



EYFS Progression Map: Literacy

Strand: Literacy			
Educational Programme:			
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>			
Nursery	Reception	End of EYFS	Year 1 Expectation
Word Reading – Knowledge and Skills			
<ul style="list-style-type: none"> To understand that print carries meaning To understand that print carries meaning and is read from left to right and top to bottom. To recognise some letters of significance such as initial letter of surname. To recognise some familiar print logos such as McDonalds, Greggs, etc. To understand book conventions such as pages being turned one at a time and how to hold a book the correct way up. To be able to recognise some initial sounds SAT PIN . 	<ul style="list-style-type: none"> To recognise that sometime two letters make one sound and know this as a digraph To be able to spot digraphs within words and read these words correctly To read words consistent with their phonic/phase knowledge by sound-blending; using strategies to support such as robot arms or counting sounds on fingers To be able to read speedily common exception words at the expected phonics level To be able to use phonics skills and knowledge to decode to read new and unfamiliar words 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes



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		<ul style="list-style-type: none"> To read aloud simple sentences and books at phonic phase/stage Phonic phases as follows Phase 2 – s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, th, ng, nk, and words with s added at the end e.g. hats, sits, bets Tricky words – is, I, the, and, has, his, her, go, no, to, into, Phase 3 ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, <ul style="list-style-type: none"> Words with double letters dd,mm, tt, bb, rr, gg, pp, ff. Longer words e.g.chicken, pocket, carpark, bedroom, rooftop. Words ending ing. Tricky words – she, he, of, we, me, be was, you, they, my, all, are Phase 4 short and long vowel sound words cvcc, ccvc, ccvcc, cccvc, cccvcc, root words ending -ing, -ed/t/, -ed/id/ , -ed/d/ -s/s/, -s/z/, -es Tricky words- said, so, have, like, some, come, do, were, little, says, when, what, one, out, 		that are consistent with their phonic knowledge, including some common exception words	<ul style="list-style-type: none"> read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 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
Vocabulary	Pedagogical Considerations	Vocabulary	Pedagogical Considerations:		
Letters, sounds, alphabet, words, books, capital letters, name, label,	<ul style="list-style-type: none"> Pupils are read to daily to foster a love of books and reading A variety of high-quality genres of 	grapheme, phoneme, alphabet, letters, capital letters, lower	<ul style="list-style-type: none"> Pupils are not asked to read books that require them to guess words or deduce meaning from pictures, 		



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	<p>books both old and new are shared with children</p> <ul style="list-style-type: none"> • Text in books is shown to children • Environmental text is highlighted to children • Phase one activities are taught in Nursery to tune children into sounds • Activities to develop focused listening and attention are included in planning for nursery children 	<p>case letters, blend, segment, read, reread, digraph, trigraph, fluently, tricky word, text, sentence, paragraph, punctuation, full stop, comma, exclamation mark, question mark, author</p>	<p>grammar or context clues, or taught words using whole word recognition.</p> <ul style="list-style-type: none"> • Teaching reading books are matched to the child's phonics phase/grapheme knowledge • Pupil's practise sounding out the words in the story and read common exception words before they read the text/book • Pupils are read to daily to foster a love of books and reading • A variety of high quality genres of books both old and new are shared with children • Phonics is taught from week two in reception as part of daily routine • Quality first teach additional opportunities for practising new 		<p>represents the omitted letter(s)</p> <ul style="list-style-type: none"> • 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. • read these books to build up their fluency and confidence in word reading.
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			graphemes are provided at other times throughout the day/week		
Common Errors/misconceptions		What to look for			
<p>Children require S&L support with Mispronunciation of graphemes Incorrect oral blending Incorrect oral segmenting</p> <p>Reading is meaning based so this is where activities should start</p> <p>Children use or look for cues from pictures and surrounding text when they encounter new and unfamiliar words</p>		<p>Before SEN consider has the child had effective keep up intervention and quality phonics oral blending and segmenting daily to support the child's progress.</p> <p>Can the child hear the sounds? Do they need a hearing test?</p> <p>Teaching reading starts with decoding Children should not need to look beyond the word if they have adequate decoding skills and word level reading skills. Decoding is the route to reading</p>			
Comprehension – Knowledge and Skills					
<ul style="list-style-type: none"> Engage in conversations about stories, making comments and sharing ideas. Ask questions about the book/text. Join in with repeated refrains from a story. 		<ul style="list-style-type: none"> Describe key events/ideas in some detail. Use new vocabulary with increasing accuracy. Listen to and engage with story times, offering comments. 		<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: *listening to and discussing a wide</p>



