

English Progression Map – Nursery



This document sets out the expected progression for Literacy in our nursery. At Templemoor Infant and Nursery School the development of the whole child is at the heart of our teaching. This is a flexible document which can be adapted over the year as teaching takes place to ensure learning is taught in small steps and is progressively building on prior skills. This teaching happens within discrete lessons, story times and is then further embedded across the curriculum during play in the continuous provision areas (CPA) inside and outside. the teaching of our chosen phonic scheme: Read, Write Inc.

Nursery		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	How many colours are in the rainbow?	Is it Shiny?	How does that building stay up?	Are eggs alive?	How many pebbles on a beach?	How high can you jump?
	Key Texts	Fiction: Pete the Cat – I Love my White Shoes by Eric Litwin	Fiction: How to Catch a Star by Oliver Jeffers	Fiction: Walter's Wonderful Web by Tim Hopwood	Fiction: The Odd Egg by Emily Gravett	Fiction: Pirate Pete by Nick Sharatt	Fiction: Monkey and Me by Emily Gravett
		Non-Fiction: My first look at colours by Jayne York	Non-Fiction: Day and Night	Non-Fiction: When I grow upbuilder by clare Hibbert	Non-Fiction: Beginner's Series: Eggs and Chicks by Usbourne	Non-Fiction: Exploring Rockpools by Jill McDougall	Non-Fiction: My Amazing Body by Pat Thomas
		Poetry: The Rainbow Poem	Poetry: Twinkle Twinkle Little Star – Traditional Nursery Rhyme	Poetry: Incy Wincy Spider – Traditional Nursery Rhyme	Poetry: Humpty Dumpty- Traditional Nursery Rhyme	Poetry: Row, Row, Row your Boat – Traditional Nursery Rhyme	Poetry: Jack and Jill – Traditional Nursery Rhyme
		For more Key Texts see Nursery Core Book List					
	Language and Communication Including CPA- Role-play	Talking 1 to 1, child to adult and child to child. Developing listening skills e.g. Lola the Listening Leopard activities Listening to simple instructions e.g. Sticky Kids		Talking in small groups with an adult and to peers. To retell a familiar story. Listening to instructions and responding to them independently.		Talking in a larger group. To tell own simple stories. Confidently listening and responding to instructions.	

		<p>Role-play Autumn 1: Home corner inside and outside. Role-play Autumn 2: Home corner and Santa's workshop inside. Repair garage/stage outside.</p>		<p>Role-play Spring 1: Home corner inside including estate agent materials/Chinese restaurant when taught, Building site outside. Role-play Spring 2: Home corner inside including flower shop when taught. Fruit and vegetable shop outside.</p>		<p>Role-play Summer 1: Home corner inside, addition of suitcases and summer holiday accessories. Fish and Chip shop/Seaside shop/ice-cream parlour outside. Role-play Summer 2: Doctors surgery/Baby clinic inside and home corner with school uniform and book bag to discuss transition. Mini Gym outside.</p>	
	Physical Development Including Gross and Fine motor skills CPA-Funky fingers, Writing, Malleable, construction	<p>Gross motor skills: Developing upper body strength and balance (balance bikes). Using both sides of the body with increasing coordination (rolling pin).</p> <p>Sticky kids–volume 1 – Warm Up and volume 2 Work Out (focus on listening to instructions, body awareness and coordination)</p>	<p>Gross motor skills: Developing upper arm movements. Large scale movements (e.g. with ribbons make lines top to bottom circles-anti clockwise).</p> <p>Sticky kids–volume 1 – Warm Up and volume 2 Work Out (focus on listening to instructions, body awareness and coordination)</p>	<p>Gross motor skills: Developing upper arm movements. Large scale movements (e.g. large paint brushes and water).</p> <p>Sticky kids-volume 3 -Bend and Stretch and Volume 4 Wiggle and Jiggle (focusing on imagination, stretching and balancing)</p>	<p>Gross motor skills: Developing upper arm movements. Large scale movements (e.g. large paint brushes and water).</p> <p>Sticky kids-volume 3 -Bend and Stretch and Volume 4 Wiggle and Jiggle (focusing on imagination, stretching and balancing)</p>	<p>Gross motor skills: Developing crossing the midline, showing increase in control using both sides of the body (rolling/throwing balls).</p> <p>Sticky kids-volume 3 -Bend and Stretch and Volume 4 Wiggle and Jiggle (focusing on imagination, stretching and balancing)</p>	<p>Gross motor skills: Developing crossing the midline, showing increase in control using both sides of the body (rolling/throwing balls).</p> <p>Sticky kids-volume5 -Going for Gold (focusing on increasing activity and heart rate, right and left coordination, developing balancing and stretching skills)</p>

