



EYFS- Literacy Progression

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Nursery	<p>Children join in with phase one phonics— Developing their phonological awareness, so that they can count or clap syllables in a word.</p> <p>Children enjoy drawing freely.</p> <p>Children add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p>	<p>Children use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Children engage in extended conversations about stories.</p> <p>Children make marks on their picture to stand for their name.</p>	<p>Children to spot and suggest rhymes.</p> <p>Children to count or clap syllables in a word.</p> <p>Children to engage in extended conversations about stories, learning new vocabulary.</p> <p>Children to write some of their name, especially the initial sound.</p>	<p>Children to spot and suggest rhymes.</p> <p>Children to count or clap syllables in a word.</p> <p>Children to recognise words with the same initial sound, such as money and mother.</p> <p>Children to engage in conversations about stories, learning new vocabulary.</p> <p>Children to write some or all of their name.</p>	<p>Children recognise words with the same initial sound, such as money and mother.</p> <p>Children can blend CVC words when sounded by an adult</p> <p>Children use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p>	<p>Children count or clap syllables in a word.</p> <p>Children recognise words with the same initial sound, such as money and mother.</p> <p>Children to begin to segment and blend.</p> <p>Children to use some of their print and letter knowledge in their early writing.</p> <p>Children write some letters accurately.</p>



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Reception	<p>Children will read and correctly form sounds. (see LW planning)</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know tricky words. (see LW planning)</p>	<p>Children will read and correctly form sounds. (see LW planning)</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words. (see LW planning)</p>	<p>Children will read and correctly form sounds. (see LW planning)</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words. (see LW planning)</p>	<p>Children will read and correctly form sounds. (see LW planning)</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words. (see LW planning)</p>	<p>Children will read and correctly form sounds. (see LW planning)</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky words. (see LW planning)</p>	<p>Children will sound and blend words within LW planning.</p> <p>Children will know tricky words. (see LW planning)</p>
	<p>In Early Years we aim to give children a life-long love of reading by reading to and with children regularly. We share a wide range of books with children including picture books, those with no text, non-fiction books, rhymes and poetry and give children the opportunity to share their thoughts and opinions in order to develop their understanding further. We provide children with opportunities to write indoors and outdoors on a range of resources including paper, chalkboards, whiteboards, LED writing tablets and interactive whiteboards. Children also have free access to a variety of mark making tools including pens, pencils, chalks, wax crayons, chalk pens and paint pens.</p>					