

EYFS literacy progression: Nursery

Term	Communication & Language	Writing Outcomes	Reading Outcomes
Autumn 1	<p>Use vocabulary focused on objects and people of particular importance to them</p> <p>Begin to use talk to:</p> <ul style="list-style-type: none"> - Anticipate what might happen next - Recall and relive past experiences <p>Begin to use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</p> <p>Begin to use a range of tenses – play, playing, played</p> <p>Begin to question why things happen and give explanations. Asks e.g. who, what, when, how</p>	<p>Begin to show an awareness that print carries meaning</p> <p>Begin to understand directionality of print</p> <ul style="list-style-type: none"> - Know which way up to hold a book or piece of writing goes - Know the left page is before the right page - Where to start writing (top to bottom) - Which way to continue writing (left to right) <p>Begin to draw lines and circles using gross motor movements.</p> <p>Begin to use one-handed tools and equipment e.g. makes snips in paper with child scissors, developing</p> <ul style="list-style-type: none"> - Fine motor strength - Strength of hand arches - In-hand manipulation 	<p>Distinguish and identify a variety of familiar environmental sounds</p> <p>Join in with rhythmic activities and begin to move rhythmically</p> <p>Fill in missing rhyming words from familiar rhymes/stories</p> <p>Begin to join in with words and actions to familiar songs</p> <p>Begin to recognise initial letter of own name in a variety of contexts</p> <p>Begin to recognise own name</p>
Autumn 2	<p>Begin to use some more complex sentences, including 'and' and 'because'</p> <p>Begin to use talk to:</p> <ul style="list-style-type: none"> - Connect ideas - Explain what is happening - Anticipate what might happen next - Recall and relive past experiences <p>Build up vocabulary - focusing on tier one words and tier two words linked to home, community, school and focus themes/texts</p>	<p>Begin to hold pencil between thumb and two fingers, no longer using whole-hand grasp, beginning to develop</p> <ul style="list-style-type: none"> - Thumb opposition - Pencil grip <p>Begin to distinguish the difference between pictures and print</p> <p>Begins to make marks for labels</p> <p>Gives all marks meaning</p> <p>Beginning to make marks independently in a range of places, with a range of media</p>	<p>Match the sound heard to an instrument</p> <p>Begin to recognise rhyming words</p> <p>Begin to recognise alliterative words and reproduce initial sounds (Phase 1 - Alliteration)</p> <p>Distinguish between different vocal sounds</p> <p>Begin to recognise some familiar logos</p> <p>Begin to make predictions about how stories will end</p>
Spring 1	<p>Use vocabulary confidently focused on objects and people of particular importance to them</p> <p>Build up vocabulary –focusing on tier one words and tier two words linked to home, community, school and focus themes/texts</p> <p>Use talk confidently to:</p> <ul style="list-style-type: none"> - Explain what is happening - Anticipate what might happen next - Recall and relive past experiences <p>Use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</p> <p>Use a range of tenses – play, playing, played</p> <p>Question why things happen and give explanations. Asks e.g. who, what, when, how</p> <p>Begin to use intonation, rhythm and phrasing to make the meaning clear to others</p>	<p>Children know that print carries meaning</p> <p>Distinguish the difference between pictures and print</p> <p>Understand directionality of print</p> <ul style="list-style-type: none"> - Where to start writing (top to bottom) - Which way to continue writing (left to right) <p>Ascribe meaning to marks they see in different places</p> <p>Give meaning to marks they make as they write</p> <ul style="list-style-type: none"> - Directional scribble <p>Show a difference between their drawings and writing.</p> <p>Draw/write symbols consisting of straight, curved or intersecting lines that simulate writing.</p> <p>Begin to break the flow of speech into words</p> <p>Dictate to an adult what they want to write</p> <p>Hold pencil near point between first two fingers and thumb and uses it with good control.</p>	<p>Know the left page is before the right page</p> <p>Begin to understand concept of a word and a letter</p> <p>Describe the environmental sounds they hear: using actions, words, phrases and voice sound to replicate</p> <p>Remember and repeat simple rhythms, with instruments and body percussion</p> <p>Begin to make up own rhythm</p> <p>Join in confidently with words and actions to familiar songs</p> <p>Recognise and begin to write own name e.g. using initial letter and one or two other letters from their name</p> <p>Know where to go next in reading (return sweep)</p>

