

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

Our EYFS Vision	<b>HEARTS – In EYFS we are Happy, Educated, Articulate, Respectful, Team Players, Safe</b>						
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><b>Vision Links</b></p> <p><b>Happy:</b> To develop a lifelong love of reading</p> <p><b>Educated:</b> To read decodable books fluently by the end of EYFS</p> <p><b>Articulate:</b> To explain our opinions and understanding of what we have read</p> <p><b>Respectful:</b> To enjoy stories from around the world featuring diverse characters</p>	 <p><b>Busy Bees</b> 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>

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

<p><b>Team-Players:</b> To enjoy sharing books together</p> <p><b>Safe:</b> 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><b>Foundation Stage</b></p> <p>For more information on how we teach Literacy, see:  <a href="#">Little Wandle Programme Overview</a>  <a href="#">Jane Considine Fantastic Foundations</a></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><b>Literacy ELGs</b></p>	<p><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>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></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p><u>Writing</u></p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>						