

North Clifton Primary School - EYFS Literacy progression model

Taught in F1, Recapped in F2-



Taught in F2 -



EYFS Development Matters			
Understand the five key concepts about print-	<ul style="list-style-type: none"> print has meaning -print can have different purposes -we read English text from left to right and from top to bottom the name of different parts of a book -page sequencing 		
Develop phonological knowledge	<ul style="list-style-type: none"> so that they can: -spot and suggest rhymes -count or clap syllables in a word -count or clap syllables in a word -recognise words with the same initial sound, such as s money/mother 	<ul style="list-style-type: none"> 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 representing one sound and say sounds for them. Read a few common exception words matched to the school's phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondence and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	
	Engage in extended conversations about stories, learning new vocabulary		
	Key learning	Small steps of progress	Links to KS1 curriculum
Understanding print		Read individual letters b	

Word reading		Develop their phonological awareness so that they can recognise words with the same initial sounds.	Recognise the initial sound of different words and pictures	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.	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 tricky words: is, I, the ,as, and, has, his, her, go, no to, into, she, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure, said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.					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	Enjoys sharing books with an adult	Repeats words and phrases from a familiar book.	Engages in conversations about stories;	Demonstrate understanding of what has been read to them by	Anticipate and predict what might happen.	Understand both books they can already read or books they listen to.
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	what they have read			learning new vocabulary.	retelling stories and narratives using their own words and recently introduced vocabulary			
	Name different parts of a 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 print has meaning and can have different purposes.		Understand that we turn one page at a time and start from the front of the book.	Understand that we read text from left to right in England.			
	Understand fiction and non-fiction	Understand the difference between fiction and non-fiction books.			Talk about the features of fiction and non-fiction books.			Know the features of fiction and non-fiction books
Writing	Forms letter correctly	Draws lines in different directions up, down and across	Draws circles both clockwise and anti-clockwise	Forms some familiar letters correctly such as the letters in their name	Forms some lower case letters correctly	Forms all lower case letters correctly	Forms capital letters correctly	Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form the digits 0-9 correctly. Understand which family letters belong to
	Writes their own name	Recognises their name.		Can copy some of the letters in their name.	Can copy all of the letters in their name		Can write their name from memory.	
Writing	Use some of their print and letter knowledge in their writing.	Ascribes meaning to marks that they make when they draw or paint	Begins to hear and say the initial sounds in words	Spell words by identifying the sounds and then writing the	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	Spell words containing each of the 40+ phonemes already taught

	<p>Write some letters accurately</p>			<p>sound with the letter. Begins to hear, say and write the initial sound in words</p>			<p>longer words</p>		
	<p>Writes phrases and sentences</p>	<p>Write simple phrases or sentences using finger spaces.</p>			<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. using a capital letter, full stop and finger spaces. Re-read what they have written to check that it makes sense.</p>		<p>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. Discussing what they have written with the teacher or other pupils. Reading their writing aloud, clearly enough to be heard by their peers and the teacher.</p>		