



EYFS Literacy: Progression of Skills and Knowledge

| Nursery Rising Three | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|----------|----------|---|---|---|---|
| Writing: | | | <p>Notice some print, such as the first letter of their name.</p> <p>Identify their own names for self-registration/ cloakroom peg.</p> | <p>Enjoy drawing freely.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> | <p>Add some marks to their drawings, which they give meaning to.</p> | <p>Makes marks on their picture to represent their name.</p> |
| Reading: | | | <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy sharing books with an adult.</p> | <p>Pay attention and respond to the pictures or the words.</p> <p>Have favorite books and seek them out, to share with an adult, with another child, or to look at alone.</p> | <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book.</p> | <p>Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p>Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> |

| Nursery 3-4 years | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Writing: | <p>Draws freely.</p> <p>Use large muscle movements to wave flags, streamers, paint and make marks.</p> <p>Check Point: Draws freely.</p> | <p>Begins to understand that print and marks have meaning.</p> <p>Check Point: Begins to understand that print and mark making has meaning.</p> | <p>Use some of their print and letter knowledge in their early writing.</p> | <p>Use some of their print and letter knowledge in their early writing.</p> <p>Check Point: Use some of their print and letter knowledge in their early writing.</p> | <p>Write some letters accurately.</p> <p>Check Point: Write some letters accurately.</p> | <p>Write some or all of their name.</p> <p>Shows a preference for a dominant hand.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> |


End of Nursery:

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.





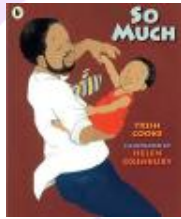

Write some or all of their name.

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| <p>Little Wandle Foundation for Phonics:</p> <p><i>Tuning into Sounds</i></p> <p><i>Rhyme Time</i></p> | <p style="text-align: center;"><i>See Foundations for Phonics: Progression Planning and Overview</i></p> <p style="text-align: center;">In these sessions, our nursery children will develop their phonological awareness, so they can:</p> <ul style="list-style-type: none"> -spot and suggest rhyme -count or clap syllables in a word -recognise words with the same initial sound | | | | | |
| Reading: | <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can spot and suggest rhymes.</p> | <p>Understand the five concepts about print:</p> <ul style="list-style-type: none"> -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 | <p>Develop their phonological awareness, so that they can count or clap syllables in a word.</p> <p>Focus sound: d, g, o, c, k, e</p> | <p>Develop their phonological awareness, so that they can count or clap syllables in a word.</p> <p>Develop their phonological awareness, so that they can recognise words with the same initial sound.</p> | <p>Develop preferences for favorite books and begin to share what they like.</p> <p>Develop their phonological awareness, so that they can recognise words with the same initial sound.</p> | <p>Engage in oral blending showing an awareness of focus sounds.</p> <p>Develop preferences for favorite books and begin to share what they like.</p> <p>Focus sound:</p> |

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| | <p>Check Point: Enjoy songs and rhymes.</p> <p>Enjoy sharing a book with adults.</p> <p>Join in with some words in songs and rhymes.</p> | <p>different parts of a book -Page sequencing</p> <p>Develop their phonological awareness, so that they can spot and suggest rhymes.</p> <p>Focus sound: s, a, t, p, i, n, m</p> <p>Check Point: Develop their phonological awareness, so they can spot and suggest rhyme.</p> |  | <p>Focus sound: u, r, h, b, f, l</p> <p>Check Point: Develop their phonological awareness, so they can count or clap syllables in a word.</p> | <p>Focus sound: j, v, w, y, z, qu, ch</p> <p>Check Point: Recognise words with the same initial sound.</p> | <p>ck, x, sh, th, ng, nk</p> <p>End Point: Engage in extended conversations about stories, learning new vocabulary.</p> |
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SEATON ACADEMY

| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p><i>Literacy Tree</i> Focus Story:</p> |  <p>Write own 'wild things' narrative</p> <p>Labels, captions, oral re-telling</p> |  <p>The Snowman Whole School Writing Root</p> |  <p>Own version of 'overcoming' tales</p> <p>Thought bubbles, labels, oral re-telling, writing in role, thank you letters</p> |  <p>Advice leaflets</p> <p>Labels and captions, advice, retellings, writing in role, narrative, letter</p> |  <p>Own 'So Much' narrative poem</p> <p>Past tense sentences, writing in role, performance poetry</p> |  <p>Simple explanation</p> <p>Signage, letters of advice, lists, labelled diagrams</p> |
| <p><i>Drawing Club</i> Adventures from Story:</p> | We're Going on a Bear Hunt | Room on the Broom | The Colour Monster | Farmer Duck | The Tiger Who Came to Tea | The Night Pirates |
| <p><i>Drawing Club</i> Adventures from Tales:</p> | The Three Little Pigs | The Gingerbread Man | Jack and the Beanstalk | The Magic Porridge Pot | Goldilocks and the Three Bears | Three Billy Goats Gruff |
| <p><i>Drawing Club</i> Adventures from Cartoons:</p> | Mr Benn | Willo the Wisp | Roadrunner | Trap Door | The Magic Roundabout | Banana Man |
| <p>Writing:</p> | <p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing.</p> | <p>Write some letters accurately.</p> <p>Spell CVC words by identifying the phonemes and then writing them using the</p> | <p>Spell words by identifying the phonemes and then writing them using the corresponding grapheme.</p> | <p>Write short phrases and sentences with words with known grapheme-phoneme correspondence using a capital letter and full stop.</p> | <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the phoneme and then writing the phoneme with the</p> | <p>Write recognisable letters, most of which are correctly formed.</p> <p>Write simple phrases and sentences that can be read by others.</p> |

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| | <p>Write some letters accurately.</p> <p>Check Point: Write some or all of their name.</p> | <p>corresponding grapheme.</p> <p>Check Point: Write some letters accurately in line with Little Wandle Letters and Sounds teaching progression</p> | <p>Check Point: Spell words by identifying the phonemes and then writing them using the corresponding grapheme</p> | <p>Re-read what they have written to check it makes sense.</p> <p>Check Point: Write short phrases and sentences with words with known grapheme phoneme correspondence using a capital letter and full stop.</p> <p>Re-read what they have written to check it makes sense.</p> | <p>grapheme.</p> <p>Check Point: Write short phrases and sentences with words with known grapheme phoneme correspondence using a capital letter and full stop.</p> <p>Re-read what they have written to check it makes sense.</p> | |
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End Point:
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.

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| Phonics: <i>Little Wandle Progression</i> | Phase 2 graphemes | Phase 2 graphemes | Phase 3 graphemes | Phase 3 graphemes | Phase 4 | Phase 4 |
| Reading: | Read individual graphemes by saying the phonemes for them. | <p>Blend GPC's into words, so that they can read short words made up of known grapheme-phoneme correspondences.</p> <p>Check Point: Read individual letters by saying the sounds for them.</p> | <p>Read some diagraphs that each represent one sound and say the sounds for them.</p> <p>Read a few common exception words matched to Little Wandle progression.</p> | <p>Read simple phrases and sentences made up of words with known GPC's, and where necessary, a few common exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and</p> | <p>Blend GPC's into words, so that they can read short words made up of known grapheme-phoneme correspondences.</p> <p>Read some diagraphs that each represent one sound and say the sounds for them.</p> <p>Read simple phrases and</p> | <p>Blend GPC's into words, so that they can read short words made up of known grapheme-phoneme correspondences.</p> <p>Read some diagraphs that each represent one sound and say the sounds for them.</p> <p>Read simple phrases and</p> |

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| | | | | <p>enjoyment for reading.</p> <p>Check Point: Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment for reading.</p> | <p>sentences made up of words with known GPC's, and where necessary, a few common exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment for reading.</p> | <p>sentences made up of words with known GPC's, and where necessary, a few common exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment for reading.</p> |
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End point:
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:
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 discussion about stories, non-fiction, rhymes and poems and during roleplay.



SEATON
ACADEMY