



Ettington Primary School EYFS Progression Document

Literacy



It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Knowledge		Skills
Know how to handle books correctly Know a text is read left to right, top to bottom Know print, logos and symbols carry meaning Know the link between graphemes and phonemes Know how to read and spell some common exception words Know letters have a name and make a separate sound Know digraphs/trigraphs make a sound. Know graphemes can be blended to make words Know words can be segmented to make individual graphemes. Know new vocabulary related to reading and phonics Know the role of an author, illustrator, blurb, title on a book Know the difference between fiction and non-fiction Know writing goes from left to right, top to bottom	Know how to use simple punctuation e.g. capital letters and full stops Know how to use finger spaces Know what a word, caption and sentence is Know how to form letters correctly Know sounds have different sources e.g. environment, voice, instruments. Know words rhyme when the ends of the words sound the same Know that words contain different numbers of syllables. Know what characters, settings and events are. Know some typical story phrases. Know we write for different purposes. Know we write to communicate. Know that each letter has an upper case and lower case shape	Read, follow, track, recognise, hold, turn, notice, link, hear, discriminate between sounds, remember, copy, listen, blend, segment, rhyme, match, sing, count, create, continue, name, find, explain, choose, predict, infer, retrieve, sequence, discuss, answer, compose, verbalise, spell, write, copy, trace.

Characteristics of effective learning that are relevant

Playing and Exploring • Communicate my interests • Act out my experiences with others • Use my experiences in my play • Try new things • Take risks • Tackle tasks that might be difficult. • Explore and investigate	Active Learning • Notice something in more detail • Persevere • Be resilient • Talk about how I feel when I've achieved something • Talk about when I feel proud	Creating and Thinking Critically • Think of my own ideas • Make decisions • Talk about problems I encounter and how to solve them. • Talk about my thinking and ideas. • Change my approach where necessary
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Early Learning Goals

Comprehension 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.	Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. 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.	Writing Write recognisable letters, most of which are correctly formed. 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.
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Literacy Comprehension								
2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
- Shows interest in books and independently chooses favourites. - Holds books correctly and turns pages.	Joins in with repeated phrases and anticipates familiar events in stories.	- Enjoys joining in with repeated phrases and predicting what might happen next. - Chooses books independently and talks about characters, settings and events.	- Names and finds the writing and pictures in a book. - Enjoys looking at illustrations and print in books when being read to. - Talks about favourite stories. - Name the characters and talk simply about the setting and events in a familiar story. - Knows print carries meaning.	- Names and finds the title, cover, pictures and writing in a book. - Enjoys spending time looking at different books. - Talks about and answers simple questions about the characters and events in a familiar story. - Suggests how the story may end with support. - Knows information can be communicated through signs and symbols.	- Independently chooses to look at books. - Talks and answers questions confidently about the characters and events in stories. - Makes simple predictions about how a story might end. - Orders some events in a simple story. - Knows information can be communicated through signs and symbols in different forms e.g. printed, on screens, in the environment.	- Knows that print carries meaning. - Knows that stories contain characters and familiar events. - Knows that pictures help tell a story. - Knows that stories have settings and events. - Knows that vocabulary can be learned from stories. - Knows that non-fiction books give real information. - Joins in with repeated refrains. - Makes simple predictions about what might happen next. - Begins to build vocabulary from stories. - Demonstrates understanding of what has been read. - Sequences and retells familiar stories confidently. - Begins to make simple inferences about how characters feel. - Makes links between stories and their own experience.	- Knows that stories follow a sequence (beginning, middle, end). - Knows that different texts have different purposes (story, information, rhyme). - Makes simple inferences about characters and events. - Recalls stories and demonstrates understanding through discussion. - Uses vocabulary from stories, poetry and non-fiction in talk. - Answers retrieval and 'why' questions about a text. - Understands authors choose specific words to have an effect on the reader. - Anticipates key events in familiar stories. - Begins to discuss vocabulary and word choices. - Uses recently introduced vocabulary in play.	- Knows how to understand and talk about stories, non-fiction, rhymes and poems using key vocabulary. - Knows how to retell stories and discuss key events. - Listens to stories with attention and recall. - Sequences and retells a story independently. - Begins to make deeper inferences about character motivation. - Demonstrates understanding of what has been read through discussion. - Retells stories confidently using own words and recently introduced vocabulary. - Makes inferences and predictions with growing confidence.

