



Bryn St Peter's Primary School – EYF's Progression Map

Literacy

Area of Learning Literacy	September Checkpoints (Baseline)	Autumn	Spring	Summer
Comprehension	<ul style="list-style-type: none"> - Listen to a story and comment on the events. - Name the characters from a familiar story. 	<ul style="list-style-type: none"> - Tell stories using picture clues and language from the story. - Share a familiar story with a friend explaining what has happened. - Talk about what is happening and what might happen from a picture. - Join in with repeated refrains in stories. 	<ul style="list-style-type: none"> - Answer questions related to what they have read (linked to ditty sheet/red books). - Using taught vocabulary and words from stories in their everyday speech or play. 	<ul style="list-style-type: none"> - Answer questions related to what they have read (linked to red/green books). - Retell and talk about their favourite rhyme or poem. - Use and understand vocabulary shared in class texts (poems, stories, rhymes, word of the week) and role play.
Word Reading	<ul style="list-style-type: none"> - Identify an object when given the initial sound. - Say the initial sound in a given word. - Clap the syllables in a word. - Orally blend and segment the sounds in a word. 	<ul style="list-style-type: none"> - Read CVC words. - Be able to oral blend CVCC and CCVC. 	<ul style="list-style-type: none"> - Read a range of red book 'red' words. - Begin to read some red book words by sight. - Read simple phrases and sentences (linked to their phonic knowledge). - Recognise all set 1 sounds. 	<ul style="list-style-type: none"> - Read red and green book 'red' words. - Begin to read some green book words by sight. - Recognise all set 1 and some set 2 sounds. - Confidently read sentences in red or green books (RWInc.).
Writing <i>(Links to Physical Development – to support fine motor development)</i>	<ul style="list-style-type: none"> - Attempt to write their name in a way that they or others can recognise. - Discuss the marks they make, e.g. "this is a car" 	<ul style="list-style-type: none"> - Be able to write CVC words. - Begin to form letters correctly. - Confidently access writing in provision. - Write from left to right. 	<ul style="list-style-type: none"> - Write a range of CVCC, CCVC words. - Begin to have their own ideas for their writing. - Write a phrase (with support to hold it). - Begin to use some red book words in their writing. 	<ul style="list-style-type: none"> - Hold and write a simple sentence/phrase independently. - Read their own writing back. - Use all Set 1 and Set 2 Read, Write Inc Sounds in their writing. - Spell all red book 'red' words and some green book 'red' words in their writing (can use word wall to support). - Form most letters correctly.

				- Write for a range of purposes.
Phonics Progression: Read Write Inc		Set C	Ditty/Red Group	Green group (Can be red group if confidently reading sentences and able to read some words containing the set 2 digraphs).

Statutory End of EYFS Assessment: Literacy Early Learning Goals

Children at the expected level of development will:

Comprehension	Word Reading	Writing
<ul style="list-style-type: none"> - 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, nonfiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> - 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. 	<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

Those working at Greater Depth may:

Comprehension	Word Reading	Writing
Recycle familiar stories verbally (or in written form), recalling the structure of the original story. Substantiate their predictions and opinions with evidence from the story.	Apply phonic skills to read unfamiliar words using set 2 sounds. Can recognise some set 3 sounds.	<ul style="list-style-type: none"> - Form all letters correctly, with clear ascenders and descenders. - Write words of more than one syllable.

We will develop a love of reading by:

- Sharing a daily story chosen by the children (class voting station).
- Talk 4 writing sessions.
- A range of books throughout provision areas.
- Sharing familiar stories and also introducing new books with adventurous vocabulary.
- Access to technology to listen to audio books.
- Sharing rhymes and poems.
- Talking about books using story language and adventurous vocabulary.

*5 Key Features of Print

- Print has meaning.
- Print can have different purposes.
- We read English text from left to right and top to bottom.
- The names of the different parts of a book.
- Page sequencing.