

## EYFS Literacy Progression – Reading and Writing

Area / subject	Skills & Knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Literacy</b></p> <p>Comprehension</p> <p>Word reading</p> <p>Writing</p>	<p>Pre School N1 2-3yrs</p>	<p>I will know how to copy finger movements and other gestures.</p> <p>I will know how to enjoy songs and rhymes by tuning in and paying attention.</p> <p>I will know how to pay attention and respond to the pictures or the words.</p> <p>I will know how to enjoy drawing freely.</p> <p>I will know how to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phonic phase 1 activities)</p>	<p>I will know how to share books with an adult.</p> <p>I will know how to draw freely.</p> <p>I will know how to enjoy rhythmic and musical activity with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</p> <p>I will know how to sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I will know how to pay attention and respond to the pictures or the words.</p>	<p>I will know my favourite books and seek them out, to share with an adult.</p> <p>I will know how to repeat words and phrases from familiar stories.</p> <p>I will enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p> <p>I will know how to say some of the words in songs and rhymes</p>	<p>I will know how to add some marks to my drawings, which they give meaning to. For example: "That says mummy."</p> <p>I will know how to develop my play around favourite stories using props.</p> <p>I will know how to ask questions about the book. Make comments and shares my own ideas.</p> <p>I will know how to join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments.</p>	<p>I will know how to develop my play around favourite stories using props.</p> <p>I will know how to join in with conversations about stories and learn new vocabulary</p>	<p>I will know some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>I will know how to sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I will know how to repeat words and phrases from familiar stories.</p> <p>I will know my favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>I will know how to make marks on my</p>

							picture to stand for my name (recognise important prints to me)
	Pre School N2 3-4 yrs	<p>I will know some print, such as the first letter of my name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>I will know how to sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I will know how to repeat words and phrases from familiar stories.</p> <p>I will know my favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>I will know how to make marks on my picture to stand for my name (recognise</p>	<p>I will know how to engage in extended conversations about stories, learning new vocabulary</p> <p>I will know how to enjoy drawing freely.</p> <p>I will know how to add some marks to my drawings, which they give meaning to. For example: "That says mummy."</p> <p>I will know how to make marks on my picture to stand for my name.</p> <p>I will know how to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>I will know 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</p> <p>I will know how to make up my own stories, with characters, a beginning, middle and an end</p>	<p>I will know and understand about the five key concepts about print: - print has meaning - Page sequencing - 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</p> <p>I will know how to develop my phonological awareness, so that I can spot and suggest rhymes</p> <p>I will know how to add some marks to my drawings, which they give meaning to. E.g. 'That says mummy.'</p> <p>I will know how to clap out syllables in a word</p>	<p>I will know how to use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>I will know how to say what the marks, shapes, letters and pictures I make, mean</p> <p>I will know how to 'map' out a familiar story through drawing</p> <p>I will know that stories have beginnings and endings and sometimes guess how the story will end</p> <p>I will know how to have conversations about stories and</p>	<p>I will know how to write some or all of my name</p> <p>I will know how to write some letters accurately</p> <p>I will know how to talk about the places and people in stories and the important things that are happening</p> <p>I will know how to have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word</p> <p>I will know that the different words and print have different purposes</p> <p>I will know how to say lots of words that rhyme with a word like 'cat'</p>

		important prints to me)				learn new vocabulary  I will know how to hear and say the first sound in a word - when you say the word and are able to sign the letter  I will know how to recognise words with the same initial sound orally  I will know how to write some letter sounds accurately	I will know how to orally segment and blend CVC words  I will know how to use some of my letter sound knowledge in my early writing.
	Pre School N2 3-4 yrs	I will know how to notice some print, such as the first letter of my name, a bus or door number, or a familiar logo. (Recognises important prints to me)  I will know how to sing songs and say rhymes independently, for example, singing whilst playing.	I will know how to engage in extended conversations about stories, learning new vocabulary  I will know how to enjoy drawing freely.  I will know how to add some marks to my drawings, which they give meaning to. For example: "That says mummy."  I will know how to make marks on my	I will know how to 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  I will be able to make up my own stories, with	I will now how to understand the five key concepts about print: - print has meaning -Page sequencing - 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  I will know how to develop my	I will know how to use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy  I will know what the marks, shapes, letters and pictures that I make mean  I will know how to 'map' out a familiar	I will know how to write some or all of my name  I will know how to write some letters accurately  I will know how to talk about the places and people in stories and the important things that are happening  I will know how to have an understanding of a

