



Randal Cremer Primary School

EYFS Literacy Progression

	Nursery	Reception
Reading	<p>Ongoing learning throughout the year, taught through Literacy lessons, story time, song & rhyme times, as well as though the Learning Landscape.</p> <p>How does it sound?</p> <ul style="list-style-type: none">• Enjoying rhyming and rhythmic activities (including songs, dancing, nursery rhymes)• Showing awareness of rhyme• Showing awareness of alliteration• Recognising rhythm and syllables in spoken words.• Listening to and joining in with stories and poems, one-to-one and also in small groups.• Joining in with repeated refrains and anticipates key events and phrases in rhymes and stories. <p>Text all around us</p> <ul style="list-style-type: none">• Showing an interest in illustrations and print in books and print in the environment.• Recognising familiar words and signs such as own name and advertising logos.• Knowing information can be relayed in the form of print.• Knowing that print carries meaning• Knowing that, in English, print is read from left to right and top to bottom. <p>All about books</p> <ul style="list-style-type: none">• Handling books carefully.• Holding books the correct way up and turns pages.• Knowing the vocabulary of title, front cover, back cover, author <p>What's happening?</p> <ul style="list-style-type: none">• Beginning to be aware of the way stories are structured.• Suggesting how the story might end.• Listening to stories with increasing attention and recall.• Describing main story settings, events and principal characters. <p>What do I like?</p> <ul style="list-style-type: none">• Looking at books independently.• Beginning to show preferences for favourite books• Beginning to share opinions about books	<p>Ongoing learning throughout the year, taught through Literacy lessons, story time, song & rhyme times, as well as though the Learning Landscape.</p> <p>How does it sound?</p> <ul style="list-style-type: none">• Recognising rhyming pairs/groups and continuing a rhyming string.• Hearing and saying the initial sound in words. <p>The mechanics of reading (phonics)</p> <ul style="list-style-type: none">• Orally blending CVC, CCVC, CVCC, CCCVC words• Segmenting CVC, CCVC, CVCC, CCCVC words• Linking sounds to letters and diagraphs <p>Wonderful Words</p> <ul style="list-style-type: none">• Using vocabulary that is influenced by books• Making links between words: with similar meanings/used in different texts <p>Text all around us</p> <ul style="list-style-type: none">• Knowing that information can be retrieved from books and computers <p>All about books</p> <ul style="list-style-type: none">• Looking at books and turning pages independently• Knowing the vocabulary of title, front cover, back cover, author, illustrator, blurb, spine <p>What's happening?</p> <ul style="list-style-type: none">• Describing characters, events, settings in books• Beginning to retell the story• Making links between different books (themes, authors, illustrators, characters)• Making predictions about or during stories (about characters and plot) <p>What do I like?</p> <ul style="list-style-type: none">• Enjoying an increasing range of books.• Talking about books, including likes and dislikes, favourite books, themes or authors• Telling my own stories, orally narrating or through play



