

## **EYFS Progression of Skills and Knowledge for Literacy**

### **Reading - Word Reading (inc Phonic Knowledge)**

Identify everyday sounds and name them without visual prompts.

Identify and name the sounds made by a range of familiar instruments.

Clap to the beat of a song/piece of music with a strong, steady beat.

Recognise my own name

Recognise rhythm in spoken words and can blend compound words, e.g “snow-man”.

Clap out one to three syllable words and blend two and three syllable words e.g. “ta-ble”, “elephant”.

Identify when two words rhyme.

Know that print carries meaning.

Recognise familiar words from my everyday experiences e.g. logos, family names.

Know which sound my name starts with.

Continue a rhyming string.

Match two objects which start with the same sound.

Identify the initial sound in a word when given a choice.

Hear and say the initial sound in words.

Blend the onset then rime to identify an object e.g. d-og.

Hear the final sound at the end of a CVC word.

Hear the sound in the middle of a CVC word (medial sound).

Orally blend CVC words, e.g. “b-a-t”, “bat”.

Orally blend the sounds in CCVC/CVCC words.

Recognise some\* letters to read some CVC words.

Recognise all letters to read some CVC words.

Recognise all letters to read some CCVC/CVCC/VCVC words.

Recognise some\* split digraphs to read some CVC words.

Recognise all digraphs to read some CVC words.

Attempt to read unfamiliar words using a phonics strategy.

Know that print is read (in English) top to bottom, left to right.

Read a simple sentence.

Sight read all CVC common exception words.

Read some\* common exception words by sight.

Read all 45 common exception words by sight.

Reads simple sentences with increasing fluency.

*\*stipulate which letters/group/words to demonstrate how skills are progressing over time following the introduction of new sounds in relation to your phonics scheme.*

## Reading - Comprehension

Recalls and makes links between what they have read to them and their own first hand experiences.

Join in with repeated refrains in rhymes, poems and stories.

Anticipate key events in rhymes, poems and stories.

Sequence a story/recount using visual prompts.

Talk about key features of favourite stories including character and setting.

Know that stories have a title.

Answer simple questions about a story which has just been read.

Retell familiar stories.

Know that the role of the author is to write the words in the book and the illustrator creates the images.

Apply new language from books to first hand situations.

Know the difference between fiction and non-fiction books.

Recall and applies information from non-fiction books to real life situations.

Make links between familiar stories.

Answer questions about a story including characters or/and events.

Orally retell a simple 5 part story.

Answers why and how questions about a book.

Make a prediction about what happens next.

Follow a story without pictures of prompts.

Read and talk about what they have just read.

Know that books include different elements such as a cover, contents page, blurb, etc.

Share ideas and feelings about a story from their own point of view.

Share ideas and feelings about a story from the point of view of a character.

Writing - Transcription	
Spelling	Handwriting
<p>Hear and say the initial sound in words</p> <p>Orally segment simple words.</p> <p>Link [a number] of sounds to their phoneme*.</p> <p>Write own name using a capital letter.</p> <p>Link all single letter graphemes to their phoneme.</p> <p>Write initial sounds in words*</p> <p>Write end sounds in words*</p> <p>Write CVC words*</p> <p>Write CVCC words*</p> <p>Attempt to spell unfamiliar words using a phonics strategy.</p> <p>Write short captions</p> <p>Write a simple sentence</p> <p>Write simple sentences which can be read by myself and others</p> <p>Use [a number] digraphs (stipulate which) in writing.</p> <p>Write 3 linked sentences</p> <p>Spell at least 35 out of 45 Reception key words correctly</p> <p>Use a range of set 2 sounds</p> <p>Consistently use finger spaces.</p> <p>Begin to use capital letters and full stops.</p> <p>Name the letters of the alphabet matched to their grapheme.</p> <p><i>*stipulate which graphemes will be used to demonstrate how skills are progressing over time following the introduction of new sounds in</i></p>	<p>Hold a pencil between first two fingers and thumb to copy a circle and a cross.</p> <p>Create the following handwriting patterns:</p> <ul style="list-style-type: none"> <li>vertical lines using a top to bottom motion to form letters within the 'long ladder' group.</li> <li>anti clockwise circular motions to form letters within the 'curly caterpillar' group.</li> <li>retrace vertical lines to form letters within the 'one armed robot' group.</li> <li>Zig-zag motions (up and down and left to right).</li> <li>Fluency patterns including zig-zags and spirals.</li> </ul> <p>Form [a number] clearly identifiable letters to communicate meaning.</p> <p>Hold pencil with dynamic tripod grip with good control.</p> <p>Use top to bottom, left to right conventions in writing.</p> <p>Form the letters in my name correctly.</p> <p>Form the vast majority of letters correctly.</p> <p>Control the size of my writing.</p> <p>Write all letters using a correct sequence of movements (inline with school handwriting policy).</p>

relation to your phonics scheme.	
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### **Writing - Composition (articulating ideas and structuring them in speech and writing)**

Mark makes in a variety of forms for different purposes e.g. shopping list, label

Retell familiar stories within imaginative play (small world or role play).

Uses newly introduced vocabulary within their play.

Plan what they will draw, paint and write linked to a particular theme.

Dictate a simple sentence.

Talk about real life events in the correct order.

Break sentences down into the individual words they contain or will use.

Create own storylines which they act out within their play.

Develop and acts narratives as part of a small group.

Talk about the characters, settings and events in a story I am creating.

Add verbs to dictated stories to describe what characters are doing

Begin to use some story language e.g. once upon a time...

Speak using compound sentences ready for transcription, beginning to connectives such as "and, then, so, but, next".

Talk about what happens at the beginning, middle and end of a story.

Make up simple stories when given a visual prompt e.g. a character, object and place.

Dictate and invent own compositions.

Use adjectives within my story to describe objects, characters and settings my stories.

Think about what to write ahead of writing.

Include newly introduced vocabulary when formulating ideas for writing.

Understand the purposes of different genres for writing and uses them appropriately e.g. lists, messages, labels, stories, instructions etc.

Use titles within my writing to name my stories.

Use a range of openers/endings within my storytelling.