



Literacy (L)

Area Overview

At our setting, we believe literacy opens the door to all future learning. Through high-quality stories, meaningful conversations, mark-making opportunities and a systematic approach to phonics, children develop a love of books, language and writing from the very beginning of their learning journey. Our curriculum immerses children in a language-rich environment where stories, rhymes, songs and print are valued every day. Children are encouraged to explore books, recognise environmental print, develop phonological awareness and communicate through mark making before progressing to early reading and writing.

Progression begins in Nursery 1 by fostering a love of stories, developing listening skills and encouraging purposeful mark making. In Nursery 2, children begin to develop phonological awareness, understand print carries meaning and make links between sounds and letters. By the end of Reception, children become confident early readers and writers who can read simple texts, write meaningful sentences and talk confidently about what they have read.

Why this area matters?

Literacy provides children with the skills they need to communicate, learn and access the wider curriculum. Developing early literacy skills supports children's language, imagination, creativity and understanding of the world.

High-quality literacy experiences help children to:

- Develop a lifelong love of reading.
- Build strong listening and comprehension skills.
- Develop phonological awareness.
- Recognise that print carries meaning.
- Learn the foundations of reading through systematic phonics.
- Develop fine motor control and confidence in mark making.
- Communicate ideas through drawing and writing.
- Become confident readers and writers ready for Key Stage One.

Supporting Literacy at home:

Read together every day - share stories, picture books and information books regularly.
Talk about the story - ask questions such as *What happened first?* and *What might happen next?*

Sing nursery rhymes and songs - these help children hear rhyme, rhythm and repeated language.

Visit the library - choose books together and enjoy borrowing new stories.

Point out print in everyday life - notice labels, signs, menus and shopping lists.

Play sound games – e.g. spotting words that rhyme or hearing the first sound in word.

Practise talking in full sentences - encourage children to explain ideas, retell events and share opinions.

Encourage mark making and early writing - provide pencils, crayons, chalk, paint and paper.

Write for a purpose - make shopping lists, cards, labels or notes together.

Praise all attempts - celebrate storytelling, letter recognition, mark making and early reading.

Vocabulary Progression

Nursery Year 1		Nursery Year 2		Reception	
book	song	author	setting	phoneme	illustrator
story	mark	illustrator	beginning	grapheme	title
page	draw	title	middle	digraph	sound out
picture	write	blending	end	segment	decode
character	name	sound	fiction	blend	compose
rhyme	front	letter	non-fiction	caption	edit
word	back	rhyme	predict	sentence	character
letter	turn	sentence	retell	full stop	setting
read		phonics	character	space	author



Comprehension		
Nursery Year 1	Nursery Year 2	Reception Early Learning Goals
Enjoys sharing books with adults, joins in with repeated phrases and talks about familiar pictures, characters and events.	Retells familiar stories using key events, predicts what might happen next and answers questions about stories using recently introduced vocabulary.	- Demonstrate understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate key events in stories. - Use and understand recently introduced vocabulary during discussions.
Word Reading		
Nursery Year 1	Nursery Year 2	Reception Early Learning Goals
- Shows an interest in books, songs and rhymes. Recognises familiar logos, symbols and environmental print. - Develops awareness of rhyme and rhythm.	Demonstrates developing phonological awareness, recognises some letter names and sounds (where appropriate within the school's phonics programme) and begins to blend orally.	- Say a sound for each letter of the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound blending. - Read simple sentences and books consistent with their phonic knowledge.
Writing		
Nursery Year 1	Nursery Year 2	Reception Early Learning Goals
Gives meaning to marks, enjoys drawing and begins to make controlled marks using a range of tools.	Writes recognisable marks, attempts to write own name and begins to represent sounds in writing in line with phonics teaching.	- Write recognisable letters. - Spell words by identifying sounds. - Write simple phrases and sentences that can be read by others.