fiction Shares books, rhymes and songs with others,	Shares books, rhymes and songs with others, answering questions about 'when' and 'how' Describes main story settings, events and	Knows that information can be retrieved from books, computers and mobile digital devices Asks questions to find out more and to check	Understands and explains the books they can already read accurately and fluently and those they listen to

	<p>Joins in with stories and poems</p> <p>Fills in the missing word or phrase in a known rhyme or story</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p>	<p>Talks about events and characters in stories and suggests how a story might end</p>	<p>answering simple 'why' questions</p> <p>Joins in with discussions about stories and books, recalling key events</p> <p>Retells deeply familiar stories, using some new vocabulary they have met in books</p>	<p>principal characters in increasing detail</p> <p>Retells familiar stories using recently learnt vocabulary</p> <p>Uses vocabulary found in a range of texts, increasingly exploring meaning</p>	<p>understanding about what has been read</p> <p>Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary</p> <p>Talks about some of the new knowledge and vocabulary learnt from books</p>	
	<p>Begins to explore some simple vocabulary from books in their play</p>	<p>Explores some simple vocabulary from books in their play</p>	<p>Uses some vocabulary from books they have shared in their play</p>	<p>Shows understanding of and uses new vocabulary in their play</p> <p>Uses vocabulary they have met in books, in other some contexts such as role play</p>	<p>Uses vocabulary they have met in books in a range of other contexts, including role play</p>	<p>Uses a range of new vocabulary they have met in books in a range of contexts, including role play</p>	<p>Participates in discussions about what is read to them</p>
Word Reading	<p>Begins to:</p> <p>experiment with sounds and words</p> <p>listen attentively, show a growing awareness and appreciation of rhyme, rhythm and alliteration</p> <p>speak clearly and audibly with confidence and control</p> <p>distinguish between different sounds in words and develop awareness of the differences between phonemes (Letters & Sounds Phase 1)</p>	<p>Explores:</p> <p>experimenting with sounds and words</p> <p>listens attentively with a growing awareness and appreciation of rhyme, rhythm and alliteration</p> <p>speaks clearly and audibly with confidence and control</p> <p>distinguishes between different sounds in words and is developing awareness of the differences between phonemes</p>	<p>Is mainly secure in:</p> <p>experimenting with sounds and words</p> <p>listens attentively with an awareness and appreciation of rhyme, rhythm and alliteration</p> <p>speaking clearly and audibly with confidence and control</p> <p>distinguishes between different sounds in words and developing an awareness of the differences between phonemes (As set out in Phonics RWI programme)</p>	<p>As set out in Phonics RWI Programme</p> <p>Reads all Set 1 sounds; blends sounds into words orally</p> <p>Recognises taught 'Tricky' Red Words and reads speedily.</p> <p>Segments and blends sounds to read words using taught sounds</p> <p>Reads Ditties and Sound Blending books</p> <p>Beginning reading captions and sentences using taught sounds</p>	<p>As set out in Phonics RWI Programme</p> <p>Uses phonic knowledge to blend CVC words when reading</p> <p>Blends sounds to read words</p> <p>Reads books matching their phonics ability – Red Storybooks</p> <p>Recognises a growing number of taught 'Tricky' Red Words and read speedily.</p>	<p>As set out in Phonics RWI programme</p> <p>Uses phonic knowledge to blend words with Set 1 and Set 2 sounds when reading</p> <p>Reads books matching their phonics ability –Green/Purple Storybooks</p> <p>Recognises and reads most 'Tricky' Red Words speedily.</p>	<p>Applies phonics skills and knowledge to recognise an increasing number of complex words</p> <p>Reads an increasing number of high and medium frequency words independently and automatically.</p>