<p>Spring 2</p>	<p>Use more complex sentences, including 'and' and 'because' Use talk confidently to connect ideas Use and understand vocabulary associated with writing such as: - Word - Letter - Sound Uses intonation, rhyming & phrasing confidently to make the meaning clear to others.</p>	<p>Begin to use some clearly identifiable letters in their writing e.g. from own name Enjoy writing for a purpose (including in role play) e.g. - Lists - Cards / tickets Begin to orally rehearse – think it, say it, write it, read it Begin to develop memory, holding a word, caption, short sentence to write Begin to write symbolic letters and or letter strings Copy some letters, e.g. letters from their name, developing thumb opposition & pencil grip</p>	<p>Recognise and begin to generate their own rhyming words Hear and say the initial sound in words (Phase 1 - Alliteration) Use and talk about different voice sounds in the context of a story Begin to orally segment simple VC and CVC words (Phase 1 – Oral Blending and Segmenting) Begin to link some sounds to letters (GPC*) in a familiar context e.g. own/family/friend name; Makes predictions how stories will end</p>
<p>Summer 1</p>	<p>Children use talk confidently to: - Connect ideas - Explain what is happening - Anticipate what might happen next - Recall and relive past experiences Use talk confidently in pretending that objects stand for something else in play, e.g., 'This box is my castle.' Use more complex sentences, including 'and' and 'because' Confidently & correctly uses a range of tenses – play, playing, played Question why things happen and give explanations. Asks e.g. who, what, when, how Use intonation, rhythm and phrasing</p>	<p>Understand directionality of print - Know the left page is before the right page - Where to start writing (top to bottom) - Which way to continue writing (left to right) - Concept of a word and a letter - Correct orientation of letters and words - Where to go next (return sweep) Begin to be aware of spaces between words Ascribe meaning to print they see in different places Develop oral rehearsal – think it, say it, write it, read it Develop memory, holding a word, caption, short sentence to write Children write letters but may not be correct grapheme needed.</p>	<p>Remember and repeat a sequence of sounds (instrumental/ body percussion /voice) Make up own rhythm Can independently recognise characters and settings within stories Recognise and generate their own rhyming words Hear and say the initial sound in words Recognise and begin to write own name independently</p>
<p>Summer 2</p>	<p>Begin to use new vocabulary in sentences in a range of contexts Begin to link statements and stick to a main theme or intention Begin to use language to imagine and recreate roles and experiences in play situations, linked to - Real life experiences - Texts, Teaching Sequence of Writing Begin to extend vocabulary by: - grouping and naming - exploring the meaning of new words - exploring the sounds of new words</p>	<p>Begin to represent some individual words through GPC of initial sound Use some clearly identifiable letters to communicate meaning, representing some sounds correctly Begin to leave spaces between marks representing words Begin to write own name and ... and enjoy writing for a purpose e.g. in role play & other things such as labels, captions - Lists - Cards / tickets</p>	<p>Continue a rhyming string using familiar rimes – e.g. at, in, an, ad, ock Link some sounds to letters (GPC*) naming and sounding letters of the alphabet in a familiar context e.g. through names, texts, topics/ themes Orally segment VC and CVC words Recognise initial sound in reading words Read own name (begin to read surname) Identifies events within stories Makes predictions about texts from picture/hook</p>

EYFS literacy progression: Reception

Term	Communication & Language	Writing Outcomes	Reading Outcomes
Autumn 1	<p>Speaking in simple full sentences.</p> <p>Improve vocabulary -introducing rhyme; building a range of nouns/adjectives/verbs; activities linked to topic</p> <p>Use more complex sentences, including 'and' and 'because'</p> <p>Use a range of tenses – play, playing, played</p> <p>Question why things happen and give explanations. Asks e.g. who, what, when, how. Answers what and where questions and begin to answer how and why questions</p> <p>Use language to imagine and recreate roles and experiences in play situations, linked to real life experiences</p> <p>Use intonation, rhythm when speaking e.g. rhyming, singing & talking</p> <p>Link statements and stick to a main theme or intention</p>	<p>Writing at least initial sounds/CVC words (Stage 1+.) Beginning to use other sounds in sequence</p> <p>Writing name</p> <p>Continue a rhyming string using familiar rimes – at, og, en.</p> <p>Hear and say the initial sound in words</p> <p>Orally segment CVC words</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Spell VC words</p> <p>Begin to segment the sounds in simple words (CVC) and blend them together</p> <p>Write initial sound with correct grapheme</p> <p>Give meaning to marks they make as they write</p> <ul style="list-style-type: none"> - Directional scribble - Symbolic letters - Letter strings <p>Develop oral rehearsal – think it, say it, write it, read it</p> <p>Begin to leave spaces between marks representing words</p> <p>Use some identifiable letters to communicate meaning, representing some sounds in sequence</p> <p>Understand directionality of print in writing</p> <ul style="list-style-type: none"> - Where to start writing (top to bottom) - Which way to continue writing (left to right) - Concept of a word and a letter - Correct orientation of letters and words 	<p>Key Texts/Power of Reading:</p> <p>Exploring reading area independently and being interested in range of books</p> <p>Recognising initial sounds and beginning to segment/blend CVC words</p> <p>Recognising sounds from name in texts</p> <p>Beginning to identify rhyming words/continue a rhyming string</p> <p>Can make predictions about a text.</p> <p>Decodable words taught within daily phonics teaching</p> <p>Developing knowledge of Stage 2 Phonics</p> <p>Begins to be aware of the way stories are structured</p> <p>Use language patterns (syntax)</p> <p>Can talk about stories using pictures to support</p>

