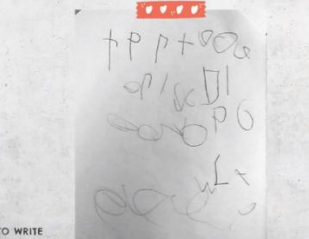
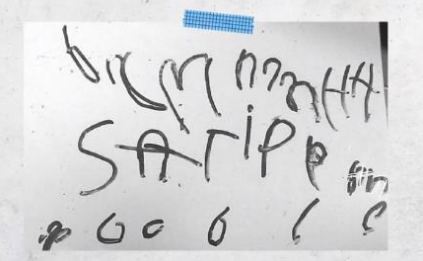
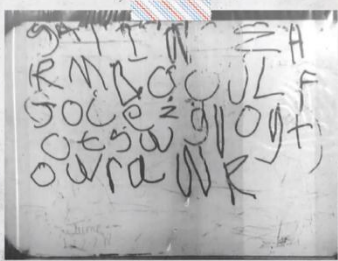


Worsbrough Common Primary School
Nursery Literacy Curriculum Progression

Pre-Phonics Progression						
Word Reading	Step 1 Listening and Remembering	Step 2 (Making and Saying Sounds)	Step 3 (Rhythm)	Step 4 (Rhyme)	Step 5 (Alliteration)	Step 6 (Oral Blending and Segmenting)
	I can experiment with making every day sounds	I can take turns to explore different musical instruments	I can join in and clap a steady beat independently (start simple and slowly get more complicated)	I can listen attentively to rhyming stories and songs	I can hear the similiarites in the first spoken sounds in words	I can join in with oral blending and segmenting activities
	I can copy the sounds that I have heard (starting with big differences and becoming more similar over time)	I can name some instruments	I can copy a rhythm by clapping or using an instrument (start simple and slowly get more complicated)	I can join in with rhyming stories and songs	I can join in with 2, 3 and 4 word tongue twisters	I can hear and say all the separate sounds in a cvc word
	I can match the sounds I have heard to a picture	I can play musical instruments to make different sorts of sounds	I can repeat a rhythm by clapping or using an instrument	I can fill in the rhyming gaps of known stories	I can copy and repeat 2 word alliterative phrases	I can orally blend three sounds spoken to me to say the full cvc word
	I can name some animal/objects and make their sounds	I can match the way I play an instrument with a symbol or instruction	I can make up my own rhythmic pattern	I can match rhyming pairs from a small group	I can say the first spoken sounds in words	I can match orally blended words to corresponding objects / actions
	I can describe the sounds I can hear	I can clap a steady beat as I join in with musical activities	I can clap the syllables in my name	I can identify objects which don't rhyme	I can find two objects beginning with the same sounds from a set of objects	I can orally segment words to say each spoken sound separately
	Words to model: e.g shake, rattle, jingle, bang, tap, scrape, crunch, crash, swish. Words to be modelled repeatedly in different ways for children to understand then use independently		I can clap the syllables in everyday words	I can generate a rhyming String using props / pictures	I can sort objects which don't begin with the same spoken sounds as others	
				I can make up my own rhyme	I can make up my own alliterative phrases	
<u>Extend language for thinking</u>	Level 1: What can you hear? Level 2: How do you know? Level 3: Why couldn't it be? Model and comment 4 times more than you question – everyone joining in. No hands up!					
Suggested Provision / Play enhancements	- Collection of noise / sound making books - Props to go with stories and songs - Add objects to role play which will make different sounds. - Bubble blowing and painting for developing mouth control - Shape sorters and inset puzzles 2-piece puzzles - Everyday sound making built into pretend play - Opportunities to move rhythmically to music	- Musical instrument exploration - Junk model sound maker resources - Props to go with stories and songs - Blowing light objects (feathers, pompoms, sequins) with straws to increase air control through the lips - Blowing bubbles - Spot the differences / look and find books in the reading area 4-6 piece puzzles - Roleplay items to discuss similarities and differences - The same things represented in different ways e.g different types of cats. - Opportunities to move rhythmically to music	- Musical instrument exploration including resources used in term 2 - Collection of rhythm and rhyme books and matching props/puppets - Rhythmic books with repeated phrases - Real life rhyming objects in the role play e.g cat and a mat, a tin and a bin - Independent use of resources in focussed activities 8-12 piece puzzles	- A collection of rhythm and rhyme books matching props / puppets - Real life rhyming objects in the role play home e.g cat and a mat, a tin and a bin - Leave out rhyming gaps in stories - Real rhyming objects for playing games or adding to provision - Model rhyming in lots of words through provision - Independent use of resources introduced during focussed activities - Large floor puzzles - Rhyming pairs games	- Stories and rhymes with alliteration - Simple tongue twisters - Use of alliterative names - Magnetic letters to explore with name cards (capital and lower case) - Real life packaging in the role play home e.g packets, tins, magazines, to draw awareness - Alliterative items e.g prickly pineapple, straight spaghetti 16 piece puzzles - Provide families with ideas for alliteration activities at home	- Oral bleding built into every day routines e.g get your c-oa-t or as adults play with children e.g you have a r-e-d car. - Everyday CVC objects in the role play area e.g cup, bag, hat, rug, cap, pop - Independent use of resources introduced during focussed activities.

