

Woodseaves CE Primary Academy EYFS Literacy Progression

Early Learning Goals			
	Comprehension	Word Reading	Writing
	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
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<b>Decoding</b>	<p>Enjoy rhyming and rhythmic activities.            Show an awareness of rhyme and alliteration.            Hear and say the initial sounds (previously taught) in words.            Segment sounds in simple words.            Link sounds to letters.            Use phonic knowledge to decode some regular words.            Begin to read some common irregular words.            Begin to practise orally blending VC and CVC words with phonemes introduced within Little Wandle and daily provision.</p>	<p>Recognise rhyme in spoken words.            Hear and say the initial sounds (previously taught) in words.            Segment the sounds in simple words and blend them together.            Link sounds to letters, naming and sounding the letters of the alphabet.            Use phonic knowledge to decode regular words and reading them aloud with increasing accuracy.            Read an increasing number of irregular words.            Begin to read simple captions.</p>	<p>Continue a rhyming string.            Hear and say the initial sounds in words.            Segment the sounds in simple words and blend them together, understanding which letters represent them.            Use phonic knowledge to decode regular words and reading them aloud accurately.            Read captions and simple sentences.</p>
<b>Fluency</b>	<p>Show an interest in illustrations and print in books and print in the environment.            Recognise some familiar words and signs.            Begin to look at books independently.            Begin to ascribe meaning to marks that they see in familiar places.</p>	<p>Recognise an increasing number of familiar words and signs.            Understand the correct way to handle books.            Begin to break the flow of speech into words.            Begin to read words and simple sentences.</p>	<p>Recognise familiar words and signs.            Look and handle books independently.            Ascribe meanings to marks that they see in different places.            Begin to break the flow of speech into words.            Read and understand simple sentences.</p>

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<p><b>Range of texts/genres</b></p>	<p>Listen to and sing nursery rhymes and songs. Listen to and begin to talk about stories with actions, relevant comments. Begin to use non-fiction books to support learning and development of vocabulary. Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>Listen to and sing nursery rhymes and songs, begin to recall whole songs and rhymes. Use non-fiction books to develop new knowledge. Begin to recall key events and sequence stories, rhymes and poem. Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Join in with repeated refrains.</p>	<p>Listen to and sing nursery rhymes and songs, recalling whole songs and rhymes, singing some independently and performing in groups/independently for others. Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. Use non-fiction books to develop new knowledge and vocabulary. Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p>
<p><b>Comprehension – Vocabulary</b></p>	<p>Begin to use vocabulary that has been covered in teaching during play.</p>	<p>Continue to use and build vocabulary that reflects experiences from inside and outside of the classroom. Explore the meaning of new words with adult support.</p>	<p>Build vocabulary that reflects the breadth of their experiences. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>
<p><b>Comprehension – Inference</b></p>	<p>Begin to understand that print carries meaning.</p>	<p>Begin to understand that in English, print is read from left to right and top to bottom. Begin to understand ‘why’ and ‘how’ questions about their own experiences. Begin to demonstrate when talking with others about what they have read.</p>	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom. Understand humour e.g. nonsense rhymes, jokes. Begin to understand ‘why’ and ‘how’ questions about their experiences and in response to stories or events. Demonstrate understanding when talking with others about what they have read.</p>
<p><b>Comprehension – Prediction</b></p>	<p>Begin to anticipate key events and phrases in rhymes and stories.</p>	<p>Begin to suggest how a story might end. Listen to stories and begin to anticipate key events based on what they have previously experienced.</p>	<p>Anticipate key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Suggest how a story might end. Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>
<p><b>Comprehension – Explain</b></p>	<p>Use simple language to talk about what they have read/heard.</p>	<p>Further develop understanding when talking to others about stories, rhymes and songs.</p>	<p>Demonstrate understanding when talking with others about what they have read.</p>

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<b>Comprehension – Retrieval</b>	Begin to understand that books and computers can be used to find information. Begin to show attention when listening to short stories.	Begin to model using books and computers to retrieve information.	Know that information can be retrieved from books and computers. Listen to stories with increasing attention and recall.
<b>Comprehension – Sequence and Summarise</b>	Begin to describe characters and events from stories they have experienced.	When describing stories, include story settings, events and principal characters. Understand that stories have a beginning, middle and end.	Describe main story settings, events and principal characters. Listen to stories with increasing attention and recall. Begin to be aware of the ways in which stories are structured.
<b>Writing -Text Type/Content</b>	Use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'	Engage in imaginative role play based on own first-hand experiences.	Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
<b>Oral Performance</b>	Begin to express themselves.	When expressing themselves, begin to show an awareness of the listener's needs.	Express themselves effectively, showing an awareness of listeners needs.
<b>Text Level</b>	Begin to orally retell a simple past event with some accuracy in the order. Begin to use talk to connect ideas, with some explanation of what might happen next, recalling and reliving past experiences. Use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' Engage in imaginative role play based on own first-hand experiences.	Orally retell a simple past event with increasing accuracy in the order. Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Use talk to organise, sequence and clarify.	Orally retell a simple past event in correct order (e.g. went down slide, hurt finger). Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. Link statements and stick to a main theme or intention. Express themselves effectively, showing an awareness of listeners needs.
<b>Sentence Level</b>	Write simple captions which they assign meaning to. Begin to use irregular common words in their writing. Begin to understand 'why' and 'how' questions	Begin to write simple sentences which they assign meaning to. Use irregular common words in their writing. Question why things happen and give explanations and ask questions, e.g. who, what, when, how.	Write simple sentences which can be read by themselves and others. Begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because'). Answer 'how' and 'why' questions about their experiences and in response to stories or events.
<b>Tense</b>	Begin to use a range of tenses in speech.	Use a range of tenses in speech (e.g. play, playing, will play, played).	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
<b>Word Level (spelling)</b>	Begin to use phonic knowledge to write words in ways which match their spoken sound.	Use phonic knowledge to write words in ways which match their spoken sound.	Spell some words correctly and to phonetically plausible attempts at more complex words.

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<p><b>Punctuation</b></p>	<p>Recognise capital letters and full stops in sentences.</p>	<p>Begin to use capital letters at the start of sentences. Begin to use full stops to end sentences. Begin to use finger spaces.</p>	<p>Use capital letters at the start of sentences with increasing independence. Use full stops to end sentences with increasing independence. Use finger spaces between words with increasing independence.</p>
<p><b>Terminology</b></p>	<p>Recognise the terms finger spaces, capital letters and full stops.</p>	<p>Begin to show an understanding of prepositions such as 'under', 'on top', 'behind'. Understand and recognise the difference between lower case and upper case letters.</p>	<p>Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Know letter names as well as letter sounds.</p>

