Phonics progression	Pre-School (Cherry)	Nursery (Apple)
Additional provision	Boogie Mites Singing phonics Talk Boost	
Gross Motor	Push and pull large, wheeled toys easily forwards and usually able to walk backwards pulling a handle Hang from a bar Climb up onto adult-sized furniture Run avoiding obstacles Climb simple climbing equipment e.g. climbing up and over a low A-frame Jump off a low step with two feet together Kick a ball gently without falling over	Move freely in a range of ways, e.g. rolling, crawling, sliding, shuffling Run skillfully with wheeled toys, turning around obstacles and corners Hop on one foot Jump over low-level obstacles Walk up 10 steps, right, left, right, left, without holding rail Run smoothly with changes in speed, negotiating space successfully Jump off an object and land appropriately Travel with increasing confidence and skill over, under, around and through equipment Climb low level ladders and trees using alternate hands and feet.
Fine Motor	Hold mark-making tools to spontaneously 'scribble' Imitate drawing vertical lines Turn the pages of a book one at a time Stack five wooden blocks Thread large cotton reels or big beads onto a dowling	

	Make vertical, horizontal and circular marks Stack seven wooden blocks Pour from one container to another Create marks with a paintbrush by bending wrist and using a dabbing motion Hold a pencil between first two fingers and thumb to copy a circle and a cross Draw a person with a head and usually one or two other features e.g. eyes and mouth Roll dough into balls and sausage shapes Stack ten wooden blocks Snip with scissors Build three block 'bridges' to join block towers together, when given a model to copy Draw a person with a head and legs Copy a 'V' shape Cut with scissors Thread smaller beads and cotton reels onto a shoelace Build three steps with six cubes, when given a model a copy Draw a person with a head, body and legs and, usually, arms and fingers Draw a recognisable house Cut along a straight line
Visual Discrimination	Match two of the same objects even if they are different sizes or colours Recognise favourite people in photographs Match an item to a photograph of the same item e.g. putting a book back on the shelf when matched to a photograph of its front cover Point out tiny features in books and pictures Recognise something when shown only a small part of the object e.g. What's coming out of the box? When shown half the object can say what it is Find and point out specified features or items in books, pictures and the environment e.g. Can you find the tiny ladybird? Match an item to its 'shadow' e.g. place the spade back on the shelf on top of its corresponding 'shadow' at tidy-up time

	Identify a missing/hidden object when playing 'hiding' games involving up to 4 objects Recognise and point out familiar logos/branding in the environment e.g. noticing the Asda sign in a new place.
Narrative Skills	'Chat' to self when playing Use two words together Use simple sentences containing three words e.g. "Mummy go work" Use different types of words including nouns and verbs Learn new words rapidly and often use them immediately Use plurals e.g. "I can see cats" Talk about what they are doing and what they have done beyond the here-and-now I add the consonants 'k/c,' 'g,' 'f,' 's' and 'y' to my consonant range. Use more complex sentence structure and link thoughts, ideas and events with 'and', 'because' and 'so'. Use language to describe what they are going to do and how they are going to do it. Recount simple, past events in the right order e.g. "I goed to the shop with Granny and then we goed to the park."
Phonic Knowledge	(Early phonics) To copy verbal sounds To explore different sounds of musical instruments To clap or copy gestures together in response to rhythm/music To explore different tempo's during songs and rhymes To begin to say some words of songs and rhymes <u>On entry to Nursery</u> To recognise and recall familiar sounds To identify musical instruments and begin to know the sounds they make To identify a musical instrument by sound alone Recognise rhythm in spoken words Blend compound words, e.g "snow-man Fill in the missing words or phrases in known stories and rhymes