		(Letters & Sounds Phase 1)		Beginning to read longer words Reads simple sentences containing taught Tricky Words and digraphs			
Phonological Awareness	Is beginning to develop their phonological awareness through Phase 1 Letters & Sounds	Can spot rhymes Can clap syllables in a word Is beginning to orally blend and segment	Can clap and count syllables in a word Can recognise words with the same initial sound e.g. mouth, money Can orally blend and segment	Most sounds are pure Reads aloud from simple graded books applying their knowledge of phonics and common exception words	All sounds are pure Reads aloud from graded books applying their knowledge of phonics and common exception words Reads with emerging fluency	Reads aloud simple sentences from graded books applying their knowledge of phonics and common exception words Is developing fluency	Applies phonic knowledge and skills as a route to decode words, and reads common exception words
	Enjoys listening to stories Knows how to hold a book, turn pages and that reading is left to right	Enjoys choosing their own books to read Can identify front cover, back cover and title	Enjoys sharing books with adults and peers Has an awareness of pages and words and letters/sounds Understands why we have books	Is able to talk about the job of an author and an illustrator Re-reads books, building fluency and deepening understanding	Can explain the difference between fiction and non-fiction books Re-reads books, building fluency and deepening understanding	Can find the blurb and explain what its purpose is Re-reads books, building fluency and deepening understanding	Develops pleasure in reading, motivation to read, vocabulary and understanding
Writing	Distinguishes between the different marks they make Sometimes gives meanings to the marks they make Writes one or more letters to signify their name Uses scribbles and symbols that represent letters when exploring writing Beginning to copy symbols and marks	Gives meaning to their drawings and paintings Writes some of their name Uses symbols or random letters when exploring writing, sometimes in 'letter strings' or 'letter groups' Beginning to use pretend writing in play	Ascribes meanings to signs, symbols and words that they see in different places Writes 'letter groups' which have spaces in between, to resemble words Is beginning to talk about ideas they want to write about Uses some of their print and letter knowledge in early writing/play e.g. writes 'm' for mummy; writes	Knows that phonemes are represented by graphemes Uses their knowledge to segment Set 1 single sounds to support spelling Writes own name and some other letters clearly and accurately Articulates ideas structuring them in speech, before writing, with adult support Sounds out and begin to blend and segment some	Links sounds to letters, naming and sounding the letters of the alphabet Writes full name, mainly correctly Articulates ideas structuring them in speech, before writing, with some adult support Writes simple phrases and sentences using phonic knowledge and some common exception words with finger spaces	Can blend and segment adjacent consonants in words apply this skill in spelling. Writes full name correctly Enjoys creating texts to communicate meaning for an increasingly wide range of purposes Articulates ideas structuring them in speech, before writing Writes simple phrases and sentences using phonic knowledge and learnt common exception words,	Composes sentences using phonic knowledge and common exception words, using correct punctuation and correct letter formation, re-reading to check their writing makes sense

	Attempts to copy their name		a shopping list starting at the top of the page Can write some or all of their name Writes some letters accurately	CVC words, hearing and writing initial sounds Beginning to write sounds in CVC words using taught sounds Beginning to write labels, phrases and simple sentences using phonic knowledge and some common exception words Can re-read what they have written, with adult support	Knows that sentences start with a capital letter and end with a full stop and is beginning to use these in own writing. Forms lower case and capital letters, mostly correctly Writes simple phrases and sentences, that can be read by others Can re-read and check what they have written, with some adult support	using capital letters and full stops in the right place Forms lower case and capital letters correctly Re-reads what they have written to check it makes sense	
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St. Augustine's Catholic Primary School
Assessment: On track/not on track using best fit for each Milestone Descriptor – Literacy

