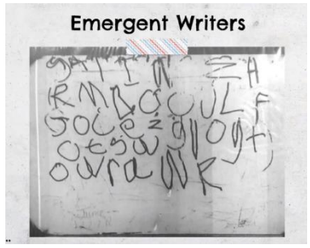
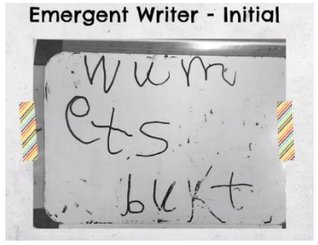
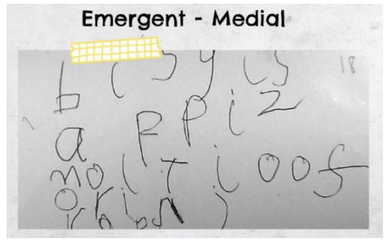
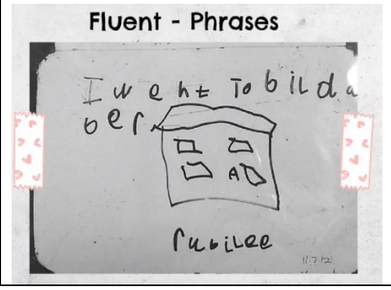
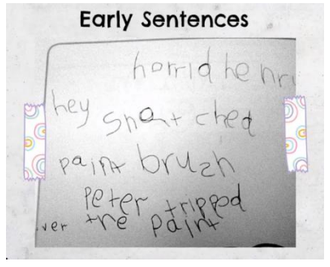
HCAT FS2 Literacy Curriculum Progression

Reading				
Steps in learning	Step 1	Step 2	Step 3	Step 4
Phonics	Follow school phonics scheme and assessment			
Word Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	**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.**	Say a sound for each letter in the alphabet and at least 20 digraphs. Read multisyllabic words, consistent with their phonic knowledge To read words speedily, consistent with where they are on the phonics programme. To read sentences fluently, consistent with where they are on the phonics programme.
Listening and Attention skill	Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them.	Listen to and talk about stories to build familiarity and understanding. Engage in story times through discussions and partner talk.	**Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.** **Make comments about what they have heard and ask questions to clarify their understanding.** **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**	
Comprehension	Can sequence the events in a familiar story Engage in extended conversations about stories using learnt vocabulary Understands the four parts of a story character, problem, solution and setting Children can join in with repeated refrains from stories Children can use vocabulary from a story when discussing it	Be able to talk about familiar books, and be able to tell a long story. Anticipate (where appropriate) key events in stories. Retell a familiar story using the four parts using pictures or prompts Can invent their own story using what they know about stories to structure it Children use new vocabulary from stories in their roleplay and discussions	**Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.** **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.** **Children can anticipate key events in stories**	Children use newly acquired language from books in different contexts
Poetry and Rhyme	Can spot and suggest rhymes in poems, nursery rhymes and through play	Sing a large repertoire of songs and know many rhymes	Can continue a rhyming string	Can create own poem / silly song using rhyming words

Writing				
Steps in learning	Step 1	Step 2	Step 3	Step 4
Speaking *(Refer to oracy progression document)*	Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences.	Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	**Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.** **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.** **Can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.**	
Vocabulary	Children to be continually introduced to new vocabulary throughout the year which they will be encouraged to use in their talk, play and writing.			
Writing Skill	Children can write their own name accurately Children can give meaning to the marks that they make Children can write known letters and begin to use these to write initial and other sounds in words Children can write cvc words using known GPCs Emergent Writers  Emergent Writer - Initial 	Children can say what they want to write speaking in a clear sentence. Children can write words including known GPCs that are spelt correctly Children can write labels and captions Children are beginning to use finger spaces Children are making phonetically plausible attempts at spelling words Children are beginning to use known digraphs in their writing Emergent - Medial  Fluent - Phrases 	**Children can write simple sentences and phrases which can be read by others** Children understand sentences start with a capital letter and end with a full stops Finger spaces are used consistently High frequency words are spelt correctly (in line with phonics scheme) **Children can spell words by identifying sounds in them and representing the sounds with a letter or letters.** Children can write words with more than one syllable Children can re read what they have written and check that it makes sense Early Sentences 	Explore writing for different purposes independently in provision. Children consistently use and form capital letters correctly in a sentence independently. Children can demarcate longer pieces of writing with full stops accurately.

Handwriting	Following letter join / squiggle while you wiggle for emergent writers and dough disco for children with poor pencil grip			
	Children can correctly form the letters in their name	Children can control letter size	**Can write recognisable letters most of which are correctly formed**	Children are able to write on lines and decreasing in size Children are using clear ascenders and descenders in their writing

Throughout F2 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>** 3rd 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.				