		<p>I will know how to repeat words and phrases from familiar stories.</p> <p>I will know my favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>I will know how to make marks on my picture to stand for my name (recognise important prints to me)</p>	<p>picture to stand for my name.</p> <p>I will know how to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>characters, a beginning, middle and an end</p>	<p>phonological awareness, so that I can spot and suggest rhymes</p> <p>I will know how to add some marks to my drawings, which they give meaning to. E.g. 'That says mummy.'</p> <p>I will know how to clap out syllables in a word</p>	<p>story through drawing</p> <p>I will know that stories have beginnings and endings and sometimes guess how the story will end</p> <p>I will know how to have conversations about stories and learn new vocabulary</p> <p>I will know how to hear and say the first sound in a word when I say the word and I am able to sign the letter</p> <p>I will know how to recognise words with the same initial sound orally</p> <p>I will know how to write some letter sounds accurately</p>	<p>word, to know that when writing and reading it is different letters all placed together that make up a word</p> <p>I will know how to understand that different words and print have different purposes</p> <p>I will know how to say lots of words that rhyme with a word like 'cat'</p> <p>I will know how to orally segment and blend CVC words</p> <p>I will know how to use some of my letter sound knowledge in my early writing.</p>
	<p><b>Reception Knowledge</b></p>	<p>I will know that words can be written. (Au1)</p>	<p>I will know that words can be written. (Au2)</p>	<p>I will know what the taught letters look like. (Sp1)</p>	<p>I will know the sounds that the</p>	<p>I will know what the taught phonemes look like. (Su1)</p>	<p>I will know that sentences can be</p>

		<p>I will know what the taught letters look like. (Au1)</p> <p>I will know how to write the taught letters. (Au1)</p> <p>I will know how to sequence familiar stories. (Au1)</p> <p>I will know that words can be written. (Sp1)</p> <p>I will know that a sentence starts with a capital letter and ends with a full stop. (Su2)</p>	<p>I will know the sounds that the taught letters make. (Au2)</p> <p>I will know what the taught letters look like. (Au2)</p> <p>I will know how to write the taught letters. (Au2)</p> <p>I will know how to recognise taught HFW in text. (Au2)</p> <p>I will know how to sequence familiar stories. (Au2)</p>	<p>I will know how to write the taught letters. (Sp1)</p> <p>I will know how to recognise taught HFW in text. (Sp1)</p> <p>I will know how to spell some familiar words. (Sp1)</p>	<p>taught phonemes make. (Sp2)</p> <p>I will know what the taught phonemes look like. (Sp2)</p> <p>I will know how to write the taught letters. Recognising taught HFW in text. (Sp2)</p> <p>I will know that a sentence starts with a capital letter and ends with a full stop. (Sp2)</p> <p>I will know how to spell some familiar words. (Sp2)</p>	<p>I will know how to write the taught letters. (Su1)</p> <p>Recognising taught HFW in text. (Su1)</p> <p>I will know that a sentence starts with a capital letter and ends with a full stop. (Su1)</p> <p>I will know how to use learnt words and phrases to discuss familiar stories or during role play. (Su1)</p> <p>I will know how to spell some familiar words. (Su1)</p>	<p>extended by using a connective. (Su2)</p> <p>I will know what the taught phonemes look like. (Su2)</p> <p>I will know how to write the taught letters. (Su2)</p> <p>I will know how to recognise taught HFW in text. (Su2)</p> <p>I will know that sentences can be extended by using a connective. (Su2)</p> <p>I will know how to use learnt words and phrases to discuss familiar stories or during role play. (Su2)</p>
<b>ELGs</b>	<b>Comprehension</b> I will know how to demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.	<b>Word Reading.</b>  I will know how to say a sound for each letter in the alphabet and at least 10 digraphs.  I will know how to read words consistent with	<b>Writing.</b>  I will know how to write recognisable letters, most of which are correctly formed.  I will know how to spell words by identifying sounds in them and representing the	<b>Year 1 Objectives</b>  <b>Comprehension.</b> Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently; • being encouraged to link what they read or hear 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; •			