Milestone 1 (Nursery- Autumn term)	I have some favourite stories. I take part in short conversations about stories, songs, rhymes and non-fiction books, using the pictures to help me understand and talk about what is happening. I join in with stories and poems; and I fill in the missing word/phrases in a known rhyme or story. I am starting to explore some simple vocabulary from books in my play. I enjoy listening to stories and I know how to hold a book, turn pages and that reading is left to right. I am beginning to experiment with sounds and words. I listen attentively, show a growing awareness and appreciation of rhyme, rhythm and alliteration, speak clearly and audibly with confidence and control, distinguish between different sounds. I distinguish between the different marks I have made and I can write one or more letters to signify my name. I use scribbles and symbols that represent letters when exploring writing.
Milestone 2 (Nursery- Spring term)	I regularly share stories, rhymes, songs and non-fiction books, including longer stories, exploring new vocabulary and remembering much of what happens, and I explore some simple vocabulary from books in my play. I join in with repeated refrains and anticipate key events and phrases in rhymes and stories. I enjoy choosing books to read and I can identify the front cover, back cover and title. I am developing experimenting with sounds and words, listening attentively, a growing awareness and appreciation of rhyme, rhythm and alliteration, speaking clearly and audibly with confidence and control and distinguishing between different sounds in words and an awareness of the differences between phonemes. I can spot rhymes and clap the syllables in a word. I am beginning to orally blend and segment. I sometimes give meaning to my drawings and paintings. I can write some of my name. I use symbols or random letters when exploring writing, sometimes in 'letter strings' or 'letter groups'
Milestone 3	I enjoy sharing books with adults and peers and I have extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary. I use some vocabulary from books in my play. I have an awareness of pages and words and I understand why we have books. I am mainly

(Nursery- Summer term)	secure in experimenting with sounds and words, listening attentively, an awareness and appreciation of rhyme, rhythm and alliteration, speaking clearly and audibly with confidence and control, distinguishing between different sounds in words and developing an awareness of the differences between phonemes and can read some single-letter Set 1 sounds, (RWI Nursery programme). I can clap and count syllables in a word, I can recognise words with the same initial sound e.g. mouth, money and I can orally blend and segment. I ascribe meanings to signs, symbols and words that I see in different places. I am beginning to talk about ideas I want to write about. I write 'letter groups' which have spaces in between, to resemble words. I use some of my print and letter knowledge in my early writing. I can write some or all of my name. I can write some letters accurately.
Milestone 4 (Reception- Autumn term)	I enjoy an increasing range of print and digital books, both fiction and non-fiction. I share books, rhymes and songs with others, answering simple 'why' questions. I talk about events and characters in stories and I can suggest how a story might end. I use some new vocabulary I have met in books to retell deeply familiar stories and in some other contexts such as my role play. I can talk about the job of an author and an illustrator. I re-read books, building fluency and deepening understanding. I use my knowledge to segment the common consonants and vowels I know to support my spelling. I can write my own name. With adult support, I articulate ideas structuring them in speech, before writing. I am beginning to write phrases and simple sentences using phonic knowledge and some common exception words, forming some lower and upper case letters correctly and, with adult support, I can re-read what I have written, to check it makes sense.
Milestone 5 (Reception- Spring term)	I share books, rhymes and songs with others, answering questions about 'when' and 'how'. I can describe main story settings, events and principal characters in increasing detail. I can explain the difference between fiction and non-fiction books. I can retell familiar stories using recently learnt vocabulary, and I can use vocabulary found in a range of texts, exploring meaning, in a range of contexts, including role play. I re-read books, building fluency and deepening understanding. I can write my full name, mainly correctly. With some adult support, I articulate ideas structuring them in speech, before writing simple phrases and sentences using phonic knowledge and some common exception words. I form lower case and capital letters, mostly correctly. I can re-read what they have written, with some adult support
Milestone 6 (Reception- Summer term)	I know that information can be retrieved from books, computers and mobile digital devices. I ask questions to find out more and to check my understanding about what I have read. I can find the blurb and explain what its purpose is. I can re-tell short stories I have heard in the right order, with some exact repetition and some of my own words, and recently learnt vocabulary. I talk about some of the new knowledge and vocabulary learnt from books and use it in a range of contexts, including role play. I can write my full name correctly. I enjoy creating texts to communicate meaning for an increasingly wide range of purposes. I can articulate ideas structuring them in speech, before writing simple phrases and sentences using my phonic knowledge and learnt common exception words and using capital letters and full stops in the right place. I can re-read what I have written to check it makes sense.