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<ul style="list-style-type: none"> • Begin to understand and use new vocabulary. • 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, page sequencing) • Immerse into stories using props. • Join in with songs and nursery rhymes. 	<ul style="list-style-type: none"> • Retell stories using some exact familiarity and some of their own words. • Begin to predict what could happen next. • Use props/role-play to retell a story. • Articulate their ideas and thoughts in well-formed sentences. • Engage in a variety of texts, including non-fiction. • Know some nursery rhymes and story songs by heart. 	<p>narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> • 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. 	<p>range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> *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 *learning to appreciate rhymes and poems, and to recite some by heart *discussing word meanings, linking new meanings to those already known *understand both the books they can already read
<p>Vocabulary Title, author, illustrator, blurb, page, front cover, back cover, page number, picture, words, sentences, story, what, where, why.</p>	<p>Pedagogical Considerations Daily story time and opportunities to talk about the story. Selection of high-quality texts and familiar stories e.g. Jack and the Beanstalk. Opportunities to full out key vocabulary and teach the definition and then opportunities for children to use this independently.</p>	<p>Vocabulary Beginning, middle, end, first, then, next, after, I think, I predict, fiction, non-fiction, what, where, when, why, how. Identify, explain, inference, prediction, fluently,</p>	<p>Pedagogical Considerations Reading practise using the same book as a minimum three times during the week to provide the opportunity for children to:- Lesson 1 Focus on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.</p>



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	<p>When introducing a new book- opportunity to discuss the five concepts of print. Resources/opportunities in the environment to retell stories</p>	<p>deduction-logical conclusion, prove, explain, In addition to technical vocabulary children should be provided with vocabulary that is from/relevant to each book the child reads. This should be discussed/ explained during the first decoding and vocab reading practise lesson weekly.</p>	<p>Lesson 2 Read the book again and practise reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean (vocabulary) and how punctuation adds to the meaning Lesson 3 Focus on a specific reading domain to avoid overloading the children's working memory.</p>		<p>accurately and fluently and those they listen to by: *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 *participate in discussion about what is read to them, taking turns and listening to what others say</p>
<p>Common Errors/misconceptions</p>		<p>What to look for</p>			
<p>Misunderstanding of text</p>		<p>Teaching reading should start with the decoding of text. Children need to be able to decode the text fluently and with expression</p>			



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	to support text understanding. Vocabulary work should be taught separately to teaching phonics and decoding		*explain clearly their understanding of what is read to them
Writing – Knowledge and Skills			
<p>To talk about things that have happened to them in the past, are happening to them now and that will happen in the future. (using, ed, was, es, ing, will, shall)</p> <p>To ascribe meaning to marks or written patterns they have seen.</p> <p>To give meaning to marks they paint or draw.</p>	<p>To say the words in the sentence before starting to write it.</p> <p>To hear and say initial sounds in words.</p> <p>To segment the sounds in simple words (VC, CVC) and blend them together.</p> <p>To link sounds to letter, naming and sounding the letters of alphabet.</p> <p>To use some clearly identifiable letters to communicate meaning and link some sounds correctly in a sequence.</p> <p>To write their name.</p> <p>To write short sentences in meaningful contexts.</p> <p>To use phonic knowledge to write words to match spoken sounds. (Children can apply phase 2, 3 and 4 sounds from letters and sounds in writing)</p> <ul style="list-style-type: none"> • Phase 2 – s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, th, ng, nk, and words with s added at the end e.g. hats, sits, bets 	<p>Write recognisable letters, most of which are correctly formed;</p> <p>-</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters; -</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Spell: words containing each of the 40+ phonemes already taught</p> <ul style="list-style-type: none"> *common exception words *the days of the week *name the letters of the alphabet *:naming the letters of the alphabet in order *using letter names to distinguish between alternative spellings of the same sound *add prefixes and suffixes: *using the spelling rule for adding –s or –es as the plural marker for nouns and the third person