<p>Autumn 2</p>	<p>Improving vocabulary – as above plus exciting vocabulary Asking how and why questions Speaking in full sentences with interesting vocabulary. Use language to imagine and recreate roles and experiences in play situations, linked to - Texts, Teaching Sequence of Writing Use new vocabulary in sentences in a range of contexts Children are taught to extend vocabulary by - Grouping and naming - Exploring the meaning of new words - Exploring the sounds of new words - Focus on tier one words and tier two words linked to home, community, school and focus themes/texts</p>	<p>Writing CVC words and labels. Writing lists e.g. Christmas lists, Develop memory, holding a word, caption, short sentence to write Beginning to write captions e.g. I can jump, I want a.. and simple sentences e.g. A cat on a mat. Begin to spell some tricky words – the,to, l, no, go Secure GPC* Phase 2, sets in writing 1. s, a, t, p 2. i, n, m, d 3. g, o, c, k 4. ck, e, u, r 5. h, b, f, ff, l, ll, ss Begin to leave spaces between words Begin to segment the sounds in simple words (CVC) and blend them together Write all three sounds using correct graphemes Spell some high frequency words – a, at, am, is, it, in, on, of, up, and, big, can, cat, dad, dog, get, mum, yes, had, back, him, not, got, but, put</p>	<p>Able to recognise stage 1+ sounds within texts Recognising first set of key words within texts Beginning to access stage 2 sounds Know some letter names Can identify characters, settings and events after listening to a story With support/guidance, can comment on texts, e.g. on personality of main characters Can choose a book and explain choice Begins to make simple inferences with support</p>
<p>Spring 1</p>	<p>Beginning to extend sentences (simple conjunctions). Understanding tense and recall events that have happening in the past. Continue to extend vocabulary by - Grouping and naming - Exploring the meaning of new words - Exploring the sounds of new words - Focus on tier two words linked to home, community, school and focus themes/texts Children are taught to use talk to organise, sequence and clarify thinking, ideas, feelings and events, including - Answering questions - Asking questions</p>	<p>Writing with attempts at common exception words simple sentences e.g. sentences with adjectives, factual sentences. The child can read back own work, but adults may need to annotate. Begin to develop GPC*, Phase 3, sets 1. j, v, w, x 2. y, z, zz, qu Consonant digraphs – ch, sh, th, ng Orally segment CVC words with consonant digraphs and some long vowel phonemes Can segment the sounds in simple words (CVC) and blend them together, including some words with consonant digraphs and long vowel phonemes Spell P2 tricky words – the, to, l, no, go Begin to discriminate between capital and lowercase letters Begin to match capital letters to lowercase Letters Break the flow of speech into words to compose a sentence Develop oral rehearsal – think it, say it, write it, read it Write for a range of purposes, for example message; non-fiction captions</p>	<p>Beginning to read simple captions Recognising stage 2 sounds in texts. Beginning to recognise second set of key words Able to express opinions about texts. Beginning to make simple inferences Can recall information from a text Knows that information can be retrieved from books and other texts Predict the story line and some vocabulary Repeat words, phrases or sentences to check, confirm or modify own reading Note familiar words and letter clusters and use to get to unknown words e.g. look – took Identifies new words and begins to talk about their meaning (Use of context) Begins to make inferences independently</p>

