

Penketh South Early Years – Literacy Progression of Knowledge and Skills

Curriculum Area	Autumn			Spring			Summer		
	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years	Nursery 1 2-3 years	Nursery 2 3-4 years	Reception 4-5 years
Word Reading & Phonics	<ul style="list-style-type: none"> <li>I show interest in books and rhymes.</li> <li>I am beginning to join in with actions or sounds.</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to longer stories.</li> <li>I can repeat key phrases or refrains.</li> <li>I can point to the writing in the text when asked to and understand that it carries meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise taught letter-sound correspondence.</li> <li>I am beginning to blend CVC words.</li> <li>I can read some taught Common Exception Words.</li> </ul>	<ul style="list-style-type: none"> <li>I can repeat words and phrases from familiar stories.</li> <li>I can join in with simple repeated refrains.</li> </ul>	<ul style="list-style-type: none"> <li>I can count and clap syllables in words.</li> <li>I can recognise own name.</li> <li>I can recognise familiar logos and signs.</li> </ul>	<ul style="list-style-type: none"> <li>I can read simple words using taught GPCs.</li> <li>I am beginning to read simple captions.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise and names some pictures in books.</li> <li>I am beginning to recognise own name mark.</li> </ul>	<ul style="list-style-type: none"> <li>I can link sounds to letters in my own name.</li> <li>I am beginning to blend and segment orally.</li> <li>I am beginning to hear and say initial sounds in words.</li> <li>I can notice rhyming words in nursery rhymes, songs and stories.</li> </ul>	<ul style="list-style-type: none"> <li>I can read simple sentences fluently.</li> <li>I can apply phonic knowledge to decode new words.</li> <li>I know my alphabet sounds and 10 diagraphs.</li> </ul>
Comprehension & Understanding	<ul style="list-style-type: none"> <li>I can listen to simple stories with adult support.</li> <li>I can respond to familiar pictures</li> </ul>	<ul style="list-style-type: none"> <li>I can join in with rhymes and songs.</li> <li>I can talk about some pictures in a favourite book.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the words author and illustrator.</li> <li>I know events that happen at the start of the story and at the end of a story.</li> <li>I can talk about main events and characters.</li> </ul>	<ul style="list-style-type: none"> <li>I can point to named objects in books.</li> <li>I show anticipation of key events.</li> </ul>	<ul style="list-style-type: none"> <li>I know that books have a beginning and an end.</li> <li>I can answer questions about stories.</li> <li>I can turn pages carefully in a book, one at a time.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate my understanding by answering simple questions.</li> <li>I can retell familiar stories.</li> <li>I can make simple predictions and inferences.</li> </ul>	<ul style="list-style-type: none"> <li>I can answer simple questions about stories.</li> <li>I can join in with story time routines.</li> </ul>	<ul style="list-style-type: none"> <li>I can predict what might happen next in stories.</li> <li>I can talk about my favourite books.</li> <li>I can retell simple parts of a story.</li> <li>I can name different parts of a book (front cover, title, blurb).</li> </ul>	<ul style="list-style-type: none"> <li>I can answer questions about what has been read.</li> <li>I can discuss my favourite stories and characters.</li> <li>I can suggest appropriate alternative endings of a story.</li> </ul>
Writing & Mark Making	<ul style="list-style-type: none"> <li>I can make random marks with</li> </ul>	<ul style="list-style-type: none"> <li>I can draw lines and circles.</li> </ul>	<ul style="list-style-type: none"> <li>I can use identifiable letters to communicate</li> </ul>	<ul style="list-style-type: none"> <li>I can make marks with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>I can make different marks including</li> </ul>	<ul style="list-style-type: none"> <li>I can write labels and captions.</li> </ul>	<ul style="list-style-type: none"> <li>I can give meaning to marks.</li> </ul>	<ul style="list-style-type: none"> <li>I can write some or all of own name.</li> </ul>	<ul style="list-style-type: none"> <li>I can write short sentences</li> </ul>

	<ul style="list-style-type: none"> <li>a range of tools.</li> <li>I am beginning to distinguish between drawing and writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can make marks to represent my name, some of which may be recognisable shapes.</li> </ul>	<ul style="list-style-type: none"> <li>te meaning.</li> <li>I can write own name independently.</li> <li>I can hear, say and write the initial sounds in words.</li> </ul>	<ul style="list-style-type: none"> <li>I can imitate circular and linear scribbles.</li> </ul>	<ul style="list-style-type: none"> <li>closed shapes and some recognisable letter shapes.</li> <li>I can copy some letters from my name.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to use finger spaces.</li> <li>I can write some CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>I can attempt to write my own name with support.</li> </ul>	<ul style="list-style-type: none"> <li>I can give meaning to the marks I write.</li> <li>I can write strings of letters and marks that resemble letter-like shapes.</li> </ul>	<ul style="list-style-type: none"> <li>using known sounds.</li> <li>I am beginning to use capital letters and full stops.</li> <li>I can write recognisable letters, most of which are correctly formed.</li> <li>I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>
Speaking & Listening	<ul style="list-style-type: none"> <li>I can listen to familiar voices.</li> <li>I can use single words and gestures to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about pictures and events.</li> <li>I can use talk to organise my play.</li> </ul>	<ul style="list-style-type: none"> <li>I can speak in full sentences.</li> <li>I can listen carefully to instructions.</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple phrases.</li> <li>I am beginning to ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>I can use longer sentences.</li> <li>I am beginning to use descriptive language.</li> </ul>	<ul style="list-style-type: none"> <li>I can take turns in conversation.</li> <li>I can respond to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>I can combine words to make simple sentences.</li> <li>I can listen to others in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>I can use talk to connect ideas.</li> <li>I can listen and respond to my peers.</li> </ul>	<ul style="list-style-type: none"> <li>I can express my ideas clearly.</li> <li>I can participate in group discussions.</li> </ul>

## Key Threshold Concepts

- **Print Awareness:** Understanding that print carries meaning and can be read.
- **Phonological Awareness:** Recognising and working with sounds in spoken language.
- **Letter-Sound Correspondence:** Linking sounds to written letters.
- **Mark Making to Writing:** Progressing from random marks to controlled, purposeful writing.
- **Comprehension:** Understanding and discussing stories, events, and information.
- **Oral Communication:** Developing vocabulary, sentence structure, and conversational skills.

## Critical Skills Development Points

- Moving from mark making to controlled letter formation (2–4 years)
- Recognising and naming letters and sounds (3–4 years)
- Blending and segmenting orally (4–5 years)
- Writing own name and simple words (3–5 years)
- Listening to and retelling stories (2–5 years)
- Using talk to organise play and express ideas (3–5 years)

## **Prerequisite Skills & Knowledge**

- Secure attention and listening skills before engaging in story sessions
- Fine motor control for mark making and early writing
- Exposure to a language-rich environment with frequent story sharing
- Understanding of basic routines and turn-taking in conversation

## **Assessment Criteria**

- Engagement with books and stories
- Ability to recognise and name familiar letters and sounds
- Progression from random marks to recognisable letters and words
- Use of spoken language to communicate needs, ideas, and stories
- Ability to listen, respond, and participate in group activities

## **Application & Planning Notes**

- Plan daily story and rhyme sessions to build familiarity and enjoyment
- Provide a range of mark making and writing opportunities across the environment
- Use visual supports, name cards, and labelled resources to reinforce print awareness
- Model and scaffold talk, encouraging children to extend sentences and explain ideas
- Observe and record children's progress using formative assessment to inform next steps