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	<ul style="list-style-type: none"> • Tricky words – is, I, the, and, has, his, go, no, to, into, Phase 3 – ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, Words with double letters dd, mm, tt, bb, rr, gg, pp, ff. Longer words e.g. chicken, pocket, carpark, bedroom, rooftop. Words ending ing. • Tricky words – was, you, they, my, all, are, she, he, of, we, me, be, her, • Phase 4 short and long vowel sound words cvcc, ccvc, ccvcc, cccvc, cccvcc, root words ending -ing, -ed/t/, • Tricky words- said, so, have, like, some, come, do, were, little, says, when, what, one, out, <p>To write all reception tricky words.</p> <p>To read their own sentences.</p> <p>Adult/others can read the sentences.</p> <p>To write most of my letters correctly.</p> <p>To spell some words correctly.</p>		<p>singular marker for verbs *using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] *apply simple spelling rules and guidance, as listed in English appendix 1 *write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Composition- write sentences by: *saying out loud what they are going to write about</p>
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		<p>To use my phonic knowledge to spell some words in my writing.</p> <p>To be able to write a card/letter, lists, labels, caption, part of story, recount of experience.</p> <p>To start to say the short sentence loud before they can write.</p>			<p>*composing a sentence orally before writing it</p> <p>*sequencing sentences to form short narratives</p> <p>*re-reading what they have written to check that it makes sense</p> <p>*discuss what they have written with the teacher or other pupils</p> <p>read their writing aloud, clearly enough to be heard by their peers and the teacher</p> <p>Vocabulary</p> <p>*develop their understanding of the concepts set out in English appendix 2 by:</p> <p>*leaving spaces between words</p> <p>joining words and joining clauses using 'and'</p>
Vocabulary	Pedagogical Considerations	Vocabulary	Pedagogical Considerations		
Word, writing	<p>Providing opportunities for mark making/writing in different role-play areas.</p> <p>Provide opportunities for pre writing skills.</p> <p>Encourage children to make marks and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".</p>	<p>grapheme, phoneme, alphabet, letters, capital letters, lower case letters, blend, segment, digraph, trigraph, tricky word, sentence, caption, punctuation, full stop,</p>	<p>To model writing for a purpose, e.g. a shopping list, card/ message for parents, or reminder for ourselves.</p> <ul style="list-style-type: none"> •Support children in recognising and writing their own names. •Make books with children of activities they have been doing, using photographs of them as illustrations. • Model writing poems and short stories, writing down ideas 		



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			<p>suggested by the children.</p> <ul style="list-style-type: none"> • Provide activities during which children will experiment with writing, for example, leaving a message. • Include opportunities for writing during role-play and other activities. • Encourage the children to use their phonic knowledge when writing. • Provide word banks and writing resources for both indoor and outdoor play. • Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real 		<p>*beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' *learning the grammar for year 1 in English appendix 2 *use the grammatical terminology in English English appendix 2 in discussing their writing</p>
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			purpose, e.g. a pet shop.		
Common Errors/misconceptions	What to look for				
Poor letter formation and letter reversals	<ul style="list-style-type: none"> • Staff to be aware of product and process. For example, when children are forming letters these may appear correct however child may not have followed the correct process like forming 'c' they might start from the bottom. • Children are confused about certain digraphs in writing due to local dialect. Model and reinforce correct grammar and pronunciation • Children confuse between 'ch' and 'tr' in writing train as 'chrain'. More Oral Blending and sound work to support children to hear sounds in words 				
Handwriting – Knowledge and Skills					
To learn to form prewriting movements.	To hold the pencil near point between first two fingers and thumb and uses it with good control.	Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing -			
To hold pencil between thumb and two fingers.	To use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.				Pupils should be taught to *sit correctly at a table, holding a pencil comfortably and correctly *begin to form lower-case letters in the correct direction,
To draw lines and circles using gross motor movements.	To use anticlockwise movement and retrace vertical lines to form letters.				



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		To form lower-case and capital letters correctly.		using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.	starting and finishing in the right place *form capital letters *form digits 0-9 *understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these
<p>Vocabulary Clockwise movement. Straight, up down, round, back Zig-zag,</p>	<p>Pedagogical Considerations Children's hand preference – left or right handed To teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. To provide a range of left-handed tools, especially left-handed scissors, as needed. A variety of mark making materials.</p>	<p>Vocabulary Anticlockwise movement Clockwise movement. Straight, up down, round, back, curl, Zig-zag, flick,</p>	<p>Pedagogical Considerations Use of mnemonics from phonics schemes to support letter formation. Use of a variety of pens, pencils and papers/whiteboards to support writing grip Use of lined paper to support developing letter formation and correct positioning for ascenders and descenders Monitor the product and the process of handwriting.</p>		



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			<p>Box 7: The product and the process of handwriting</p> <p>The handwriting guide for the letter 'e' is presented on a set of three horizontal lines (top, middle, and bottom). The top row shows two lowercase 'e's. The first 'e' is red and has a '1.' at the top right and a '2.' at the bottom left, with an arrow indicating a counter-clockwise stroke. The second 'e' is green and has a '1.' at the bottom left and a '2.' at the top right, with an arrow indicating a clockwise stroke. The bottom row shows two lowercase 'm's. The first 'm' is red and has a '1.' at the top left, a '2.' at the top right, and a '3.' at the bottom left, with arrows indicating the three strokes. The second 'm' is green and has a '1.' at the top left, a '2.' at the top right, and a '3.' at the bottom right, with arrows indicating the three strokes.</p>		
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