	<p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play .</p>	<p>my phonic knowledge by sound-blending.</p> <p>I will know how to read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>	<p>sounds with a letter or letters.</p> <p>I will know how to write simple phrases and sentences that can be read by others.</p>	<p>learning to appreciate rhymes and poems, and to recite some by heart; • discussing word meanings, linking new meanings to those already known.</p> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b> • 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; • participating in discussions about what is read to them, taking turns and listening to what others say; • explaining clearly their understanding of what is read to them.</p> <p><b>Reading</b> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letter or group of letters) for Initial Code phonemes, including (where applicable) sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing Initial Code phonemes that have been taught. • Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words. • 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 books aloud, accurately, 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 fluency and confidence in word reading.</p> <p><b>Writing / Composition:</b> • saying out loud what they are going to write about; • composing a sentence orally before writing it; • sequencing sentences to form short narratives; • re-reading what they have written to check that it makes sense. leaving spaces between words; • joining words and joining clauses using and; • beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; • using capital letter for names of people, places, the days of the week, and the personal pronoun I.</p> <p><b>Words</b> • Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun. • Suffixes that can be added to verbs where no change is needed in the spelling of the root words. • Recognise how the prefix un- changes the meaning of verbs and adjectives. Sentences • How words can combine to make sentences. • Joining words and joining clauses using ‘and’. Text • Sequencing sentences to form short narratives. Punctuation • Separation of words with spaces. • Introduction to</p>
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				capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I
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## Communication and Language Progression - Listening and Attention, Understanding and Speaking

Area / subject	Skills & Knowledge	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication &amp; Language</b>  Listening and understanding  Speaking	Pre School  N1 2 -3yrs	I will know to enjoy singing, music and toys that make sounds.  I will know how to listen and respond to a simple instruction e.g. 'listen to Nanny' or 'stop'.  I will know how to copy gestures and words.  I will know how to understand single words in context – 'cup', 'milk', 'daddy'.  I will know how to constantly babble and use single	I will know how to talk about people and things that are not present.  I will know how to begin to put 2/3 words together  I will know how to start to say how I am feeling, using words as well as actions (Begin to express myself)  I will know how to use intonation, pitch and changing volume when	I will know how to focus on an activity of my own choice and find it difficult to be directed by an adult  I will know how to develop conversation, often jumping from topic to topic.  I will know how to develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.	I will know how to talk about familiar books.  I will know how to listen to other people's talk with interest but can easily be distracted by other things.  I will know how to use the speech sounds p,b,m,w  I will know how to make myself understood and become frustrated	I will know how to talk about familiar books.  I will know how to listen to familiar stories with increasing attention and recall.  I will know how to understand the use of objects. – what do I use to cut  I will know how to learn new words rapidly and use them in	I will know how to understand and act on longer sentences like make teddy jump or find your coat.  I will know how to understand and use simple questions about 'who', 'what' and 'where' (but generally not 'why').  I will know how to listen to simple stories and understand what is happening, with the help of the



		<p>words during play.</p> <p>I will know how to recognise and be calmed by a familiar or friendly voice.</p> <p>I will know how to use gestures like pointing and waving to communicate.</p>	<p>'talking'.</p> <p>I will know how to recognise and point to objects if I am asked about them.</p> <p>I will know how to make sounds to get attention in different ways.</p> <p>I will know how to understand frequently used words e.g 'all gone', 'no' and 'bye bye'</p> <p>I will know how to reach or point to something that I want while making sounds.</p>	<p>I will know how to confidently put 2/3 words together.</p> <p>I will know how to frequently ask questions.</p> <p>I will know how to identify action words by following simple instructions e.g. show me jumping</p> <p>I will know how to understand more complex sentences, e.g. put your toys and sit on the carpet</p>	<p>when I cannot.</p>	<p>communicating.</p> <p>Pronounce l/r/w/y f/th, s/sh/ch/dz/j</p>	<p>pictures.</p> <p>I will know how to identify familiar objects and properties e.g. 'shiny car, Blue coat'.</p> <p>I will know how to pronounce multisyllabic words such as 'banana' and 'computer'.</p>
	Pre School 3-4 yrs	I will know how to understand and uses simple questions about	I will know how to enjoy listening to longer stories and can remember	I will know how to understand a question or instruction that has	I will know many rhymes, be able to talk about familiar books, and be able	I will know how to start a conversation with adults and friends	I will know how to join in at group time by putting up my hand and

