



Stockton Wood Primary School

Nursery – Reception Knowledge and Basic Writing skills Progression Document

“Laying the foundations for life”

Ethos:

Providing a Language Rich environment is at the heart of our Early years provision. Our team aim to ensure children can learn in a fun, engaging and safe way with purposeful adult interactions supporting the learning. We strive to provide the children with opportunities that will widen their knowledge of the world and broaden their cultural horizons. We work hard to ensure that our pupils grow in confidence and self-belief and develop a love of learning as we start our journey *laying the foundations for life*.

Physical Development		Nursery	Reception
Fine Motor Skills	Knowledge and Skills	<ul style="list-style-type: none"> • Use one-handed tools and equipment (i.e. making snips in paper) • Use a comfortable grip with good control • Show a preference for a dominant hand 	<ul style="list-style-type: none"> • Develop fine motor skills to enable competent and safe use of tools (i.e. pencils, scissors, knives, paint brushing) • Develop the foundations of a handwriting style
	Coverage	<ul style="list-style-type: none"> • Whole school handwriting scheme – Letter Join (focussed on pencil control and grip) • Funky fingers activities set up throughout the year 	<ul style="list-style-type: none"> • Whole school handwriting scheme – Letter Join (focussed on letter formation and grip/control) • Funky fingers activities set up throughout the year

		<ul style="list-style-type: none"> • Playdough station set up throughout the year to aid fine motor development 	<ul style="list-style-type: none"> • Playdough station set up throughout the year to aid fine motor development • RWI letter formation within each delivered session • Dough disco daily in addition to OT video Crocodile Snap
	ELG	<ul style="list-style-type: none"> • <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i> • <i>Use a range of small tools, including scissors, paint brushes and cutlery.</i> • <i>Begin to show accuracy and care when drawing.</i> 	

Literacy		Nursery	Reception
Comprehension	Knowledge and Skills	<ul style="list-style-type: none"> • Understand the five key concepts about print: print has meaning, print can have different purposes, text is read left to right, the names of the different parts of a book, page sequencing • Engage in conversations about stories and books 	<ul style="list-style-type: none"> • Re-read what they have written to make sure it makes sense • Answer and ask relevant questions to further their understanding • Access non-fiction books to develop understanding of learning
	Coverage	<ul style="list-style-type: none"> • Whole school approach – Literacy Counts/Ready, Steady Write (focussed on 	<ul style="list-style-type: none"> • Whole school approach – Literacy Counts/Ready, Steady Write (focussing on

		<p>oracy skills and retelling of a key story/sequencing)</p> <ul style="list-style-type: none"> • Rhyme of the week • Use of questioning and comments during whole class read • Answer 'who' and 'what' questions linked to the story • Sequence the events • Cross phase reading buddies • Library visits to promote reading for pleasure 	<p>the sequence of a story and talking about the events)</p> <ul style="list-style-type: none"> • RWI – reading books appropriate to levels of learning • Checking understanding of books during reading for pleasure through the use of questioning • Rhyme of the week • Answer 'who', 'what', 'where', 'when' questions linked to the story • Sequence events of a story repeating key details • Cross phase reading buddies • Library slot weekly – promoting reading for pleasure
	ELG	<ul style="list-style-type: none"> • <i>Demonstrate understanding of what has been read to them by retelling stories 15 and narratives using their own words and recently introduced vocabulary.</i> • <i>Anticipate – where appropriate – key events in stories.</i> • <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i> 	
Word Reading	Knowledge and Skills	<ul style="list-style-type: none"> • Develop phonological awareness so that they can: spot and suggest rhyming words, count or clap syllables in words, recognise 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them • Blend sounds into words so they can read simple words made up of familiar letters

		<p>words with the same initial sound such as money and mum</p>	<ul style="list-style-type: none"> • Read a few common exception words linked to RWI • Read simple phrases and sentences made up of words with familiar letters • Re-read what they have written to check it makes sense • RWI fast track tutoring
	Coverage	<ul style="list-style-type: none"> • Phase 1 phonic activities based on environmental sounds, leading to listening to sounds in words • Begin RWI picture recognition, leading to letter recognition • Develop book handling skills (holding them to correct way up and looking at text) • Assigning meaning to text • Daily stories building vocabulary and drawing on phonetic links • Rhyme of the week – discriminate between sounds and rhymes 	<ul style="list-style-type: none"> • Whole school approach – RWI: daily grouped sessions • Daily stories building on vocabulary and drawing on phonetic links • Learning to use picture clues to support with reading • Whole class guided read of sentences linked to learning – often feeds directly into writing • Rhyme of the week
	ELG	<ul style="list-style-type: none"> • <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> • <i>Read words consistent with their phonic knowledge by sound-blending.</i> 	

		<ul style="list-style-type: none"> • <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i> 	
Writing	Knowledge and Skills	<ul style="list-style-type: none"> • Assign meaning to marks • Write some or all of their name • Write some letters accurately • Use some print knowledge in their early writing (writing a shopping list and writing p representative of pancakes at the top of the list) 	<ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences with words with known letter-sound correspondences using capital letters and full stops • Re-read what they have written to check that it makes sense • Whole school approach – Letter Join to support handwriting and letter formation
	Coverage	<ul style="list-style-type: none"> • Mark making linked to key topics – writing a shopping list for our bears party etc (assigning meaning to marks) • Whole school approach – Letter-join: focus on pencil control and grip/following lines • Whole School approach – Ready, Steady Write 	<ul style="list-style-type: none"> • Whole school approach – Letter-join: focus on letter formation (lower case initially) • Whole school approach – Literacy Counts/Ready, Steady Write: building of and guided/independent writing of short sentences linked to the base story • Independent opportunities to write are promoted and

		<p>offering opportunities to mark make specifically linking to current story</p> <ul style="list-style-type: none"> • Focus on different ways of making marks – lines, circles etc • Every child has a mark making opportunity every day (children find their name and ‘sign’ the register – assigning meaning to marks which will then progress as their learn how to write their name 	<p>monitored (i.e. Ready, Steady Write challenge linked to carpet session)</p> <ul style="list-style-type: none"> • Every child has a writing-based activity as their settling activity of the day (i.e. children write their name)
	ELG	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	