



EYFS Knowledge and Skills Progression – 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).

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let’s Explore	Marvellous Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On The Beach
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.					
Know that print has meaning and can have different purposes. Know we read from left to right and from top to bottom. Know the names of different parts of a book. Sequence familiar stories through use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.	Children record stories, using pictures and mark making. Begin to draw out the key events of a story in sequence – oral and explain with pictures and prompts. Make up stories with themselves as the main character. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Explore stories from other cultures and traditions. Retell a story with actions and picture prompts as part of a group. Use story language when acting out a narrative. Explain the main events in a story – may include labels, sentences, or captions. Sequence a story drawing pictures of characters, events and setting.			



Recite known stories. Enjoy an increasing range of books. Listening to stories with attention and recall. Use puppets to retell a familiar story. Draw pictures of a character in a story and talk about what the character looks like. Begin to understand where the story is set and talk about this. Explain what has happened in sequence. Join in with rhyme and showing an interest in stories with repeated refrains.	Engage in extended conversations about stories learning new vocabulary.	Begin to think about the consequences of the main events in a story.
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Word Reading

*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 aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Read, Write Inc Phonics: Read first 16 Set 1 sounds Learn to blend Spell using Fred Fingers Read 26 Set 1 sounds Blend orally Share/read a range of picture books Read Ditties	Read, Write Inc Phonics: Read 26 set 1 single-letter sounds speedily Blend independently Spell using Fred Fingers Set 1 Special Friends Read 3/4 nonsense words Spell using Fred Fingers Share/read a range of picture books Read- Read, Write, Inc Phonics Storybooks and bookbag books	Read, Write Inc Phonics: Read Set 2 sounds Read Set 1 phonics green words and build up speed Read nonsense words Spell using Fred Fingers Share/read a range of picture books Read- Read, Write, Inc Phonics Storybooks and bookbag books
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.		
Significant focus this term is on developing motor skills in readiness to write. Practice the movements of letter families. Begin to learn the rhymes for each letter as we learn to read each grapheme in phonics using rhymes from RWInc. Use a variety of materials to develop the movement for correct letter formation.	Handwriting taught in Phonics groups - letter formation of lower-case letters. Develop confidence in rhymes for letter formation. Explore with pencil more regularly to write. Accurately sit at a table with correct posture without support. Write recognisable letters some correctly formed.	Write letters most of which are correctly formed. Be able to write our full name. Continue to develop letter formation. Write words using taught graphemes, many from memory some with use of a RWI sound mat. Segment and write using 'Fred in my head'. Say a sentence before writing.



Begin to write letters sitting at a table correctly and practising correct pencil grip. Form letters using scaffolding where needed. Learn to write our own name. Spell words by identifying sounds in them and representing sounds with a letter or letters. Begin to match segmenting to letter recognition. Spell words using magnetic letters, and begin to write cvc words using taught graphemes. Orally form phrases and sentences.	Orally segment to write words. Independently write graphemes. Write a caption independently. Read back work to an adult. Begin to teach self-regulation strategies for checking writing. Build sentences orally. Write phrases and sentences with support Know when to use a capital letter and full stop, with support.	Write a sentence independently using graphemes taught. Read sentences back to an adult. Apply self-regulation strategies for writing – checking writing as you go. Independently use a capital letter and full stop. Independently reread what they have written.
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