



# Westleigh Methodist Primary School

## Nursery Literacy LTP Progression of Skills and Knowledge

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Potential Themes/ Interests of children</b>	All About Me Starting Nursery New beginnings The season of Autumn Family People who help us	Celebrations Traditional Tales Christmas Around the World Celebrations	Winter/ Day & Night Pets, Day and Night animals, On the farm, Jungle, Animals, Animal patterns	Amazing Animals Spring time, Easter, Easter arts and crafts.	In the Garden Plants and flowers, Minibeasts, life-cycle	Under the Sea Summer, The seaside,
<b>Possible Celebrations &amp; Experiences</b>	Starting Nursery, Autumn trail, Birthdays, Favourite songs,	Harvest time, Bonfire Night, Christmas time, Nativity, Diwali, Nursery Rhyme week.	Environmental sounds, Lunar New Year / Chinese New Year, visitors with pets. mother's day,	nature scavenger hunt, Easter egg hunt.	Planting seeds outside, gardening Eid, Start of Ramadan.	Sports Day Summer party/ stay and play
<b>Suggested Texts – Fiction and Non-Fiction</b>						

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reading Comprehension</b>						
<b>Intent</b>	Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and non-fiction books. Have a favourite book and seeking it/them out to share with an adult or look at alone	To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support.	To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well know stories/ rhymes.	To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author.	To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories. Beginning to predict what might happen in a story.	To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary learnt.
<b>Vocabulary</b>	Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite.	Texts, books, story, careful, print, words, says, pictures, happening.	Rhymes, songs, listen, join in, actions, story, repeat.	Story, words, direction, top, bottom, front, cover, title, author.	Story, discuss, talk, questions, predict, guess, happen next.	Discuss, questions, why, end, guess, predict, tell, retell, words.
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Reading together</li> <li>Pointing to the words</li> <li>Talking about the pictures in books,</li> </ul>	<ul style="list-style-type: none"> <li>Reading together</li> <li>Exploring a wide range of books and discussing them together,</li> </ul>	<ul style="list-style-type: none"> <li>Daily songs and nursery rhymes</li> <li>Children having story time with increasingly</li> </ul>	<ul style="list-style-type: none"> <li>Stories shared daily with the children</li> <li>Adults to model reading the story</li> </ul>	<ul style="list-style-type: none"> <li>Children having story time with increasingly longer stories being told</li> </ul>	<ul style="list-style-type: none"> <li>Daily story time</li> <li>Adults prompting children to discuss the</li> </ul>

	<ul style="list-style-type: none"> <li>retell stories, point out words.</li> <li>Sing nursery rhymes, songs and read poems.</li> <li>Children having access to a variety of texts. (link to themes and books suggested above)</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions about books</li> <li>Modelling to the children how to talk about the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>longer stories being told</li> <li>Stories with repetition in them to be shared with the class more than once so children can learn the phrases used.</li> </ul>	<ul style="list-style-type: none"> <li>using their finger along the words they read.</li> <li>Adult to tell the children the parts of the book and book title and author when sharing the story with the class</li> </ul>	<ul style="list-style-type: none"> <li>Adults asking children what happens in a story they have already read, or what they think might happen in a story</li> <li>Children having access to stories to read independently</li> </ul>	<ul style="list-style-type: none"> <li>stories they have read</li> <li>Children making predictions about what might happen at the end of a story</li> <li>A variety of books on offer in nursery.</li> </ul>
--	--	---	---	---	--	--

Word Reading	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Intent</b>	Hear different environmental sounds around me. Begin to recognise some environmental print such as supermarket logos	Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar rhyme	To begin to recognise my own name with support. Recognise rhythm in spoken words by clapping syllables	To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes	To begin recognising some words that start with the same initial sound. To begin to recognise some individual letter sounds with support	To recognise my own name independently. To begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk. Orally blend a simple word.
<b>Vocabulary</b>	Hearing, listening, sound, recognise, logo.	Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in.	Name, rhythm, clapping, syllables.	Meaning, sign, symbol, logo, rhyme, rhyming words	Sound, letters, meaning	Name, letters, words, same
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Support and modelling of listening to environmental sounds.</li> <li>Logos in the environment and in role play areas for children to discuss.</li> </ul>	<ul style="list-style-type: none"> <li>Children listening to instruments as well as having access to using instruments too.</li> <li>Children learning new nursery rhymes and accompanying actions. Children being prompted to say the missing words in known nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Children clapping out the syllables in their name as supported by the adults e.g. after dinner before going outside children clapping their name as the outdoor 'password'.</li> </ul>	<ul style="list-style-type: none"> <li>Adults to provide a variety of print around the nursery e.g. fire exit, logos, labels for items and areas. Children singing songs and rhymes</li> <li>Playing rhyming games verbally.</li> </ul>	<ul style="list-style-type: none"> <li>Children having access to text in the environment and in books.</li> <li>Letters and sounds around in the nursery for children to have access to and see/speak to adults about.</li> </ul>	<ul style="list-style-type: none"> <li>Children seeing their name written in a variety of places e.g. peg, bottle, hats, placemats, letters being in the environment</li> <li>Discussions with adults about words with similar sounds</li> <li>Adults supporting children to orally blend words.</li> </ul>

Phonics Development	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Intent</b>	Phase 1 Hear environmental sounds (Aspect 1)	Phase 1: Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2)	Phase 1: Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2) Hear Body percussion (Aspect 3)	Phase 1: Revise Aspects 1-3. Hear voice sounds (Aspect 6). Oral blending and segmenting (Aspect 7)	Phase 1: Revise Aspects 6-7. Hears rhythm and rhyme (Aspect 4). Hears alliteration (Aspect 5)	Phase 1: Revise Aspects 4 – 7. Possible introduction to Phase 2 if children are ready for the first set of sounds.  Introduce Read Write Inc: Set 1 A4 cards