		<p>'who', 'what' and 'where'</p> <p>I will know how to listen to stories and understand what is happening, with the help of the pictures.</p> <p>I will know how to develop communication but may have trouble with plurals and tenses like 'runned for ran' and 'swimmmed for swam'.</p>	<p>much of what happens.</p> <p>I will know how I find it difficult to pay attention to more than one thing at a time.</p> <p>I will know how to use a wider range of vocabulary.</p>	<p>two parts, such as "Get your coat and wait at the door".</p> <p>I will know and understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>I will know how to sing a large repertoire of songs.</p>	<p>to tell a long story.</p> <p>I will know lots of new words and use them in play</p> <p>I will know how to focus on a chosen activity for a sustained period of time</p> <p>I will know how to develop pronunciation but may have trouble saying some sounds 'r,j,th, ch and sh.</p>	<p>and continue it for many turns.</p> <p>I will know how to enjoy listening to longer stories and can remember what happens in them.</p> <p>I will know and understand a question with two parts like "Can you get your coat and wait by the door please?"</p> <p>I will know how to use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver"</p>	<p>waiting my turn to talk</p> <p>I will know how to talk about thoughts even when they disagree and can discuss this using words and actions</p> <p>I will know how to use longer sentences of four to six words when talking</p> <p>I will know and understand when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?"</p>
	Reception	I will know how to talk about myself	I will know how to compare different	I will know how to describe features	I will know how to describe familiar	I will know how to label and sort living	I will know how to order a range of

	<b>Skills</b>	<p>and others. (Au1)</p> <p>I will know how to sing songs. (Au1)</p> <p>I will know how to speak about a range of texts. (Au1)</p>	<p>festivals. (Au2)</p> <p>I will know how to make comments about my observations. (Au2)</p>	<p>of traditional stories. (Sp1)</p> <p>I will know how to talk about the role of healthy food and exercise in staying healthy. (Sp1)</p>	<p>texts with detail and using full sentences. (Sp2)</p> <p>I will know how to ask questions about familiar aspects of my environment and my learning. (Sp2)</p>	<p>things. (Su1)</p> <p>I will know how to begin to research using a search engine. (Su1)</p> <p>I will know how to describe habitats. (Su1)</p>	<p>life cycles. (Su2)</p> <p>I will know how to give facts about a specified subject. (Su2)</p>
	<b>Reception Knowledge</b>	<p>I will know about others. (Au1)</p> <p>I will know familiar songs. (Au1)</p> <p>I will know how to describe different stories and non-fiction texts. (Au1)</p>	<p>I will know about different festivals. (Au2)</p> <p>I will know how to talk about how different people help us. (Au2)</p> <p>I will know how to talk about why things happen using new vocabulary learnt. (Au2)</p>	<p>I will know different traditional stories. (Sp1)</p> <p>I will know a range of healthy food and exercise. (Sp1)</p> <p>I will know how to express my ideas and feelings about my experiences. (Sp1)</p>	<p>I will know different features of texts. (Sp2)</p> <p>I will know how to talk confidently about why things happen using new vocabulary learnt. (Sp2)</p> <p>I will know how to engage in meaningful conversations with others. (Sp2)</p>	<p>I will know how to name and sort a range of living things. (Su1)</p> <p>I will know how to talk about different habitats. (Su1)</p> <p>I will know how to engage in meaningful conversations with others. (Su1)</p>	<p>I will know the different life cycles. (Su2)</p> <p>I will know a range of facts. (Su2)</p> <p>I will know how to engage in meaningful conversations with others. (Su2)</p>

<p>Communication &amp; Language</p>	<p>ELGs</p>	<p><b>Listening and Understanding.</b></p> <p>I will know how to listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction.</p> <p>I will know how to make comments about what I have heard and ask questions to clarify my understanding.</p> <p>I will know how to hold conversation when engaged in back-and-forth exchanges with my teacher and peers.</p>	<p><b>Speaking.</b></p> <p>I will know how to participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.</p> <p>I will know how to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>I will know how to express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p>		<p><b>Year 1 Objectives</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers.</li> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command of standard English.</li> <li>• Participate in discussion, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interest of the listener(s).</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>
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