


LITERACY

Early Years Curriculum Plan: Progression of Skills

To see topic lead learning, vocabulary and texts
please refer to our Curriculum Mapping Webs

By the time children finish in the EYFS, we want them...

- ▶ To read their phonics book with fluency and expression and talk about what they have read
 - ▶ To be able to decode unfamiliar words with confidence
 - ▶ To be confident to use phonic knowledge to write a range of words
 - ▶ To be confident to write tricky words matched to our phonics scheme.
 - ▶ To write simple sentences which can be read by themselves and others
 - ▶ Retell a range of familiar stories with confidence, using and applying newly taught vocabulary
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Autumn Term/ Term 1

2 to 3 Years-

Enjoy songs and rhymes, tuning in and paying attention.

Enjoy sharing books with an adult.
Show an interest in enjoying drawing freely.

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
Pay attention and responds to the pictures or words.

Enjoy drawing freely.

Pre School-

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

Develop phonological awareness, so that they can:

- Spot and suggest rhymes
 - Count or clap syllables in a word
- Recognise words with the same initial sound, such as money and mother

Reception-

Read individual letters by saying the sounds for them.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Begin to write recognisable letters

Begin to write some letters in their name

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Spring Term/ Term 2

2 to 3 Years-

Say some of the words in songs and rhymes.

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

Enjoy drawing freely independently

Copy finger movements and other gestures.

Repeat words and phrases from familiar stories.

With adult support notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

With adult support add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Pre School-

Engage in extended conversations about Stories.

Learning new vocabulary.

Develop phonological awareness, so that they can:

- Spot and suggest rhymes
 - Count or clap syllables in a word
- Recognise words with the same initial sound, such as money and mother

Reception-

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

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.

Read words consistent with their phonic knowledge by sound-blending.

Write recognisable letters, most of which are correctly formed.

Write some of all of their name

Begin to write simple phrases

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Summer Term/ Term 3

2 and 3 Years-

Sing songs and say rhymes independently, for example, singing whilst playing.

Ask questions about the book. Makes comments and shares their own ideas.

Show an interest in noticing some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Increase their repertoire when singing songs and saying rhymes independently, for example, singing whilst playing.

Develop play around favourite stories using props.

Independently notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Make marks on their picture to stand for their name

Pre-School-

Write some letters accurately.

Write some or all of their name.

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; write 'm' for mummy.

Reception-

Write short sentences with known letter-sound correspondences using a capital letter and full stop with support.

Re-read what has been written to check that it makes sense.

Explore ways to find out the meaning of unfamiliar vocabulary

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

Early Learning Goal-Literacy

ELG: 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.

ELG: 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.

ELG: 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.

Literacy: Next steps (Year 1 National Curriculum)

Reading – comprehension

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 read to their own experiences
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- 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:

- 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
- 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

Literacy: Next steps (Year 1 National Curriculum)

Reading- Word Reading

- Apply phonic knowledge and skills as the route to decode words

- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading