

EYFS Literacy Progression Grid



Taught in 2 Year Provision and recapped in R3 and FS1	Taught in Rising Threes and FS1 and recapped in FS2	Taught in FS2	ELG	Y1 Link
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(Some objectives taken from C & L)

		<u>Steps of Progress</u>						<u>ELG</u>	<u>Y1 Links</u>
<u>Comprehension</u>	Songs and Rhymes	Enjoy songs and rhymes, tuning in and paying attention.	Say some of the words in songs and rhymes.	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	Sing songs and say rhymes independently, for example, singing whilst playing.	Sing a large repertoire of songs. Make up their own songs and rhymes as they play.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.		
<u>Comprehension</u>	Recall, Retell and Sequence	Listen to simple stories and understand what is happening, with the help of the pictures.	Develop play around favourite stories using props.	Recall some key events from a story.	Enjoy listening to longer stories and can remember much of what happens.	Retell a story. Listen to and talk about stories to build familiarity and understanding.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	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.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Being encouraged to link what they read or hear to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

<u>Comprehension</u>	Vocabulary	Repeat words and phrases from familiar stories.	Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.	Uses new vocabulary in their play.	Uses new vocabulary in conversations.	Learn new vocabulary.	Use new vocabulary in different contexts.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	-Recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart. -Discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by:
<u>Comprehension</u>	Naming Parts of a Book	Understand the terms – front cover, back cover and page.	Name different parts of a book- front cover, back cover, spine, page.	Name different parts of a book- title, author, illustrator, blurb, contents page.			- Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read, and correcting inaccurate reading.		

Comprehension

Understanding Around Books

Enjoy sharing books with an adult.

Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

Pay attention and respond to the pictures or the words.
Listen to simple stories and understand what is happening, with the help of the pictures.

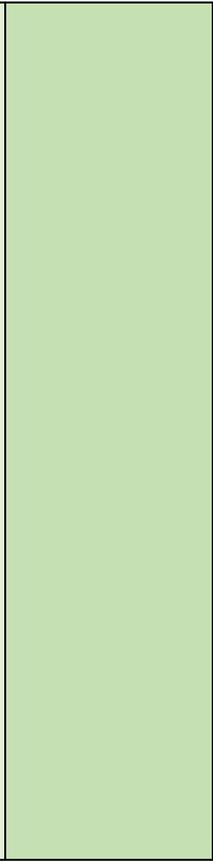
Ask questions about the book. Make comments and shares their own ideas.
Expresses simple likes about a shared story.

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.
Answers who and what questions linked to stories shared.

To begin to understand how and why questions .

To follow a story without pictures or props.
Listen to and talk about stories to build familiarity and understanding.

To be able to understand a question such as who, what, where, when, why and how.



- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

<p style="text-align: center;"><u>Word Reading</u></p>	<p style="text-align: center;">Early Phonics</p>	<p>Be secure in the 'Environmental Sounds' phonics assessment.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Can count or clap syllables in a word.</p> <p>Be secure in the 'Instrumental Sounds' phonics assessment.</p>	<p>Can spot and suggest rhymes.</p> <p>Be secure in the 'Body Percussion' and 'Rhythm and Rhyme' phonics assessment.</p>	<p>Develop their phonological awareness, so that they can: Recognise words with the same initial sound.</p> <p>Be secure in the 'Alliteration', 'Voice Sounds' and 'Oral Blending and Segmenting' Sounds' phonics assessment.</p>	<p>Children new to school/ setting to complete Early Phonics Booster to fill gaps in missed Nursery education.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>

<u>Word Reading</u>	RWI Expectations	Introduced to set 1 sounds at start of Summer Term. Children to read at least 8 of these by end of S2.	Read single-letter Set 1 sounds (first 16) by end of A1.	Blend sounds to read Words. Read short Ditty stories by end of Sp1.	Read Green Storybooks. Read 4 double consonants by end of S1.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
		Orally blend using a picture as a point of reference e.g. can you find the c-a-t from a group of pictures.	Read all Set 1 single letter sounds by end of A2. Blend sounds into words Orally by end of A2	Read Red Storybooks Read Set 1 Special Friends by end of Sp2.	Read Green Storybooks. Read first 6 Set 2 sounds by end of S2.	Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Reread these books to build up their fluency and confidence in word reading.	

<u>Writing</u>	Transcription – Name Writing	Make marks on their picture to stand for their name.	Recognise their name.	Can trace the letters in their name.	Can copy some of the letters in their name.	Can copy all the letters in their name.	Can write their first name from memory.	Starting to write their surname.	
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<u>Writing</u>	Transcription – Handwriting	Draws lines in different directions up, down and across.	Draws circles both clockwise and anti-clockwise.	Write some familiar letters accurately.	Forms some lower case letters accurately.	Forms most lower letters correctly.	Forms some capital letters correctly.	Write recognisable letters, most of which are correctly formed.	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>
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<u>Writing</u>	Transcription – Spelling	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Begins to hear, say and write the initial sound in words.	Hears, says and writes all of the sounds in cvc words.	Hears, says and writes the sounds in longer words.	Spell words by identifying sounds in them and representing the sounds with a letter or letter.	<p>Pupils should be taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> -words containing each of the 40+ phonemes already taught. -common exception words. -the days of the week. <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> -naming the letters of the alphabet in order. -using letter names to distinguish between alternative spellings of the same sound. <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> -using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. -using the prefix un– -using –ing, –ed, –er and –est where no change is needed in the spelling of root words. <p>Apply simple spelling rules and guidance, as listed in English appendix 1.</p>
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<u>Writing</u>	Transcription – Punctuation and Grammar	Writes simple phrases or short sentences using finger spaces.	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	Write simple phrases and sentences that can be read by others.	<p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>
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<u>Writing</u> Transcription –Phrases and Sentences	Enjoy drawing freely.	Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”	Write dictated letters.	Write simple, dictated phrases and sentences (using the sounds they have learnt) containing VC and CVC words.	Write simple, dictated sentences (using the sounds they have learnt) containing longer words.		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
			Apply their writing skills when accessing the continuous provision.				

Writing	Composition	<p>Start to develop conversation, often jumping from topic to topic.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Use the speech sounds p, b, m, w. Pronounce:</p> <ul style="list-style-type: none"> • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'. 	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. <p>Use longer sentences of four to six words.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Talk in sentences using a range of tenses.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Develop storylines in their pretend play (EAD obj.)</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (Sp ELG)</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> -saying out loud what they are going to write about. -composing a sentence orally before writing it. -sequencing sentences to form short narratives. -re-reading what they have written to check that it makes sense. <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher.</p>