

Feniscowles Primary School EYFS Literacy Progression Document



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.

	Autumn Term	Spring Term	Summer Term
Word Reading	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p> <p>Can match taught graphemes and phonemes.</p> <p>Can blend and read cvc words containing taught sounds.</p> <p>Can read taught tricky words.</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Able to complete a rhyming string. Begin to sound buttons to identify how many sounds are in a word. Can supply words with the same initial sound for phase 2 single sounds. <p>Recognise all taught sounds, including some digraphs.</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <ul style="list-style-type: none"> Read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words. 	<p>ELG Reading Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>ELG Reading Read words consistent with their phonic knowledge by sound-blending.</p> <p>ELG Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Comprehension	<ul style="list-style-type: none"> Has a love of stories and listens attentively to story time. Asks questions about stories. Repeat words and phrases from familiar stories. 	<ul style="list-style-type: none"> Answer questions about a text that has been read to them. Begin to predict what might happen next in a story. 	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p>ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using</p>

	<ul style="list-style-type: none"> Repeat new vocabulary in a context of a story. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Is able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world resources, using some story language. 	<ul style="list-style-type: none"> Begin to use modelled vocabulary during role play for example in the Small World. Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story. Retell or make up own stories using vocabulary that has been learnt. Identifies non-fiction texts, remembering facts. 	<p>their own words and recently introduced vocabulary.</p> <p>ELG Comprehension Anticipate – where appropriate – key events in stories.</p> <p>ELG Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
Writing	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Writes cvc words using the sounds taught. Says a simple sentence for writing (oral and count words). Writes some lower case letters correctly. Uses some upper case letters e.g. for own name, Mum and Dad. Write own name. Physical Development Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives. 	<ul style="list-style-type: none"> Form lowercase letters and capital letters correctly Is starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop. Begin to use capital letters, finger spaces and full stops in independent writing. Read sentences back to an adult. Writes cvc words and labels using taught sounds. Spells some high frequency tricky words. Physical Development Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip. 	<p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Use finger spaces most of the time.</p> <p>Is able to write their first name and starting to write their surname independently.</p> <p>ELG Writing Write recognisable letters, most of which are correctly formed.</p> <p>ELG Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>ELG Writing Write simple phrases and sentences that can be read by others.</p> <p>ELG Fine Motor Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>

SEND

- Speech and Language assessment through Speech Bubble
- WellComm Speech and Language intervention
- Visual prompts for whole body listening.
- Adult modelling or oral blending
- PECS cards used to support communication
- Picture prompts to support with understanding
- Visual timetable
- Communication strategies – pictures, photo's, questions to ensure pupils can explain their understanding
- Use familiar stories to support understanding
- Audio/ Visual and kinaesthetic approaches
- Sensory opportunities to explore world around them appropriately
- Real life opportunities where possible
- Adult modelling of appropriate vocabulary
- Adult scaffolding