

Progression in Literacy EYFS (Reception)



Comprehension

Re-read what they have written to check that it makes sense.



Autumn

See Curriculum Rolling maps for Key Texts for each topic (Fiction and non-fiction)

Build a story—Develop children’s understanding of settings, characters and events in stories. Opportunities to regularly practice drama, role playing and story telling. Teach new vocabulary, and practice applying it in modelled sentences during story telling, discussions, and role play.

Daily Stories and shared reading. Daily Rhyme Time using Charanga Rhymes and songs.

Circle times and circle games.

Spring

Summer

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 discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Phonics, Reading and Writing—RWI Programme (see handbook for programme planning)

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known-letter sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school’s phonic programme.

Read simple phrases and sentences made up of words with known-letter sound correspondences and where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. .

Set 1 sounds Teach—
Initial sounds. Phoneme and grapheme (a-z). Special Friends (sh,ch,th,qu,ng,nk)

Simple letter formation shapes.

Segmenting and blending CVC words for reading and writing.

Then with special friends (digraphs)

Red Ditty Books –1-10

Captions with some finger spaces.

Red Tricky words: a, l, the, to, no, go, of, my

Set 1 sounds recap and practice —
Special Friends Recap and practice (sh,ch,th,qu,ng,nk)

Develop letter formation.

Segmenting and blending CVC/CCVC words for reading and writing.

Then with special friends.

Red Ditty Books –1-10 continue

Green Books—1_10.

Red Tricky words: a, l, the, to, no, go, of, my, me, into, put

Introduce Set 2 (end of Spring Term)
Digraphs ay,ee,igh,oo,oo,ou,ir,ar,air,oy.

Introduce Full stops and finger spaces. Writing simple sentences.

Set 2 sounds continue (ay,ee,igh,oo,oo,ou,ir,ar,air, oy).

Recap and practice special friends from Set 1.

Develop correct letter formation with correct position on the line.

Segmenting and blending CCVC, CVCC, CVVCC words for reading and writing.

Purple Books

Red Tricky words: a, l, the, to, no, go, me , my, he, she, we, have, you, your, be.

Introduce Capital Letters.

Writing simple sentences with simple punctuation. Using simple adjectives to expand noun phrases

Begin Set 3 sounds.

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: 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.

Writing



Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.