

EYFS Literacy Knowledge Progression at Pickhill CofE VC Primary School

Our School Vision
 "Let your light shine." We aim for our children to be aspiration, loving and resilient.

Literacy		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Vision / links</u> <u>Resilience:</u> We develop a positive attitude towards reading and writing and stay resilient when we find literacy challenging. <u>Aspirational:</u> We read a range of texts, both decodable and read by an adult, that support us in being able to read and understand a range of books.	Foundation Stage For more information see: Little Wandle Programme Overview Jane Considine Fantastic Foundations	Autumn 1 Engage in extended conversations about stories, learning new vocabulary Enjoy listening to and sharing stories. Spot and suggest rhymes Understand the five key concepts about print (Meaning, Purpose, Reading from left to right, Name parts of the book, page sequencing) Make marks on their picture to stand for their name. Read graphemes by saying the phonemes for them Blend new GPCs into CVC words Know how to handle books carefully Form taught graphemes correctly using formation phrases to support them	Autumn 2 Hear the same initial sound for words and names of objects Blend CVC words using oral blending and objects with known phonemes Find their name using their picture. Experiment with different types of marks e.g. wavy straight etc. Read simple phrases and sentences made up of words with known GPCs and common exception words Begin to re-read books to build up enjoyment Spell CVC words containing taught GPCs with support to break down the words into individual phonemes Mark make adding	Spring 1 Identify initial sounds of words and names of objects and distinguish different sounds Blend CVC words using oral blending and objects with phonemes known Recognise the initial sound of their name Apply appropriate mark making to support their play	Spring 2 Articulate sounds correctly Blend CVC words using oral blending and objects with phonemes known Recognise the capital letter that starts their name Use marks to communicate thoughts, feelings and ideas	Summer 1 Identify initial sounds of words and names of objects Clap the syllables in a word Blend CVC words using oral blending and objects with phonemes known Use some of their print and letter knowledge in their early writing. Match their name to their picture Use marks meaningfully in writing contexts e.g. making their own books	Summer 2 Identify end sounds of words and names of objects Write their name forming some letters accurately Use magnet letters to spell a word ending like 'at' Confidently apply phonic knowledge to read a variety of sentences. Blend known GPCs into words containing suffixes Read books containing phase 2, 3 and 4 words. Form lower-case and capital letters correctly
							Spell phase 4 words and some common exception words more confidently.

	<p>Spell CVC words containing taught GPCs with support to break down the words into individual phonemes</p> <p>Mark make adding labels to their picture.</p>	<p>Labels to their picture using the graphemes they already know.</p>	<p>Formation phrases to support them</p> <p>Spell CVC words by identifying phonemes and writing corresponding graphemes</p> <p>Write captions using graphemes they already know.</p>	<p>Orally rehearse and memorise sentence before attempting to write it.</p>	<p>Form capital letters correctly using formation phrases to support them</p> <p>Spell phase 4 words with support</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Write short sentences correctly and re-read own writing to check it makes sense.</p>
<p><i>Literacy</i> <i>ELGs</i></p>	<p><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>					

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

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