

Progression document: Literacy



Word reading and Comprehension		
2-year olds	N1	N2
<ul style="list-style-type: none"> • Listen to simple stories and understand what is happening with the help of pictures and an adult • Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo • Enjoys sharing a book with an adult individually or in a small group. • Pay attention to and responds to the pictures or the words 	<ul style="list-style-type: none"> • Enjoy listening to longer stories] and develop their play around the stories using props with adult guidance • [Enjoy listening to longer stories] and begin to answer simple questions using who, what and where • Sings songs and says rhymes independently e.g. singing whilst playing • Fills in the missing words of phrase in a known rhyme, story or game • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat, joining in the words of familiar songs or nursery rhymes • Have a favourite book and seek it out to share an adult, with another child or to look at alone • Begin to notice some print in the environment • Is able to hold a book the right way round and turn pages • Children understand that print has meaning 	<ul style="list-style-type: none"> • [Enjoy listening to longer stories] and can remember much of what happens within a small group. • [Enjoy listening to longer stories] and retell the story through play using props • Sings entire songs including their own made up songs and can identify their favourite song • Recognise familiar words in the environment e.g. their own name • Listens to and joins in with stories and poems when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Understand that print has different purposes e.g. recipes, instructions, stories, shopping list, telephone book • Understand we read English text from left to right and top to bottom • Know the names of different parts of a book e.g. front cover, title, beginning, middle, end, pages • Talks about events and principal characters • Shows an interest in illustrations and words in print and digital books and words in the environment • Understand page sequencing

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Stonehill Milestones		
2-year olds	N1	N2
<ul style="list-style-type: none"> Shows an interest in a range of books and stories and their pictures Says some of the words in songs, rhymes and familiar stories and join in with actions 	<ul style="list-style-type: none"> Joins in with stories, songs and rhymes in key worker groups or in a larger group Has a favourite book and this is evident in their play Can hold a book correctly Beginning to turn pages in order and from left to right. To point to a picture and point to a word. 	<ul style="list-style-type: none"> Within small group time will demonstrate their understanding e.g. by answering questions, predicting what might happen, recalling the next event, suggesting how the character is feeling, drawing a picture to represent the story, changing elements in a story Looks at and enjoys print and digital books independently Can spot and suggest rhyme Count or clap syllables in their name. Recognises words with the same initial sound e.g. money and mother Can orally blend cvc words. Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example
<p>Early Learning Goal (comprehension):</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Early Learning Goal (reading):</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		

Writing		
2-year olds	N1	N2

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<ul style="list-style-type: none"> • Enjoy drawing and mark making freely • Begins to understand the cause and effect of their actions in mark making • Knows that marks they make are of value • Enjoys the sensory experience of mark making 	<ul style="list-style-type: none"> • Add some marks to their drawings and give meaning to their marks • Make marks on their picture to stand for their name • Distinguishes between the different marks they make • Through rhymes and songs, children explore mark making using a range of different movements • Enjoys drawing and writing on paper, on screen and on different textures e.g. on sand, in playdough and through touchscreen technology 	<ul style="list-style-type: none"> • Ascribes meaning to marks they make, signs, symbols and words that they see in different places including those they make themselves • Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy • Write some or all of their name • Begin to write some letters accurately
Stonehill Milestones		
2-year olds	N1	N2
<ul style="list-style-type: none"> • Explores mark making on different surfaces. • Explores mark making with a range of different resources e.g. crayons, chalk, water, foam • I am starting to develop the different movements needed to make marks. 	<ul style="list-style-type: none"> • Uses simple marks including lines, curves and circular movements. • Can talk about the marks they have made • Enjoys drawing and writing using more controlled movements with an end result 	<ul style="list-style-type: none"> • Makes recognisable shapes including closed shapes e.g. face • Including mark making and early writing in their play • Can orally segment cvc words. • Can form shapes that are starting to look like letters.
<p>Early Learning Goals:</p> <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. 		