Reading					
Listening and Attention Skills	I can join in with songs and sing some simple songs from memory	Can join in with songs and rhymes paying attention and copying sounds, rhythms, tunes and tempo. Nursery rhymes, action songs, counting rhymes and poems.	I can learn simple songs and sing them from memory		I can retell a simple familiar story from memory
	I can talk about stories and make sounds to join in	I can make different voice sounds to match characters and objects in stories, songs and rhymes	I can join in with repeated refrains from stories		Enjoy listening to longer stories and can remember much of what happens.
	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 understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
			Can retell the main events in stories	Can identify the characters in a story and discuss main points about them	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	I can listen to and join in with stories, songs and games		Can join in with a familiar story and anticipate what happens next		Can sequence the events in a familiar story
	Enjoy sharing books with an adult and pays attention and responds to the pictures or the words.		Can name the different parts of a book – front cover, back cover, spine, blurb		Engage in extended conversations about stories using learnt vocabulary
	Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.		Can follow words being read using left to right, top to bottom orientation		I am able to talk about familiar books, and be able to tell a long story
	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.				

Writing			
	Autumn	Spring	Summer
Speaking	Can start to develop conversation, often jumping from topic to topic.	Can join in appropriately with a two way conversation	Can use a wider range of taught vocabular yin speach
	Can develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.		Can use longer sentences of four to six words.
	Can respond to a question with speech		
Writing Skill	Can enjoy drawing freely	Can draw a recognisable picture	Can add details to pictures
	Can give meaning to marks	Can copywrite first name using name card	Can write name independently
	Can make marks on paper to stand for their name	Can pretend write when playing including some familiar letters	Can use a comfortable grip with good control when holding pens and pencils.
	Can explore different materials and tools to make a simple drawing using continuous lines to make shapes	Directional mark making using representations of letters	Shows a preference for a dominant hand.
	Begins to make preliterate scribble to carry meaning		Can pretend write with a purpose e.g a list / a story / a label
	Symbolic mark making to carry meaning		Can begin to use some letters appropriately when pretend writing – symbolic mark making
	Pre-Literate Scribble  Symbolic Mark Making 	Directional Mark Making 	Symbolic Mark Making (letters)  Emergent Writers 
Fine Motor Development	Dough disco – copy basic skills, rolling, balling, squeezing, pinching Dough Disco – Isolated finger movements	Squiggle While you Wiggle – Gross motor movements in the air	Squiggle While you Wiggle – 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 is 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 triangular grip.
If a child is showing good formation but bad grip practitioners will encourage children to change or interventions will be implemented.				