

LITERACY- Nursery English Progression Map



EARLY LEARNING FRAMEWORK 3 AND 4 YEAR OLDS

Literacy/ Communication and Language

3 AND 4 YEAR OLDS

Comprehension: Engage in extended conversations about stories, learning new vocabulary.

Word Reading: Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound, such as money and mother. Understand the five key concepts about print: print has meaning, the names of different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom.

Writing: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some letters accurately.

Communication and Language – Listening, Attention and Understanding: Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Can start a conversation with an adult or a friend and continue it for many turns. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'

Communication and Language – Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words. Sing a large repertoire of songs. Sing a large repertoire of songs

Implementation

AUTUMN		SPRING		SUMMER	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me/Harvest	Animals/ Christmas	Bear hunt/ Seasons and Chinese New Year	Bears	Mini Beasts	Transition
Title: Spot Starts School x2 weeks	Title: Little Red Hen x3 weeks	Title: x3 weeks Going on a bear hunt	Title: x3 weeks Goldilocks and the three bears	Title: x3 weeks Hungry Caterpillar	Title: x3 weeks Lucy Ladybird
Title: Where's Spot? x2 weeks	Title: x2 weeks Dear Zoo	Title: x1 week Chinese New year	Title: x3 weeks Brown Bear, brown bear what do you see.	Title: Culture week and BA week	Title: x2 weeks My Many coloured days
Title: Harvest/ Dingle Dangle Scarecrow x1 week	Title: x1 week Xmas story/ crafts	Title: Winter/ Seasons	Title: x1 week Easter		Title: Transition activities
Underpinning rhyme- Head shoulders, knees and toes	Underpinning rhyme- Christmas pudding	Underpinning rhyme- 5 Little snowmen	Underpinning rhyme- Teddy Bear, Teddy Bear touch your toes etc	Underpinning rhyme- Caterpillar walking	