

 Literacy Skills Progression in FS1

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|  | Autumn Term | Spring Term | Summer Term |
| Word Reading | Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.Say some of the words in songs and rhymes.Sing songs and say rhymes independently, for example, singing whilst playing. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. | Understand the five key concepts about print:* + - Print has meaning
		- Print can have different purposes
		- We read English text from left to right and from top to bottom
		- The names of the different parts of a book
		- Page sequencing
 | * 1. Develop their phonological awareness to:
		+ Spot rhymes in familiar stories and poems.
		+ Count or clap syllables in a word.
		+ Recognise words with the same initial sound.

Begin to read individual letters by saying the sounds for them. |
| Comprehension | Pay attention when listening to stories and respond to the pictures or the words.Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. | Ask questions about the book. Make comments and shares their own ideas.Develop play around favourite stories using props. | Engage in extended conversations about stories, learning new vocabulary.Re-read books to build their confidence and increase understanding |
| Writing | Add some marks to their drawings which they give meaning to for example “That says Mummy”.Make marks on their picture to stand for their name.**Physical Development**Develop manipulation and control when mark making.Explore different materials and tools  | Write some or all of their first name.Use some of their print and letter knowledge in early writing, such as a pretend shopping list. Starts at top of page; write ‘m’Write some letters accurately.**Physical Development**Use a comfortable grip with good control when holding pens and pencils. | Write their first name independently.Write some letters accurately.**Physical Development**Show preference for dominant hand. |