

St Edmund's and St Thomas' Primary School EYFS Literacy Knowledge and Skills Progression Map

| Literacy | | Nursery | Reception | KS1 Links |
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| <p>Note: We run termly parent literacy workshops. Across EYFS during play and CP adults talk with children about the world around them and the books they read with them, and enjoy rhymes, poems and songs together.</p> | | | | |
| Comprehension | Knowledge and Skills | <ul style="list-style-type: none"> Engage in conversations about stories they have listened to –linking to their own experiences and expresses simple likes and dislikes <ul style="list-style-type: none"> Uses the pictures as a cue to retelling a story. Retrieve answers from a story answering what and who questions Learn new vocabulary linked to stories, rhymes, non-fiction and poems <ul style="list-style-type: none"> Join in with repeated refrains in familiar stories Listen to rhyming stories and poems and spot and suggest rhymes. | <ul style="list-style-type: none"> Retell key events in familiar stories Answer who, what, where, when and why questions about familiar stories <ul style="list-style-type: none"> Identify the characters in stories – heroes, villains <p>Begin to learn new vocabulary linked to stories, rhymes, non-fiction and poems and use in speech, such as during role-play</p> <ul style="list-style-type: none"> Begin to make simple predictions about what might happen next in stories <ul style="list-style-type: none"> Begin to sequence key events in stories Develop their ability answer open and closed questions involving literal retrieval. | Enjoys listening to/reading a wide range of books, fiction and non-fiction, and can explain the difference |
| | Vocabulary | stories, opinion, question, answer, refrain | Characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction | Participate in discussion about what is read to them, taking turns and listening to what others say |
| | How it is covered | <p>Daily story sessions in Nursery.</p> <p>Children will always have the opportunity to retell focus stories for the week using story sacks and during small-world role play in Continuous Provision</p> <p>Join in with repeated refrains in shared familiar stories</p> <p>Express simple likes about a shared story</p> <p>Answer who and what questions linked to stories shared</p> <p>Use new vocabulary in their play and in conversations</p> | <p>Asking questions throughout daily story sessions – talking about the book and asking questions throughout. We use role play and small world play in groups and during continuous provision to help understand books we have read.</p> <p>Teaching comprehension through RWI. Teachers will model finding the answer and their thought process.</p> <p>We read a range of different texts (fiction, non-fiction, traditional tales, poetry).</p> | |
| Word-Reading | Knowledge and Skills | <p>Listen carefully and discriminate between sounds</p> <ul style="list-style-type: none"> Recognise that print has meaning and that it can be used for different purposes Develop book handling skills - recognising that we read left to right, top to bottom. Turn pages with care and name the different parts of a book – pages, front cover, back cover. Know pages have an order. Develop their phonological awareness, so that they can: - spot and suggest rhymes <ul style="list-style-type: none"> count or clap syllables in a word recognise words with the same initial sound, such as cat and cup | <p>Know the sounds for individual letters</p> <p>Blend sounds in words to read short words containing taught GPCs</p> <ul style="list-style-type: none"> Recognise taught digraphs and trigraphs from Set 1 and Set 2 sounds. Read short words containing them Read common exception words for their corresponding RWI text. All pupils to know 'Ditty level' red words I, the, of, my, no, to Read aloud simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Is able to explain what the job of an author and illustrator are | Explain clearly their understanding of what is read to them |
| | Vocabulary | sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds | Curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture, | |
| | How it is covered | <p>Note: Nursery and Reception have a daily library open to parents and a weekly share a book morning with parents and children.</p> <p>Ongoing throughout the year: Developing listening and attention skills. Focus on sound discrimination through rhymes, song, stories, animal noises, noises in the environment.</p> <p>Starting to recognise their name through self-registration. Practitioners modelling book handling skills and vocabulary naming different books e.g. title, turn the page, spine, blurb, author and illustrator.</p> <p>Staff model finding information e.g. When children ask questions, use Google or information books to find the answer.</p> <p>Playing word games e.g. clap syllables; I spy something beginning with.... Fred the frog oral blending game.</p> <p>Summer: Introduce RWI Set 1 sounds. Begin to identify initial sounds and develop oral blending skills.</p> | <p>Read, write inc is taught daily in small groups. The children are assessed and regrouped regularly to ensure they are in the correct group. Within class we continue to play listening games and set up activities within continuous provision to consolidate sounds taught in RWI.</p> <p>Autumn – Teach set 1 sounds and begin to blend sounds into words orally.</p> <p>Spring – Introduce set 2 sounds. Start reading red story books.</p> <p>Summer – Continue to learn set 2 sounds. Reading green/purple story books.</p> | |
| Writing | Knowledge and Skills | <ul style="list-style-type: none"> Ascribe meaning to marks (random scribbling) Make marks during play | <ul style="list-style-type: none"> Form lower-case and capital letters correctly Spell words by identifying the sounds they can hear and then recording the sound | Spell words containing |

