



Mill Hill Primary School - Literacy Progression

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Topic Focus	Ourselves, Our families & Our Community <i>Outdoor learning focus;</i> <i>Summer/ Autumn transition</i>	Light and Dark <i>Outdoor learning focus;</i> <i>Autumn/ Winter time</i>	Dragons, Knights and Traditional Tales <i>Outdoor learning focus;</i> <i>Winter time</i>	New Life and Growth <i>Outdoor learning focus;</i> <i>spring time</i>	All things great and small <i>Outdoor learning focus;</i> <i>spring/summer transition</i>	Transport- Here, There and Everywhere! <i>Outdoor learning focus;</i> <i>summer time</i>
Key texts	Ourselves, our families & our community It's ok to be different Peace at last The great big book of families The Very Helpful Hedgehog Non fiction: Vet Dentist Firefighter Police Officer (all by Rebecca Hunter)	Light and Dark Bears in the night Rama and Sita Diwali The Bear's Winter House Lost and Found Stick Man Whatever Next Toys in Space Little Kids First Big Book The Great Balloon Hullabaloo How to catch a star Christmas and Winter Traditions The Jolly Christmas Postman The nativity story Chistmas in Exeter Street Harvey Slumfenburger's Christmas Present	Dragons, Knights and Traditional Tales Zog Where the Wild Things Are The Paperbag Princess Chinese New Year (Holidays and Festivals) Sleeping Beauty Jack and the Beanstalk Jim and the Beanstalk Hansel and Gretal Mixed up Fairytales	New Life and Growth Farmer Duck What the Ladybird heard The Little Red Hen The Tiger who came to Tea The odd Egg The egg drop The Ugly Duckling The rhyming rabbit The Easter story	All things great and small The Very Hungry Caterpillar Monkey Puzzle Tadpole's Promise The Gruffalo The Tiny Seed Jasper's Beanstalk Oliver's Vegetables Oliver's Fruit Salad	Transport and travel; here, there and everywhere! The Rainbow Fish The Lighthouse Keeper's Cat Dear Greenpeace The Snail and the Whale Commotion in the Ocean You can't take an Elephant on the Bus The Train Ride The Hundred Decker Bus Naughty Bus
Comprehension	To use pictures	To engage in story times,	To act out stories	To retell a story	To begin to answer	To answer questions



	<p>to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>joining in with repeated phrases and actions</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>To understand we read English text from left to right and from top to bottom</p>	<p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p> <p>To understand print has meaning</p>	<p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p> <p>To understand print can have different purposes</p>	<p>questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p> <p>To name the different parts of a book</p>	<p>about what they have read</p> <p>To know that information can be retrieved from books</p> <p>To understand page sequencing</p>
Word reading	<p>To recognise their name</p> <p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l)</p> <p>To recognise taught Phase 2 Tricky Words (the l is)</p> <p>To begin to blend sounds together to read words using the taught sounds</p>	<p>To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k)</p> <p>To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be)</p> <p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits To read words ending with s</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2 and 3 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure)</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love)</p>	<p>To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z q u c h s h t h n g n k a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r)</p> <p>To recognise taught Phase 2, 3 and 4 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be was you they my by all are sure pure said so have like some come love)</p>



		<p>/z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To read words with double letters</p> <p>To begin to read longer words</p> <p>To recognise taught digraphs in words and blend the sounds together</p> <p>To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>To read longer words including those with double letters</p> <p>To read words with s/z/ in the middle</p> <p>To read words with -es/z/ at the end</p> <p>To read words with s and s/z/ at the end To read sentences containing Tricky Words and digraphs</p> <p>To read books matching their phonics ability</p>	<p>do were here little says there when what one out today)</p> <p>To read words with short vowels and adjacent consonants</p> <p>To read longer words</p> <p>To read compound words</p> <p>To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -/t/, -ed /id/, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>	<p>do were here little says there when what one out today)</p> <p>To read words with phase 3 long vowel sounds with adjacent consonants</p> <p>To read longer words</p> <p>To read compound words To read words ending in suffixes (-ing, -ed /t/, -ed /id/, -ed, - ed /d/, - er, -est)</p> <p>To read longer sentences containing Phase 4 words and Tricky Words</p> <p>To read books matching their phonics ability</p>
Writing	To copy their name	To write their name	To form lowercase	To form lowercase	To form lower case	To form lowercase and



	<p>(registration task)</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds To begin to write CVC words using taught sounds</p> <p>Handwriting: Use some of their print and letter knowledge in their early writing (squiggle and wiggle)</p>	<p>(registration task)</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p> <p>Handwriting: Use some of their print and letter knowledge in their early writing (handwriting sessions)</p>	<p>letters correctly (recap phase 2 sounds registration task)</p> <p>To begin to write sentences using finger spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p> <p>Handwriting: Capital letters</p>	<p>letters correctly and begin to form capital letters (recap phase 2 sounds registration task)</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p> <p>Handwriting: Capital letters</p>	<p>and capital letters correctly (to write words about a picture registration task)</p> <p>To begin to copy letters</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p> <p>Handwriting: Number formation</p>	<p>capital letters correctly (to write words about a picture registration task)</p> <p>To copy letters</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p> <p>Handwriting: Tricky words</p>
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Mill Hill Primary School - Communication and Language Progression

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Listening, Attention and Understanding	<p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p> <p>Enjoy listening to songs, rhymes and</p>	<p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step</p>	<p>To enjoy listening to longer stories and can remember much of what happens.</p> <p>To begin to understand how and why questions</p> <p>Sing a large repertoire of songs.</p>	<p>To listen to and talk about stories building familiarity and understanding</p> <p>To follow a story without pictures or props</p> <p>To understand a question or instruction that has two parts.</p>	<p>To engage in story time.</p> <p>To understand questions such as who, what, where, when, why and how</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>To retell stories using a mixture of repetition and their own words.</p> <p>To have conversations with adults and peers with back and forth exchanges</p> <p>Learn rhymes, poems and</p>	<p><i>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.</i></p> <p><i>Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</i></p>



	stories.	To know many rhymes.		Understand how to listen carefully and why it's important.		songs.	
Speaking	<p>To talk in front of a small group</p> <p>To talk to class teacher and TA</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day.</p>	<p>To develop the confidence to talk to other adults they see on a daily basis.</p> <p>To talk in sentences using conjunctions e.g. an, because</p> <p>To use a wider range of vocabulary</p>	<p>To share their work to the class- standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p> <p>To ask questions to find out more</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p> <p>Use talk to help work out problems</p>	<p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p>



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