



Literacy Curriculum Progression

Aspiration for the cohort

Milestone 1

**Word Reading**

- Develop phonological awareness in order to:
  - Spot rhymes in familiar stories and poems.
  - Count or clap syllables in a word.
  - Recognise words with the same initial sound.
- Begin to read individual letters by saying their sounds.
- Begin to blend known sounds into words.
- Read phase 2 tricky words.

**Comprehension**

- Shows a love of stories and listens attentively when hearing them read.
- Talks about events of a story and what is observed in illustrations.
- Repeats words and phrases from familiar stories.
- Uses repeated refrains from stories within the context of storytelling activities like small world play.
- Seeks out favourite books to share with an adult, another child, or to enjoy alone.

**Writing**

- Mark makes with a purpose in mind.
- Makes marks and letter like shapes intended to be writing, conveying meaning.
- Begin to write own name
- Begin to write some lower-case letters correctly.
- Begin to write labels.

Physical Development

- Build upper body strength, balance and core control by accessing a range of activities and resources.



## Literacy Curriculum Progression

### Milestone 2

#### **Word Reading**

- Develop phonological awareness in order to:
  - Complete a rhyming string.
  - Begin to use sound buttons to identify how many sounds are in a word.
  - Identify words with the same initial sound for phase 2 sounds.
- Blend sounds into words, in order to read short words made up of known letter– sound correspondences.
- Begin to read CVC words containing known letter-sound correspondences.
- Read some phase 3 tricky words.

#### **Comprehension**

- Talk about the main events of a story and predict what might happen next.
- Answer questions about a story that has been read.
- Retell stories using role play, puppets or small world resources, employing some story language.
- Seek familiar texts or stories to re-read in the book area.
- Identify non-fiction texts, remembering some facts.

#### **Writing**

- Say a simple sentence for writing, counting the words within it.
- Spell words by identifying the sounds within them and then writing the corresponding grapheme.
- Begin to write captions and short sentences.
- Read written sentences back to an adult.

#### Physical Development

- Use a range of small tools competently and confidently.
- Begin to use a tripod grip.
- Develop accurate and controlled fine motor skills by accessing a range of activities and resources.



## Literacy Curriculum Progression

### Milestone 3

#### **Word Reading**

- Develop phonological awareness in order to:
  - Match taught phonemes including digraphs to graphemes.
  - Blend sounds to read cvc words and some polysyllabic words
  - Segment words to aid spelling.
- Recognise all taught sounds, including some digraphs.
- Read phase 3 tricky words.
- Read simple sentences containing known letter-sound correspondences.
- Re-read phonetically decodable books to build confidence, fluency, understanding and enjoyment.

#### **Comprehension**

- Describe main story settings, events and principal characters.
- Retell or make up stories that include learned story vocabulary.
- Know where to go to find answers to questions using non-fiction texts.
- Be aware if word reading does not make sense
- Begin to self-correct if reading doesn't make sense.

#### **Writing**

- Writes cvc words and labels using taught sounds.
- Form lowercase letters and capital letters correctly.
- Spells some high frequency tricky words.
- Begin to use capital letters, finger spaces and full stops independently in writing.
- Begin to spot errors when re reading written sentences

#### Physical Development

- Use a tripod grip effectively to produce controlled letters.
- Develop a handwriting style which is fast, accurate and efficient.