



EYFS - Literacy

Rural Church Schools Academy Trust

Progression of Knowledge and Skills



	Reception Autumn	Reception Spring	Reception Summer	ELG Checklist
Word Reading	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>			
	<ul style="list-style-type: none"> *Read taught sounds speedily. * Blend cvc words using letters learnt so far. *Read to a familiar adult a phonetically decodable text. * Read 6 tricky words * Read simple phrases and match to pictures using cvc words and tricky words 	<ul style="list-style-type: none"> *Read taught sounds speedily. * Blend cvc words using letters and special friends *Read to a familiar adult a phonetically decodable text. * Read 12 tricky words * Read simple phrases and match to pictures * Read words with 4 or 5 sounds with fred talk * Nonsense CVC words 	<ul style="list-style-type: none"> *Blend words using letters and special friends learnt so far. * Read a text that contains the special friends taught so far. * Read 14 tricky words * Read simple phrases and match to pictures using words with 4 or 5 sounds * Read the first 6 sounds in set 2 (ay, ee, igh, ow, oo, oo) 	<p>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.</p>
Comprehension	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>			
	<ul style="list-style-type: none"> *Share familiar story books at home and at school. * Listen to top 5 rhymes and top 5 texts. * Talk about books and who was in them, what happened. * Learn new vocabulary. * Talk about stories listened to, including character descriptions, personalities, events and how this story links to own life. *Listen to at least 3 stories a day. *Celebrate popular children's authors including Bill Martin and Kes Grey * Order and retell simple stories. * Create own stories to tell and act out. 	<ul style="list-style-type: none"> *Share familiar story books at home and at school. * Listen to top 5 rhymes and top 5 texts. * Discuss books and compare stories, talk about where they are set and predict what might happen at the end. * Talk about stories listened to, including identifying vocabulary to describe a character, talking about the decisions a character makes and the messages learnt from the story *Listen to at least 3 stories per day. * Celebrate popular children's authors including Martin Waddell and Eric Carle * Retell simple stories and order events/pictures to retell. 	<ul style="list-style-type: none"> *Share familiar story books at home and at school. * Listen to top 5 rhymes and top 5 texts. * Talk about books, poems and rhymes and discuss how they make them feel and why. * Talk about stories listened to, using descriptive language when asking and answering questions, talking about feelings and understanding word meanings. Children listen to at least 3 stories a day read to them by adults in the class. Children have an element of choice over some of these books. Authors including Julia Donalson, Michael Rosen and Sue Hendra and are discussed and celebrated across the term. Children can retell familiar stories using a book or from memory. Children can make up their own stories and tell them to a familiar adult to be acted out by the class at a later date. 	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play
Writing	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>			
	<p>Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line - done daily</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line - done daily.</p> <p>Support children to form the complete sentence/phrase orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud</p>	<p>Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are important as well as the size and position of the letter on a line - done daily.</p> <p>Children should be given opportunities for some extended writing in sentences to build up stamina and to retell more information.</p>	<ul style="list-style-type: none"> • 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.

	<p>Give plenty of opportunities to copy their name/make their name using letters Many opportunities for children to write their name from left to right, making clearly recognisable letters. Children then need to learn how to form these letters correctly. NB. Once children know mastd, children can begin to write these letters as initial sounds or cvc if can segment. Children can write the initial sounds of words using the GPCs they are taught. Children can segment to spell cvc words using their phonics knowledge of GPCs already taught. Encourage children to make signs (only using GPCs taught) linked to the topic.</p> <p>Checkpoint 1: I can write my name from memory. I can write and spell 3 tricky words. I can correctly form 5 letters. I can write a simple dictated phrase (e.g. A pig on a mat).</p>	<p>(counting on fingers with spaces in between representing finger spaces). Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences Model how you read and re-read your own writing to check it makes sense Give children a variety of purposes to write including writing stories/narratives and letters, instructions and recounts linked to the topics.</p> <p>Model and name capital letters, full stops and finger spaces.</p> <p>Checkpoint 2: I can write and spell 8 tricky words I can correctly form 15 letters I can write simple sentences and phrases, sometimes using spaces between words.</p>	<p>Children write for a variety of purposes and are motivated to write. Children understand the features of a list, card and caption. Children make phonetically plausible attempts at unfamiliar words that can be read by others.</p> <p>Checkpoint 3: I can write and spell 15 tricky words I can correctly form 20 letters I can write simple sentences leaving spaces between words and sometimes using punctuation.</p>	
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