	Clap out one to three syllable words and blend two syllable words e.g. "ta-ble Spot when a 'mistake' is made during a rhyming activity and say what the right word should be Know what sound their name starts with Orally blend three syllable words e.g. 'e-le-phant.' Continue a rhyming string Hear and say the initial sound in word
Writing	To enjoy drawing freely with a media of choice To use short sentences or single words during child initiated play Explore through marks such as scribbles and doodles Notice patterns within marks they make or marks that they see Use the body in a range of ways to mark make (hand print painting etc) <u>On entry to Nursery</u> Ascribe meaning to the marks made when they draw or paint Often provide a running commentary as they make marks Do not distinguish between drawing and writing yet Copy the first letter of their own name Use magnetic or wooden letters to copy their name when only provided with the letters they will need Say what the things they have written 'say' and know that writing and drawing are different Copy most letters from their name Use some clearly recognisable letters in their own writing Use writing in their play e.g. to write a shopping list during role-play Say what they will draw or write before doing it

Phonic Knowledge: Provision progression

	Cherry	**Nursery**	**Reception**
Autumn 1- Sound discrimination (environmental and instrumental)	Explore the differences between the noise farm animals make/vehicles make Recognise the meaning of a routine song e.g wash your hands, put your coat on etc	Intent: To identify everyday sounds and name them without visual prompts To identify musical instruments and begin to know the sounds they make To identify a musical instrument by sound alone Implementation: Environmental: *Big Ears listening walk* - listening to and identifying environmental sounds Instrumental: Whats that sound?	Set One sounds Oral blending
Autumn 2-Rhythm	To jointly create a rhythm using clapping- adult led or using their own musical instrument Rhythm songs- clap to the beat, My little hands, Play on the beat	Intent: To be able to copy a rhythm To be able to continue a rhythm *Implementation:* *Songs* -head, shoulders, knees and toes Using the outdoor area as much as possible encourages children to explore different ways of making sounds with their bodies. Marching, stamping and splashing to the beat.	Set One sounds Oral blending magnet blending Group c
Spring 1-Rhyme	To begin to anticipate the missing rhyming word in traditional	Intent: To match two words which rhyme when given a choice	Set One sounds Oral blending magnet blending

	nursery songs/rhymes e.g. Hickory, Dickory, Humpty Dumpty, Twinkl, twinkle... To participate in Cherry class routine rhyme songs (ten little fingers)	To spot when a 'mistake' is made during a rhyming activity and say what the right word should be To continue a rhyming string To segment into onset and rime Implementation: Rhyming basket - objects Rhyme challenge (similar to I-Spy) *Clapping out rhythms* - using hands Tapping out sounds using rhythm sticks Fill in the missing words or phrases in known stories and rhymes	Group c Ditty
Spring 2- alliteration **(Spring 2- initial sounds Nursery first- m, a, s, d, t)**	To incorporate alliteration in everyday language and routines and for all staff to expose children to same initial sounds in language	*Intent: To be able to orally identify words that have the same start sound* *To produce words that have the same start sound* *Implementation:* *Alphabet Book* - recognising and identifying animals and objects beginning with the same letter. *Metal Mike* (twinkl) *Sound pots* - small objects all beginning with same initial sound	Set One sounds Oral blending Group c Ditty Red
Spring 2- visual memory/auditory memory **(Spring 2- initial sounds Nursery first- m, a, s, d, t)**	What's in the bag? Play a sound- what's that sound?	*Intent: To be able to match familiar shapes and objects* *To sort familiar letters into groups* *Implementation:* *Matching games/jigsaws* *Sorting games/jigsaws* *Missing objects* - identifying the missing object (up to 3 objects)	Set One sounds Oral blending Ditty Red green

Summer- voice sounds- oral blending **Initial sounds cont'd (Nursery all Summer- m, a, s , d and t from R.W.I)**	Clapping syllables together Listening to songs	Intent: Blend compound words, e.g "snow-man I understand when words can be broken down into the parts that make up its rhythm I can blend syllables and blend the words they make Implementation: circle time- clapping syllables in words Clap out one to three syllable words and blend two syllable words e.g. "ta-ble Know what sound their name starts with Orally blend three syllable words e.g. 'e-le-phant.' Hear and say the initial sound in word To hear and say the individual phonemes at the beginning, middle and end of a short cvc word To be able to blend letter sounds to cvc words	Set One sounds Oral blending Red green