<b>Vocabulary</b>	Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees.	Instrument, sound, listen, loud, quiet, different, same	Listen, sound, rhythm, pattern, clap, slap, hit, and stomp	Speech, voice, sound, vocal, loud, quiet, same, different	Rhyme, rhythm, listen, sound, same, similar.	Sound, listen, grapheme, phoneme, letter
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Support to listen out for and hear sounds in the environment such as outside and inside – wind, cars, talking.</li> <li>Listening to stories, poems</li> <li>Teachers modelling sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Playing with instruments, listening to the different sounds that can be made using them</li> <li>Exploring loud and quiet sounds</li> <li>Discussing the sounds that have been made.</li> </ul>	<ul style="list-style-type: none"> <li>In guided groups – clapping, copying different sounds using the body like stomping, tapping, hitting legs gently and prompting children to discuss the sounds they've made.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the difference in vocal sounds we can make</li> <li>Listening to adults model different vocal sounds and repeating these</li> <li>Listening to oral segmenting and blending being modelled.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to stories and rhymes with alliteration and rhyme in</li> <li>Children playing rhyme games</li> <li>Children finishing off words in a known rhyme or suggesting words that can rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on orally segmenting and blending and rhyme.</li> <li>Children introduced to the first Read, Write Inc sounds – s,a,t,p if ready.</li> </ul>

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Emergent Writing Development/ Mark Making Intent</b>	Develop an interest in making marks. I am beginning to distinguish between marks and pictures/drawings..	Draws marks that are not always distinguishable. Follows large pattern templates available	Adds some marks to drawings. Adds marks that to them symbolises their name	Beginning to give meaning to the marks I make	Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making.	Gives meanings to the marks made. Can pretend to write in a range of contexts. Becoming more confident with name writing – I can write some or all of my name
<b>Vocabulary</b>	Marks, pencils, pens, paper, drawing, writing	Marks, pencils, pens, paper, drawing, writing, trace, copy	Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning	Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.	Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning.	Marks, pencils, pens, paper, drawing, writing, trace, copy, meaning, letters, sounds.
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Adults to provide children with writing equipment in provision for children to access independently at any time.</li> </ul>	<ul style="list-style-type: none"> <li>Adults to provide children with writing equipment in provision for children to access independently at any time</li> </ul>	<ul style="list-style-type: none"> <li>Adults to provide children with writing equipment in provision for children to access independently at any time.</li> <li>Adults to provide children with access to their written name.</li> </ul>	<ul style="list-style-type: none"> <li>Adults to provide children with writing equipment in provision for children to access independently at any time</li> </ul>	<ul style="list-style-type: none"> <li>Adults to provide children with writing equipment in provision for children to access independently at any time.</li> <li>Adults to provide children with access to their written name.</li> </ul>	<ul style="list-style-type: none"> <li>Adults to provide children with writing equipment in provision for children to access independently at any time.</li> <li>Adults to provide children with access to their written name.</li> </ul>

<b>Handwriting development</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Intent</b>	Sits in a balanced position. Can pretend to write. Can make controlled marks using tools or their finger in sand, glitter etc.	Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy	Makes smaller controlled lines. Beginning to use a two finger and a thumb grip when writing.	Holds a pencil or tool with a preferred hand	Uses a two finger and a thumb grip when appropriate	Can use the basis of a three finger pencil grip. Use a pencil or writing tool more confidently to write some letters (e.g. the letter in my name).

<b>Vocabulary</b>	Balance, comfortable, straight, pencil, marks, sand, glitter	Writing, mark making, pencils, pens, copy, trace	Writing, mark making, pencils, pens, copy, trace, pencil grip.	Writing, mark making, pencils, pens, copy, trace, pencil grip, hand	Writing, mark making, pencils, pens, copy, trace, pencil grip, hand	Writing, mark making, pencils, pens, copy, trace, pencil grip, hand, letter writing.
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Doodle Sticks</li> <li>Adults to provide children with writing equipment in provision for children to access independently at any time.</li> <li>Activities set up for children to write in a range of materials e.g. glitter, sand, mud.</li> </ul>	<ul style="list-style-type: none"> <li>Doodle Sticks</li> <li>Tracing materials available to children</li> <li>Writing materials always available to children</li> </ul>	<ul style="list-style-type: none"> <li>Doodle Sticks</li> <li>Tracing materials available to children</li> <li>Writing materials always available to children.</li> <li>Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on</li> </ul>	<ul style="list-style-type: none"> <li>Doodle Sticks</li> <li>Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on..</li> </ul>	<ul style="list-style-type: none"> <li>Doodle Sticks</li> <li>Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on</li> </ul>	<ul style="list-style-type: none"> <li>Doodle Sticks</li> <li>Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.</li> <li>Writing provision available at all times for the children to access.</li> </ul>

Typical Writing development from Nursery to the Reception Year and beyond.

Typical Writing development from Nursery to the Reception Year and beyond.							
1.Pre writing		2. Letter strings			3. Early developmental spelling		
<b>Early Steps</b>	I explore making marks, but I do not communicate meaning. Random scribbling	I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name	I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing	I write letters with spaces between them to resemble the idea of words.	I copy words that I see in the environment around me. I often do not know what the words say.
<b>Developing Writing Words</b>	I am beginning to hear initial sounds and attempt to write these down. m – mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d- dog p - pig	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy sbr - strawberry	I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	I write more challenging words with a sound knowledge of set 1,2, 3 phonics. Plausible attempts set 2, 3 and 4 HF words Adjacent consonants
<b>Developing Writing Sentences</b>	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.
<b>Text forms and purposes</b>	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	I can write captions I can write instructions. I can write postcards	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.