



## The Laurels Primary School – EYFS Progression of Skills – Literacy



<b>What the educational programme says about Literacy EYFS Statutory Educational Programme:</b> 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).					
Aged 3-4 (on entry and during Autumn 1 depending on starting points)		In Reception (Following 'typical development')			End of KS expectations
		Autumn	Spring	Summer	
w o r d  R e a d i n g	Recognise words which start with the same sound e.g. sun, spider, sausage, silly... I can recognise familiar sounds e.g. animal noises, emergency vehicles, common percussion instruments.	Recognise phase 2 GPCs and blend cvc words independently, as set out in the LWLS progression. In Autumn 2 Children will begin reading phonetically matched books from the Big Cat series	Read cvc words independently as part of sentences in the Big Cat reading books as well as during phonics and in classroom activities.  Recognise the digraphs and trigraphs taught in phase 3, and read words which contain them.	Build towards fluency with commonly read words, by reading and re-reading the same books.  Read words containing adjacent consonants and 2 syllable words as outlined in LWLS progressions.	<b>Word Reading ELG</b> Children at the expected level of development will: - 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
	Recognise and suggest rhymes, such as those in 'Oi Frog' and other rhyming stories or songs.	Recognise the tricky words I, is, no, go, into, we, me, be, he, she, of, has	Recognise the phase 3 tricky words outlined in the Little Wandle Letters and Sounds progression document.	Read the phase 4 tricky words as outlined in LWLS.	
		Join in with rhyming stories, finishing the phrase.	Count the syllables in a word.	Rhyme confidently and make rhyming strings.	
c o m p r e h e n s i o n	Retell simple stories such as Goldilocks and the Three Bears, or the Hungry Caterpillar, using pictures or props to guide me.	Retell familiar stories such as Room on The Broom, Owl Babies and Ruby's Worry, after having been read them multiple times.	Use stories as a basis for play, such as making Stone Soup, or building props based on story settings.	Take part in Helicopter Stories and use stories as the basis for my play.	<b>Comprehension ELG</b> Children at the expected level of development will: - 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.
	Begin to use some of the vocabulary in familiar stories such as 'enormous', 'roar', 'porridge'	Begin to discuss how characters are feeling and what they may be thinking.	Adapt well known folktales to their own ideas e.g. the Runaway Cupcake instead of The Gingerbread Man. Make story maps with support and perform oral retellings to small audiences.	Begin to make up my own stories, or build on the ideas of others, using what I know about how stories are structured in familiar texts.	
			Develop an understanding of what has been read in the Big Cat books during the 'comprehension' section. Adults will model how to answer based on the text and pictures in the story, 'I know this because...'	Explore Non-Fiction in more detail and use the vocabulary introduced there and in stories such as 'The Lighthouse Keeper's Lunch'	
W r i t i n g	Copy and write some recognisable letters.	Begin to form lower case letters correctly, taught using the phonic mnemonics as outlined in LWLS. I can use a tripod grip on a pen or pencil.	Practise letter formation as part of handwriting lessons. Begin forming capital letters correctly.	Continue to form most letters correctly, without relying on a grapheme mat, with a grip that allows for a fluent writing style.	<b>Writing ELG</b> Children at the expected level of development will: - 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.
	Write all or part of my name.	Write all of their first name.	Begin to write their surname.	Write their first name and some or all of their surname without visual aids.	
	Write some initial sounds e.g. m for milk.	Segment and write cvc words with support at first and then independently e.g. hat, dog, pen.	Segment cvc words and write simple phrases with a little support e.g. It is hot. I can run. Children will write dictated sentences in phonics and small group work. Children will begin their independent writing books.	Write simple sentences independently, segmenting each word so that it is phonetically plausible e.g. A butafligh is veree pritee. These sentences will be taught as part of work on life cycles, and our local area. Children will be exposed to writing letters, postcards, non-fiction and personal	

				news, as well as increasingly complex dictated sentences in phonics.	
			Begin to use a capital letter, full stop and spaces with support.	Sometimes use capital letters, full stops and spaces between words independently.	