

EYFS Literacy progress mode

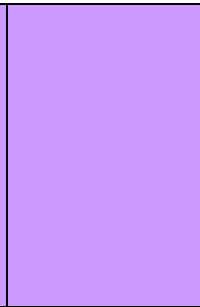
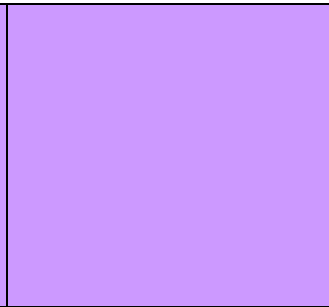
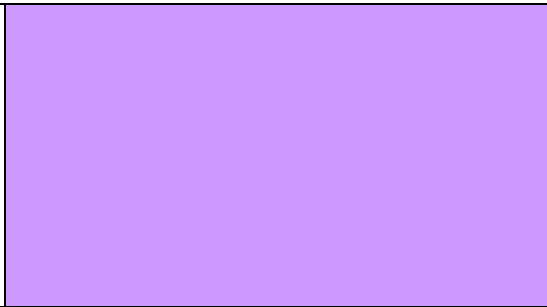
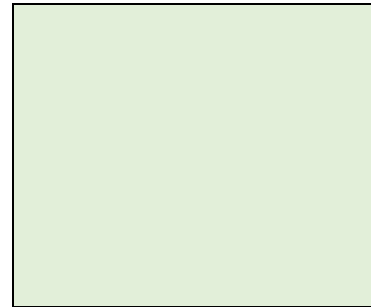
Taught in F1, Recapped in F2-

Taught in F2-

	Key learning	Small steps of progress					Links to ks1 curriculum		
Reading- Decoding	Develop further sound knowledge	Recognise the picture side of the set 1 single letter speed sound cards and say the word	Read single letter graphemes		Read the digraphs- ss, ll, ff, zz, ck.		Read the digraphs ch, sh, th, ng, nk, qu,		Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
	Read words by segmenting and blending	Orally blend the sounds in words	Begin to read simple cvc words by segmenting and blending	Read words with four or five sounds words by segmenting and blending		Begin to read short phrases of two or three words	Read sentences		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
	Develop fluency	Speedily read single letter graphemes		Speedily read cvc words			Speedily read words that have four or five sounds		
	Read tricky words	Read the common exception words I, to, the, no, go, into, my, me, you, he, she, they, was, we, be, said.							Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

Reading- Comprehension	Listens to stories and comments on what they've heard	Enjoy sharing books with an adult	Repeat words and phrases from a familiar book	Comments on what they can see in the pictures	Comments on key events in the story	Engage in conversations about stories; learning new vocabulary	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Anticipate and predict what might happen	Understand both books they can already read or books they are listening to.	
	Name different parts of book	Name different parts of a book- title, front page and pages			Name different parts of a book- title, front page, pages, contents page and blurb					
	Know how to read a book	Understand that we turn one page at a time and start from the front of the book.		Understand that print has meaning and can have different purposes			Understand that in England we read text from left to right.			
	Understands fiction and non-fiction	Understand the difference between fiction and non-fiction.				Talk about the features of fiction and non-fiction				
Writing- Transcription	Forms letters correctly	Draws lines in different directions- up, down and across	Draws circles both clockwise and anti-clockwise	Forms some familiar letters such as some of the letters in their name		Forms some lowercase letters correctly	Forms all lowercase letters correctly	Forms capital letters correctly	Begin to form lowercase letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understands which family letters belong to	

	Writes their name	Recognises their name	Can form some of the letters in their name by copying from their name card	Can form all of the letters in their name by copying from their name card	Can write their name correctly from memory			
	Writes the sounds they can hear in words	Ascribes meaning to marks that they make when they draw or paint	Begins to hear and say the initial sounds in words	Begins to hear, say and write the initial sound in words	Hears, says and writes all of the sounds in cvc words	Hear, says and write the sounds in words that have four or five sounds	Hears, says and writes the sounds in longer words	Spell words containing each of the 40+ phonemes already taught
	Writes dictated phrases and sentences	Writes simple dictated phrases or short sentences using finger spaces			Writes dictated sentences using a capital letter, full stop and finger spaces			
Writing-Composition	Orally composes words and sentences	Orally says a word			Orally says a short phrase		Orally says a sentence that they want to write	Write sentences by: Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense



Discuss what they have written with the teacher or other pupils
Read their writing aloud, clearly enough to be heard by their peers and the teacher