

EYFS Literacy - Knowledge and skills progression

The importance of reading and writing is activity promoted through a literature rich environment including; stories, songs, poems, drawing club, mark making and writing in a variety of different contexts and for different purposes using a wide range of media. Children are exposed to reading and writing through all our areas of provision be this discreetly or directly, active mark making and writing. Adults are skilled at encouraging literacy opportunities through children's play and adding challenges where needed. Pupils are taught Phonics on a daily basis through Read Write Inc systematic synthetic phonics programme. Every child will have two texts linked to their phonic phase alongside story books to take home each week. Through our themes, pupils are exposed to new and exciting texts that are brimming with rich language.

English	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	ELG: - 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. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.					
	- understand that we read English text from left to right and from top to bottom. - Comments on a story/text and can say what they liked. - Name the parts of a fiction book - front cover, text, chapters. - spot and suggest rhymes	- Joins in with repeated refrains and key phrases. - Comments and engages in conversation about the text, talking about what might happen next. - Talks about the meaning of new vocabulary. - Identifies the main setting, characters and happening in the story. - Orders 4 pictures or props from a story	- Name the parts of a non-fiction book - front cover, contents, sub heading, fact box, blurb. - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary. - Talks in detail about the main characters and setting. - Repeats new vocabulary in a context of a story. -Sequences captions from a story.	- Responds to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. - Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' - understand that stories can be split into a beginning, middle and end. - create a story map, covering the main events.	- Begins to use modelled vocabulary during role play and small world. -Answers questions about why or how things have happened. - Predicts main happening in the text.	- Retells how the story started, the main happening, and how ended. - Predicts main happening in the text and why they think this. - Retells a story through role play, using some new vocabulary and some exact words from the text
	ELG: - Say a sound for each letter in the alphabet and at least 10 digraphs.					

RWI	- Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words					
	RWI Set 1: m a s d t i n p g o c k u b f e l h r j v w x y z	RWI -Set 1 recap any single sounds from previous half term that show gaps in learning. - Blending using single letter set 1 sounds special friends Sh th ch qu ng nk	RWI -Recap Set 1 Special Friends: sh th ch qu ng nk - Secure blending of words containing these sounds. - Teach Set 2 sounds: ay ee igh ow	RWI -Recap Set 1 sound gaps. -Teach blending of words containing consonant blends. -Recap Set2: ay ee igh ow and teach Set 2: oo oo ar or air ir ou oy -teach reading of words containing these Set 2 sounds. - Build speed of reading words containing Set 1 sounds. - be able to identify individual words within a sentence - use fingers/blocks to count these.	RWI - Recap Set 2 - Teach reading of words containing these Set 2 sounds. - continue to build speed of reading words containing Set 1 sounds.	RWI Consolidation and moving on to Set3 if ready.
Phonological awareness and Reading	- Identifies words where they can hear they start with the same initial sound (alliteration). - Counts or clap syllables in a word. - Begins to use fingers to identify how many sounds are in a word. - hear rhyming words - Spots rhymes in familiar stories and poems. - recognise own name	- Completes a rhyming string. - Begins to orally blend sounds they can hear in words. - Knows that print conveys meaning. - Begins to read individual letters by saying the sounds for them. - Begins to recognise names of peers, siblings, mummy, daddy etc. - Begins to segment 2 letter and CVC words and blend them together, using sound buttons. - Read set 1-4 RWI sound blending books	- orally segment words with three and four letter sounds. - Use 'Fred Talk' to orally segment and blend. - Knows words 'a', 'to', 'I', 'the', 'no' and 'go' by sight. - identify Special Friends within a word. -Reads phonetically decodable words and labels in books - using Fred talk. - read set 5-10 REW sound blending books. - read RWI ditty photocopy's - using Fred talk - re-read sentences immediately after first attempt to increase fluency/understanding	- Read aloud simple phrases and sentences made up of words with known letter-sound and a few exception words. - re-read sentences immediately after first attempt to increase fluency/understanding. - Read RWI red book band. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - start to read some simple words by sight - no longer using Fred talk.	- read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. - Read RWI green book band - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing (also see PD)	ELG: • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others • Write recognisable letters, most of which are correctly formed.					
	To recognise and Write their name: - spot the initial sound in their name - recognise their name - write the initial sound in their name. - write their name. Write initial sounds in words: - write initial sounds using captions and labels. - with support use RWI sound mat. Handwriting: - Mark makes left to right - Imitates simple marks such as lines - Imitates shapes that use multiple movements such as x - correctly form letters in their name. - Gives meaning to marks	Write initial sounds in words: - with support use RWI sound mat - write initial sounds using captions and labels. Begin to segment and attempt to write CVC words: - use set 1 RWI sound mat - Represents some sounds in order in their writing - Begins to write initial and final sounds they can hear in words - Writes two letter and CVC words Handwriting - Forming random letters - Starts to move towards tripod grip - correctly form known individual letter sounds.	Write CVC words: - Correctly form all individual letter sounds. - use Fred Fingers to spell words. - independently use RWI set 1 sound mat - use tick and fix to check work. With support write simple phrases: - use RWI dictation - count number of words in phrase. -- use Fred Fingers to segment and spell words. - Beginning to write some high frequency words from memory - write rhyming pairs - Adults can read their work Handwriting: - correct form all letters. E.g start and finish position - start to write capital letters	Write words with known Special Friends and tricky words: - Use Fred Fingers to segment and spell words. - spell red tricky words With support ch to write dictated and modeled simple sentence. - use RWI dictation - count words in a sentence. - Use Fred Fingers to segment and spell words. - Independently remember finger spaces. - support capital letters and full stops. Handwriting: correct form all letters and position correctly on the line. - write all capital letters	With support children to write sentences by: - orally rehearsing first - count number of words in the sentence. - using Fred Fingers to segment words - independently use RWI sound mat - re-reading to check for mistakes (tick and fix) - capital letter, finger spaces and full stop. - spell green tricky words Handwriting: - work on letter size.	Independently write sentences by: - orally rehearsing first - using Fred Fingers to segment words - independently use RWI sound mat - re-reading to check for mistakes (tick and fix) - start with a capital letter, finger spaces and finish with full stop. Handwriting: - Correctly form all letters - position on line and size.