		Fine motor skills: Snipping with scissors, spraying, chunky tweezers	Fine motor skills: Cutting a straight line, threading on pipe cleaners. Starting to show a preference for dominant hand, using one handed equipment e.g. spoon.	Fine motor skills: Cutting a wavy line, joining construction. Beginning to draw lines and circles.	Fine motor skills: Cutting along a zig - zag line. To use a clothes peg. Use a comfortable grip with some control when holding mark making equipment.	Fine motor skills: Cutting around a picture of an object. Manipulate small objects with finger and tweezers. Begin to develop correct pencil grip.	Fine motor skills: Cutting around a picture of an object with more control. Threading using string and wool. Continue to develop correct pencil grip.

	Reading Including CPA- Book Corner and Core Books	Phase 1 Phonics 2 weeks aspect 1 – environmental sounds 2 weeks aspect 2 – instrumental sounds 2 weeks aspect 3 – body percussion Phonological Awareness I can sing familiar songs and rhymes. Early Reading I can hold books the correct way up. I can identify picture/illustration.	Phase 1 Phonics 2 weeks aspect 4 – rhythm and rhyme 2 weeks aspect 5 – alliteration 2 weeks aspect 6 – voice sounds Phonological Awareness I can sing a range of songs and rhymes. I can distinguish between different environmental, instrumental and body percussion. Early Reading I can turn pages one at a time. I can recognise a familiar logo. E.g. Peppa Pig, MacDonalds	Phase 1 Phonics 2 weeks aspect 1/2 environmental/ instrumental 2 weeks aspect 3/6 Body percussion/ voice sounds 2 weeks aspect 4 Rhythm and rhyme Phonological Awareness I am beginning to identify some rhyming words. Early Reading I consistently handle books carefully and correctly.	Phase 1 Phonics 3 weeks aspect 5- alliteration 3 weeks aspect 6- voice sounds Start to introduce RWinc. freize key vocabulary (e.g. t – tower, b-boot, v- vulture) and management signals (e.g. silent stop) Phonological Awareness I can explore sounds with my voice e.g. quiet/loud Early Reading I can read my own name without a visual prompt.	RWinc. set one single sounds (3 new sounds per week-m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h) Phonological Awareness I can hear initial phonemes in some words. I can clap syllables in words. Early Reading I can identify a word and understand it carries meaning.	RWinc. set one single sounds and introduce special friends to children if appropriate (3 new sounds per week-r, j, v, y, w, z, sh, th. ch, qu, ng/nk) Phonological Awareness I participate in oral blending and can understand some words. Early Reading I can recognise a some letter sounds.
		Language/Reading Comprehension					
		I can listen to stories with illustrations. I have my favourite books.	I am beginning to join in with some words and phrases. I am beginning to use new vocabulary learnt from books.	I join in with familiar texts. I can talk about familiar books	I can retell a familiar short story. I can answer a literal question about what has been read, often with a one word answer.	I can listen to longer stories in a group. I show interest in non-fiction books linked to current theme.	I am starting to predict what might happen next in a story with increasing accuracy. I look carefully at illustrations to gather more information.

	Writing Including CPA-Mark making area	I can make marks on paper.	I can make marks on paper, beginning to use symbolic shapes e.g. lines and circles	I can make marks on paper, starting to show awareness of direction left to right.	I can make marks on paper, starting to give meaning to their marks.	I can make marks on paper, starting to give meaning to their marks. I can attempt my name using some letter shapes.	I can make marks on paper, starting to give meaning to their marks. I can attempt my name.
		Label for a bulb	Christmas Card	Writing play	Easter card	Sign in on a large piece of paper (making a mark).	Find name and sign in to nursery in the morning.
	Vocabulary	Listen, think, sound, what can you hear?					
	Assessing Impact	Wellcomm Assessment on entry Teacher baseline judgements on Insight End of Autumn Term teacher judgements on Insight Targets given to children for Communication and Language and Physical Development Parent Consultations Re assess children on language interventions (Wellcomm Assessments) End of Spring Term teacher judgements on Insight Reports to Parents and transition reports to schools End of Summer Term teacher judgements on Insight					