Literacy Word Reading								
2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Recognises familiar pictures, characters and objects in books.	- Begins to understand that print carries meaning. - Begins to notice words and numbers in their environment.	- Recognises their own name and begins to notice familiar words - Hears and identifies sounds in words, particularly rhyme, alliteration and initial sounds	- Knows sounds can be loud or quiet, fast or slow. - Joins in with rhythm and rhyme during songs and stories. - Notices and enjoys environmental sounds during play. - Recognises that some words sound the same at the end (rhyme). - Joins in with alliteration and rhyme in familiar rhymes. - Distinguishes between different environmental sounds with growing accuracy.	- Knows that words are made up of sounds that can be spotted at the beginning (initial sounds). - Claps or taps the syllables in their own name. - Begins to identify a familiar initial sound in a word. - Knows that some words start with the same sound. - Continues a simple rhyming string with an adult. - Distinguishes between different instrumental sounds.	- Knows that sounds can be blended together to make a word. - Claps the syllables in a range of familiar words. - Knows that each spoken word is made up of smaller sounds that can be spotted, blended and copied. - Orally blends and segments some simple words with adult support. - Shows awareness of rhyme and alliteration in familiar rhymes and stories.	- Knows that letters represent sounds; knows that print is read left to right and top to bottom. - Knows some letter-sound correspondences. - Knows that blending sounds helps read simple words; knows that some words are "tricky". - Identifies initial sounds. - Joins in with rhyme and alliteration games. - Knows most of the graphemes and phonemes of single letters and some digraphs. - Reads the Monster phonics Term 1 tricky words. - Segments VC and CVC words with taught sounds. - Blends taught sounds to read VC and CVC words. - Begins to read captions.	- Knows digraphs represent one sound. - Knows how to blend and segment words using taught phonics. - Knows more tricky words by sight. - Knows the graphemes and phonemes of the taught single letter sounds and digraphs- (Monster Phonics Term 2). - Reads the Monster phonics Term 2 tricky words. - Blends sounds to read words using taught sounds. - Reads captions and simple sentences with taught sounds.	- Knows the graphemes and phonemes for each letter and the taught digraphs. - Reads the Monster phonics Term 3 tricky words. - Reads longer sentences that contain words with taught sounds and tricky words. - Reads words with adjacent consonants. - Reads some polysyllabic words. - Applies phonics to unfamiliar words. - Reading speed and fluency increasing.

Literacy Writing								
2-3 year olds			Pre-school (3-4 year olds)			Reception (4-5 year olds)		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
• Begins to mark make using different tools. • Develops early hand strength through play	• Enjoys making marks using a variety of tools and begins to give meaning to their marks.	• Gives meaning to pictures and begins to represent ideas through early writing. • May attempt to write some letters, particularly those in their own name	• Knows that marks made on paper can represent something. • Makes marks freely using a range of tools and materials. • Gives meaning to marks after they are made. • Different tools make different kinds of marks. • Experiments with a range of tools to make marks with growing control. • Begins to make marks with some intention before starting.	• Some marks look like letters. • Includes letter-like shapes within drawing and mark-making. • Talks about a mark they have made. • Their name is made up of letters that are always the same. • Attempts to write some letters from their own name. • Gives meaning to marks before making them, not just after.	• Print carries meaning and can be read. • Uses some recognisable letters within their mark-making. • Makes marks with a clear purpose (a list, a label) during play. • Marks and early letters can be used to represent ideas and communicate meaning. • Writes some letters from their own name, some correctly formed. • Ascribes meaning to their own marks and early writing before and after making them.	• Knows that writing communicates meaning. • Knows that marks can represent ideas. • Knows that letters have specific shapes. • Knows that letters form words. • Knows that words form sentences. • Knows that sounds can be segmented to help spell simple words. • Give meaning to the marks they make as they draw and write. • Copy letter shapes which are familiar to them. • Copy some taught letters. • Hear initial sounds in words and write the letters down to match. • Begin to write their name, forming some letters correctly. • Write some lower case letters correctly. • Write some upper case letters, e.g. for own name, Mum and Dad. • Segment and write words with taught sounds.	• Knows that sentences need capital letters, finger spaces and full stops. • knows how to use phonics to spell more complex words. • Writes some lower-case letters correctly. • Begins to segment simple CVC words and represent key sounds in writing. • Produces short meaningful written pieces -labels, captions, messages. • Shows awareness of finger spaces or uses visual gaps to separate ideas. • Rereads writing to check meaning. • Begins to compose and record short phrases or simple sentences. • Orally rehearses a sentence before writing it. • Uses phonic knowledge to spell most sounds heard. • Writes their name, forming most letters correctly.	• Knows how to write sentences that can be read by others. • Knows how to use punctuation correctly. • Knows how to spell words using phonics and some common exception words. • Writes simple, meaningful sentences independently using phonic knowledge. • Begins to use known tricky words. • Starts to read back and edit their work with support. • Writes for a range of purposes across provision. • writing is readable to others. • Writes more than one sentence to convey an idea or story. • Applies phonic knowledge consistently; spells some common exception words accurately.