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Term Aspect	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<ul style="list-style-type: none"> • Sound discrimination activities and games 	<ul style="list-style-type: none"> • Sound discrimination activities and games • Linking letters and sounds • Recognising own name (with visual support) 	<ul style="list-style-type: none"> • Sound discrimination activities and games • Starting to link set 1 letters and sounds • Oral blending of CVC words • Recognising own name (with visual support) 	<ul style="list-style-type: none"> • Sound discrimination activities and games • Linking Set 1 letters and sounds • Oral blending of CVC words • Recognising own name (with visual support) 	<ul style="list-style-type: none"> • Linking Set 1 letters and sounds • Oral blending of CVC words • Hearing initial sounds in words • Recognising own name • Finding rhyming pairs 	<ul style="list-style-type: none"> • Linking set 1 letters and sounds • Oral blending of CVC words • Hearing initial sounds in words • Recognising own name • Continuing a rhyming string 	<ul style="list-style-type: none"> • Recognising own name • Matching set 1 letters and sounds • Hearing initial sounds in words • Recognising some tricky/HF words • Oral blending of CVC words 	<ul style="list-style-type: none"> • Recognising own name, labels, logos • Matching set 1 (and set 2) letters and sounds • Hearing initial (and end) sounds in words • Recognising some tricky/HF words • Reading CVC words & beginning to understand meaning • Matching capital and lower case letters 	<ul style="list-style-type: none"> • Matching set 1 and set 2 letters and sounds • Hearing initial and end sounds in words • Reading CVC, CVCC, CCVC words & beginning to understand meaning • Starting to read simple sentences 	<ul style="list-style-type: none"> • Matching set 1 and set 2 letters and sounds • Hearing dominant sounds in words • Recognising some tricky/HF words • Reading CVC, CVCC, CCCVC words & beginning to understand meaning • Starting to read simple sentences 	<ul style="list-style-type: none"> • Hearing dominant sounds in words and matching with set 1 or 2 sounds • Read a range of tricky and HF words • Reading sentences with some fluency • Showing understanding of what has been read • Naming and sounding letters and diagraphs 	<ul style="list-style-type: none"> • Hearing dominant sounds in words and matching with set 1 or 2 sounds • Read a range of tricky and HF words • Beginning to read some two syllable words • Reading sentences with some fluency, starting to notice & respond to punctuation • Showing understanding of what has been read • Naming and sounding letters and diagraphs
	<p>January & April intakes of Nursery 1 children will begin phonics sessions once they are ready, having received one or two terms input of sound discrimination activities.</p>							<p>In Autumn Term 1, phonics will be taught to the whole class from the start of term, by the class teacher. After 4-6 weeks, depending on the needs and abilities of the cohort, children will be grouped according to their phonic ability, and taught in streamed groups.</p> <p>In Spring Term 1, children who are confidently reading sentences will start to take part in DSR sessions during the afternoons.</p>				
Resources	Letters & Sounds Phase 1 RWI Phonics						RWI Phonics Letters and Sounds (Phase 2 + for games)					



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Term Aspect	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Writing	<ul style="list-style-type: none"> Focusing on ascribing meaning to marks and writing for purpose in play Beginning to form letters correctly, with focus on starting points and pen stroke Develop pencil grip through links to physical development and fine/gross motor activities 						<ul style="list-style-type: none"> Hearing initial sound in words Linking a few letters and sounds Representing some sounds as letters Beginning to write own name from memory, particularly first letter 						<ul style="list-style-type: none"> Hearing initial sound in words Linking a few letters and sounds Representing some sounds as letters 					
							<ul style="list-style-type: none"> Writing a few HF/tricky words Representing sounds as letters, sometimes in sequence. 											
							<ul style="list-style-type: none"> Writing some HF/tricky words Writing CVC words and starting to write longer words, CVCC, CCVC Spelling words with double consonant endings, ll, ff, ss correctly Making phonetically plausible attempts at longer words Introducing punctuation to their writing- capital letters & full stops Showing awareness of different types of writing 											
Ongoing learning throughout the year, taught through Literacy lessons as well as though the Learning Landscape. <ul style="list-style-type: none"> Giving meaning to marks as they draw, write and paint Correctly forming letters Beginning to write own name from memory Ascribing meaning to marks they see in different places 							Ongoing learning throughout the year, taught through Literacy lessons, group work in Spring and Summer terms, as well as though the Learning Landscape. <ul style="list-style-type: none"> Giving meaning to marks as they draw, write and paint Correctly forming letters and developing consistency in size and location Writing own name from memory Orally segmenting words to write 											
Attempt to write for different purposes, for example: <ul style="list-style-type: none"> Lists (shopping, appointments, registers) Labels (in shops, on gifts, maps) Instructions (recipes, crafts) Letters (invitations, thank-you, post cards, cards, messages) Signs (posters, warnings, lost, wanted) Captions (speech bubbles, explanations) Narratives- fiction (fairy tales, comics) or non-fiction (news, fact books, diaries, police reports) 																		