<p>Spring 2</p>	<p>Able to:</p> <ul style="list-style-type: none"> -Speak with a range of extended sentences - talk on a given subject - give instructions and explain how something works - speak using because accurately. - re-enact stories showing understanding of description of setting, character <p>Continue a rhyming string using new rimes – ng, ow, ar</p> <p>Begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>Develop memory, hold a short sentence in meaningful context Begin to develop sentence construction, including simple punctuation</p> <p>Attempt to write a short sentence. Mostly good attempts at letter formation.</p> <p>Continue to link sounds to letters, naming and sounding the letters of the alphabet, including some digraphs and trigraphs Adults can decipher most attempts at writing. Finger spaces should be being used.</p> <p>Representation of one long vowel phoneme – ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er, ure Begin to spell some P3 tricky words – he, she, we, me, be, was, my, you, her, they, all, are</p> <p>Begin to spell simple regular words with digraphs using correct graphemes Spell high frequency words – see, look, this, went NB: decodable words</p> <p>Begin to use a capital at the beginning of a sentence. Begin to use a full stop at the end of a sentence</p> <p>Begin to develop word modification, selecting language for audience & purpose of writing Write for a range of purposes</p>	<p>Beginning to read sentences with support. Reading second set of key words. Beginning to access third set of key words Can find information within a text Retells narratives in the correct sequence, drawing on language patterns of stories Children becoming aware of use of full stop in text Use language patterns (syntax) Can cope with two or three lines of a text on a page. Search for information in print to predict, confirm or attempt new words</p>
<p>Summer 1</p>	<p>Beginning to take account of what other people are saying and responding appropriately. Able to hold lengthier conversations with others. re-enact texts showing understanding of setting, character, plot Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Continue to extend vocabulary</p> <ul style="list-style-type: none"> - Grouping and naming - Exploring the meaning of new words - Exploring the sounds of new words <p>Develop their own narratives and explanations by connecting ideas</p>	<p>Letter formation mainly correct. Write both fiction and non-fiction. Some beginning to use features of narratives.</p> <p>Secure sounds to letters, naming and sounding the letters of the alphabet. Discriminate between capital and lowercase letters More confidence in using capital letters and full stops Secure use of P3 digraphs & trigraphs Consonant digraphs – ch, sh, th, ng Representation of one long vowel phoneme – ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er, ure</p> <p>Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants Use phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Spell regular words with taught digraphs and trigraphs using correct GPC Write some irregular common words. Spell words correctly or phonetically plausible.</p>	<p>Focus on reading sentences independently, utilising stage 3 Phonics Beginning to be aware of some alternative digraphs Checks reading to make sure it makes sense and self- corrects where needed Take more note of punctuation to support use of grammar and oral language rhythms Knows that information can be retrieved from books and other texts Is aware of some main ideas and events from own reading of simple texts Recognises that additional information may be contained in illustrations, diagrams etc Cross-check all sources of information more quickly while reading Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Applies phonic knowledge and skills to decode words. Makes inferences based upon reading</p>

		<p>Write short sentences in meaningful contexts a sequence of two or more sentences</p> <p>Develop word modification, select language to fit audience and purpose of the writing</p> <p>Write for a range of purposes, for example,</p> <ul style="list-style-type: none"> - Set of instructions - Recipe card - Posters <p>Write simple sentences which can be read by themselves and others.</p>	<p>Independently talks about the meaning of new words.</p>
<p>Summer 2</p>	<p>Children express themselves including being able to:</p> <ul style="list-style-type: none"> - talk at length on a given topic - relate a conversation to previous events or knowledge - ask and answer a range of questions. Shows an awareness of the speaker and listeners needs <p>More focus on comprehension of texts and understanding.</p>	<p>Letter formation mainly correct.</p> <p>Write both fiction and non-fiction.</p> <p>More children using features of narratives.</p> <p>Match capital letters to lowercase letters</p> <p>Capital letters & full stops used independently</p> <p>Begin to spell some words with adjacent consonants</p> <p>Spell high frequency words – for, like, day, play, come, going, away, said</p> <p>Develop sentence construction, including simple punctuation</p> <p>Develop text cohesion, connecting ideas & events</p> <p>Write for a range of purposes, for example story</p>	<p>Comments spontaneously on perceived links with own experiences.</p> <p>Predict in more detail</p> <p>Use language patterns (syntax)</p> <p>Notice relationships between one text and another life experience or other experiences, e.g. films, books</p> <p>Shows an understanding of the elements of stories such as character, setting, events</p> <p>With support, recognises empathy with main points in books in relation to own life experience</p> <p>Comments on interesting or enjoyable aspects of books</p> <p>Recognises familiar words in text</p> <p>Responds speedily with the correct sound to graphemes while reading</p>