


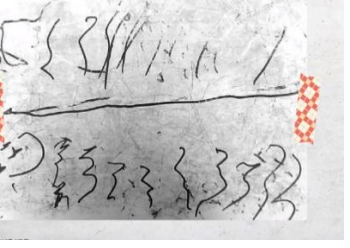
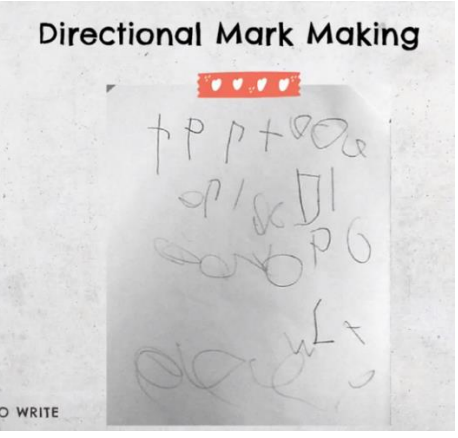
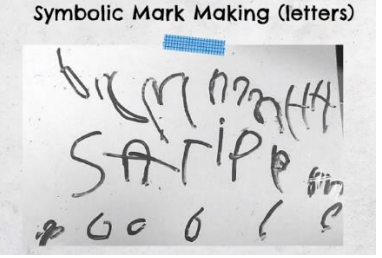
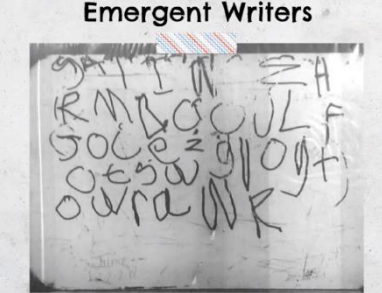


Worsborough Common Primary School
Nursery Literacy Curriculum Progression

Reading			
	<u>Step 1</u>	<u>Step 2</u>	<u>Step 3</u>
Phonics	Foundations for Phonics Little Wandle Letters and Sounds oral blending and tuning into sounds		Phase 2 – Set 1
Tuning into sounds	Can recognise and identify sounds in the environment as well as instrumental sounds	Can hear and say the initial sounds in words	Can recognise words with the same initial sound, such as money and mother Can orally segment and blend simple cvc words
Word Reading	Can notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Can select their name when given a visual clue	Can recognise own name without a prompt / picture clue Can count or clap the syllables in a word	Can begin to read simple cvc words (phase 2 set 1 sounds)
Listening and Attention skill	Listen to simple stories and understand what is happening, with the help of the pictures. Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).	Can listen to simple short stories Can retell the main events in stories Can identify the characters in a story and discuss main points about them	Enjoy listening to longer stories and can remember much of what happens. Can understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Is able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
Comprehension	Can join in with songs and rhymes tuning paying attention and copying sounds, rhythms, tunes and tempo. Enjoy sharing books with an adult and pays attention and responds to the pictures or the words. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Sing songs and say rhymes independently, for example, singing whilst playing. Ask questions about books. Makes comments and shares their own ideas. Repeat words and phrases from familiar stories Develops play around favourite stories using props.	Can join in with a familiar story and anticipate what happens next Can name the different parts of a book – front cover, back cover, spine, blurb Can follow words being read using left to right, top to bottom orientation	Can sequence the events in a familiar story Engage in extended conversations about stories using learnt vocabulary be able to talk about familiar books, and be able to tell a long story.
Understand the different purposes of print including pictures, stories, letters, instructions, recipes, fact files through following children’s interests throughout the Nursery Year			
Poetry and Rhyme	Can join in with a poem or nursery rhyme	Can recite a poem or nursery rhyme independently	Can spot and suggest rhymes in poems, nursery rhymes and through play Sing a large repertoire of songs and know many rhymes,
Poetry Basket	Chop Chop, Things I can do, Tommy Thumb, Pointy hat	Houses, A little house, Yummy, Things I Like, Santa is Here	Popcorn, Breezy Weather, Pancakes
			Flying Saucer, A trillion Stars, Mr Moon
			Caterpillar, I want to be a Dinosaur, I have a little frog
			Sliced Bread, Cup of tea, Monkey Baby



Writing

	Autumn	Spring	Summer
Speaking	<p>Can start to develop conversation, often jumping from topic to topic.</p> <p>Can develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Can respond to a question with speech</p>	<p>Can join in appropriately with a two way conversation</p> <p>Can use talk to explain simple ideas</p>	<p>Can use a wider range of taught vocabular yin speach</p> <p>Can use longer sentences of four to six words.</p>
Writing Skill	<p>Can enjoy drawing freely</p> <p>Can give meaning to marks</p> <p>Can make marks on paper to stand for their name</p> <p>Can explore different materials and tools to make a simple drawing using continuous lines to make shapes</p> <p>Begins to make preliterate scribble to carry meaning</p> <p>Symbolic mark making to carry meaning</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;"> <p>Pre-Literate Scribble</p>  </div> <div style="text-align: center;"> <p>Symbolic Mark Making</p>  </div> </div>	<p>Can draw a recognisable picture</p> <p>Can copywrite first name using name card</p> <p>Can pretend write when playing including some familiar letters</p> <p>Directional mark making using representations of letters</p> <div style="text-align: center;"> <p>Directional Mark Making</p>  </div>	<p>Can add details to pictures</p> <p>Can write name independently</p> <p>Can use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Can pretend write with a purpose e.g a list / a story / a label</p> <p>Can begin to use some letters appropriately when pretend writing – symbolic mark making</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;"> <p>Symbolic Mark Making (letters)</p>  </div> <div style="text-align: center;"> <p>Emergent Writers</p>  </div> </div>
Fine Motor Development	<u>Dough disco</u> – copy basic skills, rolling, balling, squeezing, pinching	<u>Dough Disco</u> – Isolated finger movements <u>Squiggle While you Wiggle</u> – Gross motor movements in the air	<u>Squiggle While you Wiggle</u> – can complete a selection of letter shapes on paper and begin to form letters and symbols independently

Throughout the Nursery year children will develop their gross and fine motor skills to enable them to progress to using a comfortable grip with good control when holding pencils and pens. This development is facilitated throughout the year through access to a range of activities and resources appropriate to children's fine and gross motor development. Children's pivot and pencil grip use assessed continually using the fine motor display in class and practitioner encourage children to access activities which are appropriate to their stage of development.



Pivot	<u>Shoulder Pivot –</u> All or most of the movement coming from the shoulder	<u>Simple Elbow Pivot –</u> When the elbow starts to bend – movement coming from the elbow	<u>Advanced Elbow Pivot –</u> Shoulder supports but the elbow moves child has a stiff wrist	<u>Wrist Pivot –</u> Elbow tucks in feet come together. Movements become smaller child still using palmer grip		
Pencil Grip	<u>Palmer Supernate Grip</u> Using two musicles in their hand four fingers around the tool thumb on top			<u>Digital Pronate Grasp –</u> child releases one finger and points it down then uses their finger to manipulate the tool with a right angled wrist	<u>Static Tripod Grasp –</u> Thumb is at the back, four fingers at the front. Child rocks the tool between the thumb (inverted – 2 fingers behind also)	<u>Dynamic Tripod Grasp –</u> 3 rd finger also behind. Child uses their knuckles to manipulate. Child uses a trangulared grip.
If a child is showing good formation but bad grip practitioners will encourage children to change or interventions will be implemented.						