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| | | <ul style="list-style-type: none"> Draws pictures starting to include more detail. Starting to look recognisable to others. Form different movements using fine-motor skills – straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements Begin to form recognisable letters <ul style="list-style-type: none"> Learn to write all or some of their first name. | <ul style="list-style-type: none"> with a letter or letters Write short sentences with words with known GPCs using a capital letter and full stop. Write short phrases and sentences that can be read by others <ul style="list-style-type: none"> Begin to re-read what they have written to check that it makes sense. | <p>40+ phonemes & common exception words.</p> <p>Compose a sentence rally before writing it.</p> <p>Re-reads what they have written to check that it makes sense.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> |
| | Vocabulary | straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements | Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip | |
| | <p>How it's covered</p> <p>Note: Reception use the whole school handwriting scheme, 'Letter Join'</p> | <p>Mark making activities available daily in Continuous Provision indoor and outdoor. During CP: purposeful play (Adult thinking out loud to encourage children to draw detailed pictures and model different scenarios in which we would use writing through role play) e.g. Letters , menus, lists, stories, captions, labels, recipes, card greeting messages.</p> <p>Activities are carefully planned to develop and rehearse the gross and fine-motor skills required for writing such as straight lines in different directions, clockwise and anti-clockwise motions for curved lines. E.g. scarf dancing. (see PD)</p> <p>Language such as up, down, around, across etc is modelled by adults during play and focused activities to help the children when they are ready to start forming letters.</p> <p>Name writing on their work (scaffolded until independent.)</p> <p>Learning letter formation rhymes as part of RWI in the summer term.</p> <p>Summer: Short daily timetabled RWI sessions for children who are ready and transitioning to Reception.</p> | <p>Timetabled daily writing as part of Phonics sessions, adult-led writing activities and writing opportunities during Continuous Provision such as helicopter stories through play. Continuous Provision and RWI activities cover a range of genres both narrative and non-fiction. Daily handwriting as part of phonics and discrete sessions using school program letter join.</p> <p>Note: Once assessed children are grouped according to their abilities for RWInc sessions.</p> <p>Autumn: Helicopter stories through play. Drawing and creating story maps relating to core text, including labels. Writing lists and cards. letter formation – focus on lower case Applying GPCs to record words, phrases and simple sentences Use set 1 digraphs for spelling Hold a sentence, build a sentence encourage symbols representing letters (secret writing) to help improve self esteem and confidence. Working on writing from left to right. Starting to write their first name with support and correctly. Making marks, practising letter formation through air writing and on peers backs and using a range of different bases eg, glitter, coloured sand, rice and using a range of tools eg fingers, paint brushes. Writes some letters accurately using the WR Inc letter formation rhymes.</p> <p>Spring: Writing captions. Writing short letter including questions. Hearing and writing initial sounds, starting to form simple sentences. Can write some ditty red words. Starting to write first name independently without any inaccuracies. Letter formation – focus on lower and upper case Focus on building and recording their own sentences</p> <p>Summer: Letter formation – focus on lower and upper case. Sitting letters on the line Sentence punctuation – capital letters, finger spaces and full stops Focus on building and recording their own sentences Begin to re-read what they have written to check it makes sense Sequencing and writing simple stories and recounts, including personal recounts. Writing simple instructions. Writing full name. Write a simple sentence with letters correctly formed. Spelling more red words linked to where they are with the Read, Write, Inc programme. Gradually decreases letter size, writing on the line. Re-reads what they have written to check that it makes sense eg. five finger check.</p> | |