

EYFS Literacy: Progression of Skills and Knowledge

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

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.

Little Wandle	
Foundation for	See Foundations for Phonics: Progression Planning and Overview
Phonics:	
	In these sessions, our nursery children will develop their phonological awareness, so they can:
Tuning into Sounds	-spot and suggest rhyme
	-count or clap syllables in a word
Rhyme Time	-recognise words with the same initial sound

	Engage in extended	Understand the five	Develop their	Develop their	Develop preferences for	Engage in oral blending
Reading:	conversations about	concepts about print:	phonological awareness,	phonological awareness,	favorite books and begin	showing an awareness of
	stories, learning new		so that they can count or	so that they can count or	to share what they like.	focus sounds.
	vocabulary.	-Print has meaning	clap syllables in a word.	clap syllables in a word.		
		-Print can have different			Develop their	Develop preferences for
	Develop their	purposes	Focus sound:	Develop their	phonological awareness,	favorite books and begin
	phonological awareness,	-We read English text	d, g, o, c, k, e	phonological awareness,	so that they can	to share what they like.
	so that they can spot and	from left to right	Α.	so that they can	recognise words with the	
	suggest rhymes.	and from top to bottom		recognise words with the	same initial sound.	
		-The names of the		same initial sound.		Focus sound:
	Check Point:	different parts of a book			Focus sound:	ck, x, sh, th, ng, nk
	Enjoy songs and rhymes.	-Page sequencing		Focus sound:	j, v, w, y, z, qu, ch	
				u, r, h, b, f, l		End Point:
	Enjoy sharing a book with	Develop their			Check Point:	Engage in extended
	adults.	phonological awareness,		Check Point:	Recognise words with the	conversations about
	A.	so that they can spot and		Develop their	same initial sound.	stories, learning new
	Join in with some words	suggest rhymes.		phonological awareness,		vocabulary.
	in songs and rhymes.			so they can count or clap		
		Focus sound:		syllables in a word.		
		s, a, t, p, i, n, m				
		Check Point:				
		Develop their				
		phonological awareness,				
		so they can spot and				
		suggest rhyme.				

ACADEMY ACADEMY

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Tree Focus Story:	WHERE THE WILD THINGS ARE EXAM AND PACTABLE BY MALRICE SCHEME	Snowman	Magic Paintbrush Saintbrush Mil Famil	The second secon	Much Hann Trank Tr	Izzy Gizmo
	Write own 'wild things' narrative	The Snowman Whole School Writing Root	Own version of 'overcoming' tales	Advice leaflets	Own 'So Much' narrative poem	Simple explanation
	Labels, captions, oral retelling	ineet	Thought bubbles, labels, oral re-telling, writing in role, thank you letters	Labels and captions, advice, retellings, writing in role, narrative, letter	Past tense sentences, writing in role, performance poetry	Signage, letters of advice, lists, labelled diagrams
Drawing Club Adventures from Story:	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
Drawing Club Adventures from Tales:	The Three Little Pigs	The Gingerbread Man	Jack and the Beanstalk	The Magic Porridge Pot	Goldilocks and the Three Bears	Three Billy Goats Gruff
Drawing Club Adventures from Cartoons:	Mr Benn	Willo the Wisp	Roadrunner	Trap Door	The Magic Roundabout	Banana Man
Writing:	Write some or all of their name. Use some of their print and letter knowledge in their early writing. Write some letters accurately.	Write some letters accurately. Spell CVC words by identifying the phonemes and then writing them using the corresponding grapheme.	Spell words by identifying the phonemes and then writing them using the corresponding grapheme. Check Point: Spell words by identifying the	Write short phrases and sentences with words with known grapheme-phoneme correspondence using a capital letter and full stop. Re-read what they have written to check it makes	Form lower-case and capital letters correctly. Spell words by identifying the phoneme and then writing the phoneme with the grapheme. Check Point:	Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others.
	Check Point: Write some or all of their	Check Point: Write some letters	phonemes and then writing them using the	sense.	Write short phrases and sentences with words	

r	name.	accurately in line with	corresponding	Check Point:	with known grapheme
		Little Wandle Letters and	grapheme	Write short phrases and	phoneme
		Sounds teaching	1	sentences with words	correspondence using a
		progression	A STATE OF THE PARTY OF THE PAR	with known grapheme	capital letter and full
				phoneme	stop.
		**************************************	100	correspondence using a	
				capital letter and full	Re-read what they have
				stop.	written to check it makes
					sense.
				Re-read what they have	
	9			written to check it makes	
				sense.	

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.

Phonics: Little Wandle Progression	Phase 2 graphemes	Phase 2 graphemes	Phase 3 graphemes	Phase 3 graphemes	Phase 4	Phase 4
	Read individual graphemes	Blend GPC's into words,	Read some diagraphs	Read simple phrases and	Blend GPC's into words,	Blend GPC's into words,
Reading:	by saying the phonemes	so that they can read	that each represent one	sentences made up of	so that they can read	so that they can read
	for them.	short words made up of	sound and say the	words with known GPC's,	short words made up of	short words made up of
		known grapheme-	sounds for them.	and where necessary, a	known grapheme-	known grapheme-
		phoneme	A V	few common exception	phoneme	phoneme
		correspondences.	Read a few common	words.	correspondences.	correspondences.
			exeption words matched		A	
		Check Point:	to Little Wandle	Re-read books to build	Read some diagraphs	Read some diagraphs
			progression.	up their confidence in	that each represent one	that each represent one
		Read individual letters by		word reading, their	sound and say the	sound and say the
		saying the sounds for		fluency and their	sounds for them.	sounds for them.
		them.		understanding and	Read simple phrases and	Read simple phrases and
		In a		enjoyment for reading.	sentences made up of	sentences made up of
		// N // /	7. VA		words with known GPC's,	words with known GPC's,
				Check Point:	and where necessary, a	and where necessary, a
	VI			Blend sounds into words,	few common exception	few common exception
			- 10	so that they can read	words.	words.

	short words made up of known letter-sound correspondences. Re-read books to build up their confidence in word reading, their reading, their fluency and their understanding and
	that each represent one sound and say sounds for them. understanding and enjoyment for reading. enjoyment for reading.
	Read a few common exception words.
	Read simple phrases and sentences made up of words with known
	letter—sound correspondences and, where necessary, a few
	exception words. Re-read books to build
	up their confidence in word reading, their fluency and their
End point:	understanding and enjoyment.

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.