

EYFS Literacy Knowledge Progression at Brompton-on-Swale CofE Primary School

Our EYFS Vision	HEARTS – In EYFS we are Happy, Educated, Articulate, Respectful, Team Players, Safe						
Our EYFS Curriculum	All About Me > My School > My Community > My World > My Planet						
Our EYFS Contexts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<p>Vision Links</p> <p>Happy: To develop a lifelong love of reading</p> <p>Educated: To read decodable books fluently by the end of EYFS</p> <p>Articulate: To explain our opinions and understanding of what we have read</p> <p>Respectful: To enjoy stories from around the world featuring diverse characters</p>	 <p>Busy Bees 2-3 year olds 3-4 year olds</p>	<p>Enjoy songs and rhymes</p> <p>Enjoy sharing books with an adult.</p> <p>Become intrinsically motivated and interested in mark making</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Enjoy listening to and sharing stories.</p> <p>Spot and suggest rhymes</p> <p>Understand the five key concepts about print (Meaning, Purpose, Reading from left to right, Name parts of the book, page sequencing)</p> <p>Make marks on their picture to</p>	<p>Enjoy songs and rhymes, tuning in and paying attention</p> <p>Pay attention and respond to the pictures or the words</p> <p>Enjoy drawing freely with large-scale sensory play equipment. e.g. in sand and flour</p> <p>Hear the same initial sound for words and names of objects</p> <p>Blend CVC words using oral blending and objects with known phonemes</p> <p>Find their name using their picture. Experiment with different types of marks e.g. wavy, straight etc.</p>	<p>Join in with songs and rhymes, copying some sounds</p> <p>Have favourite books and seek them out, to share with others and alone</p> <p>Enjoy drawing freely using large scale mark making resources. e.g. sticks and large brushes</p> <p>Identify initial sounds of words and names of objects and distinguish different sounds</p> <p>Blend CVC words using oral blending and objects with phonemes known</p> <p>Recognise the initial sound of their name</p> <p>Apply appropriate mark making to support their play</p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>Repeat words and phrases from familiar stories</p> <p>Enjoy drawing freely using a variety of smaller mark-making tools e.g. smaller brushes, pencils</p> <p>Articulate sounds correctly</p> <p>Blend CVC words using oral blending and objects with phonemes known</p> <p>Recognise the capital letter that starts their name</p> <p>Use marks to communicate thoughts, feelings and ideas</p>	<p>Say some of the words in songs and rhymes</p> <p>Ask questions about the book</p> <p>Make comments and shares their own ideas</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says Mummy."</p> <p>Identify initial sounds of words and names of objects</p> <p>Clap the syllables in a word</p> <p>Blend CVC words using oral blending and objects with phonemes known</p> <p>Use some of their print and letter knowledge in their early writing. Match their name to their picture</p>	<p>Copy finger movements and say rhymes independently for example singing whilst playing</p> <p>Develop play around favourite stories using props</p> <p>Notice some print, such as the first letter of their name, a bus or door number or a familiar log</p> <p>Make marks on their picture to stand for their name</p> <p>Identify end sounds of words and names of objects</p> <p>Write their name forming some</p> <p>Write some letters accurately</p> <p>Use magnet letters to spell a word ending like 'at'.</p>

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<p>Team-Players: To enjoy sharing books together</p> <p>Safe: To feel confident to blend and segment unfamiliar words</p>		stand for their name.				Use marks meaningfully in writing contexts e.g. making their own books	
	 <p>Foundation Stage</p> <p>For more information on how we teach Literacy, see: Little Wandle Programme Overview Jane Considine Fantastic Foundations</p>	<p>Read graphemes by saying the phonemes for them</p> <p>Blend new GPCs into CVC words</p> <p>Know how to handle books carefully</p> <p>Form taught graphemes correctly using formation phrases to support them</p> <p>Spell CVC words containing taught GPCs with support to break down the words into individual phonemes</p> <p>Mark make adding labels to their picture.</p>	<p>Read simple phrases and sentences made up of words with known GPCs and common exception words</p> <p>Begin to re-read books to build up enjoyment</p> <p>Spell CVC words containing taught GPCs with support to break down the words into individual phonemes</p> <p>Mark make adding labels to their picture using the graphemes they already know.</p>	<p>Read sentences made up of words with known GPCs and common exception words</p> <p>Re-read books to build up confidence with word reading and fluency.</p> <p>Form lower-case letters correctly using formation phrases to support them</p> <p>Spell CVC words by identifying phonemes and writing corresponding graphemes</p> <p>Write captions using graphemes they already know.</p>	<p>Blend known GPCs into more complex phase 4 words</p> <p>Re-read books with confident word reading and prosody.</p> <p>Form lower-case letters correctly</p> <p>Spell phase 2 and phase 3 CVC words independently and with confidence</p> <p>Orally rehearse and memorise sentence before attempting to write it.</p>	<p>Blend known GPCs into longer words</p> <p>Re-read books with confident word reading, prosody and an understanding of the text.</p> <p>Form capital letters correctly using formation phrases to support them</p> <p>Spell phase 4 words with support</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Confidently apply phonic knowledge to read a variety of sentences.</p> <p>Blend known GPCs into words containing suffixes</p> <p>Read books containing phase 2, 3 and 4 words.</p> <p>Form lower-case and capital letters correctly</p> <p>Spell phase 4 words and some common exception words more confidently.</p> <p>Write short sentences correctly and re-read own writing to check I makes sense.</p>
<p>Literacy ELGs</p>	<p><u>Comprehension</u> 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, non-fiction, rhymes and poems and during role-play</p> <p><u>Word Reading</u> 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> <p><u>Writing</u> 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>						