



# **Lydiard Millicent CE Primary School**

## **EYFS Skills Progression for Literacy**

**The purpose of this document is to support the planning and assessment of Literacy, ensuring full coverage of the curriculum and ensuring children at the end of the EYFS are well prepared for learning in KS1.**

# The Early Years Foundation Stage

## Educational Programme

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).

## Early Learning Goals

1.7 The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

1.8 The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

1.9 Instead, the ELGs should support teachers<sup>8</sup> to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

1.10 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.

Statutory Framework September 2021

### **ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### **ELG: Word Reading**

Children at the expected level of development will:

- 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.

**ELG: Writing**

Children at the expected level of development will:

- 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.

Curriculum link		EYFS knowledge and skills	KS1 readiness objectives *	KS1 progression
Literacy	Writing	<ul style="list-style-type: none"> <li>- Hold a pencil effectively and with control</li> <li>- form lower-case and capital letters correctly</li> <li>- spell words by identifying the sounds and then writing the sound with letters</li> <li>- orally rehearse sentences before writing</li> <li>- write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>- re-read what they have written to check that it makes sense</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Holds pencils, pens and other marking making tools appropriately, so that they can make marks in an increasingly controlled way.</li> <li>- To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.</li> <li>- Write independently to</li> </ul>	<ul style="list-style-type: none"> <li>- Write short narrative pieces</li> <li>- Write to convey information</li> <li>- Compose a sentence orally before writing it</li> <li>- Write linked sentences after discussion with teacher</li> <li>- Use <b>and</b> to join words and clauses</li> <li>- Use present and past tense with some accuracy</li> <li>- Use many capital letters and full stops accurately at the beginning and end of sentences</li> </ul>

			<p>communicate their thoughts and ideas about their lived experiences.</p> <ul style="list-style-type: none"> <li>- Write words and sentences to help them to remember what they have done.</li> <li>- Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently use capital letter for I and their own name</li> <li>- Some use of capital letters for proper nouns</li> <li>- Begin to punctuate sentences using question marks and exclamation marks</li> <li>- Make phonetically plausible spelling choices</li> <li>- Spell many Year 1 common exception words accurately</li> <li>- Apply Year 1 spelling rules</li> <li>- Spell the days of the week</li> <li>- Re-read what they have written to check that it makes sense and edit to correct errors</li> </ul>
	<b>Word reading</b>	<ul style="list-style-type: none"> <li>- read Phase 2 and Phase 3 Grapheme Phoneme Correspondences (GPCs)</li> <li>- blend sounds into words, so that they can read short words made up of known letter– sound correspondences – CVC, CCVC, CVCC, CCVCC and regular polysyllabic words containing known GPCs</li> <li>- read ‘tricky words’ which do not follow the phonics taught by learning which part of the word is ‘tricky’</li> <li>- begin to understand how to use intonation and expression when reading out loud</li> </ul>	<ul style="list-style-type: none"> <li>- Developing phonemic knowledge through Little Wandle for Letters and Sounds Revised and other phonic opportunities.</li> <li>- Developing a knowledge of stories including rhyme and identify</li> </ul>	<ul style="list-style-type: none"> <li>- Apply phonic knowledge to decode words.</li> <li>- Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</li> <li>- Read accurately by blending sounds in unfamiliar words containing GPCs taught.</li> <li>- Read a range of simple common exception words</li> </ul>

		<ul style="list-style-type: none"> <li>- read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few tricky words</li> <li>- re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>-</li> </ul>	<p>the rhyming words within them.</p>	<p>e.g. the, said, they, once, she, friend, school.</p> <ul style="list-style-type: none"> <li>- Read words with the endings -s, -es, -ing, -ed and -est.</li> <li>- Read words of more than one syllable which contain GPCs known.</li> <li>- Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.</li> <li>- Read some phonically-decodable books, closely matched to phonic knowledge.</li> <li>- Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs</li> </ul>
	<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>- Enjoy listening to stories, non-fiction texts and rhymes and be able to talk about what they have heard</li> <li>- Predict what might happen next in a story being read</li> <li>- Retell stories in their own words, drawing upon recently learnt vocabulary</li> <li>- Answer simple comprehension questions about texts they have read themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.</li> <li>- Developing their skills and abilities in retelling familiar stories.</li> <li>- Recognising that books have</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently.</li> <li>- Be familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.</li> <li>- Link what they read to their own experiences.</li> </ul>

			<p>information that helps them to learn.</p> <ul style="list-style-type: none"> <li>- Routinely accessing picture books and stories</li> <li>- Listening to others expressively tell stories.</li> <li>- Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise and join in with predictable phrases in poems and stories.</li> <li>- Appreciate some rhymes and poems; recite some by heart.</li> <li>- Discuss the meanings of new words, linking them to words already known.</li> <li>- Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher.</li> <li>- Check that texts make sense when reading; self-correct and re-read inaccurate reading.</li> <li>- Talk about the significance of the title and events.</li> <li>- Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring.</li> <li>- Predict what might happen on the basis of</li> </ul>
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				<p>what has been read so far e.g. the boy will be in trouble for stealing the buns.</p> <ul style="list-style-type: none"><li>- Participate in discussion about what is read to them, taking turns and listening to others.</li><li>- Explain clearly their understanding of what is read to them.</li></ul>
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\*Many thanks to Stainsby Mill Education for the KS1 readiness objectives

