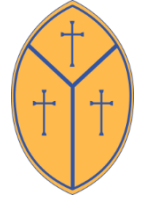




Cookridge Holy Trinity C of E Primary School – EYFS Progression



Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Prior Learning (Development Matters 3-4)

- Understand the five key concepts about print: Print has meaning, Print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.
- Develop their phonological awareness, so that they can: Spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in early writing. For example: Writing a pretend shipping list that starts at the top of the page, writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Reception – Autumn 1	Reception – Autumn 2	Reception – Spring 1	Reception – Spring 2	Reception – Summer 1	Reception – Summer 2
<p><u>Comprehension:</u></p> <p>To independently look at a book, hold it the correct way and turn pages.</p> <p>To use pictures to tell stories.</p> <p>To engage and enjoy familiar stories, sequencing key events.</p>	<p><u>Comprehension:</u></p> <p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to answer questions about stories that are read to them.</p> <p>To enjoy an increasing range of books, including fiction, non-fiction, poems and rhymes.</p>	<p><u>Comprehension:</u></p> <p>To act out stories.</p> <p>To begin to predict what may happen in a story.</p> <p>To suggest how a story might end.</p> <p>To know that information can be retrieved from books.</p>	<p><u>Comprehension:</u></p> <p>To retell known stories, using own words and vocabulary from texts.</p> <p>To answer retrieve questions about what they have read and what has been read to them.</p> <p>To follow a story without pictures.</p> <p>To describe characters in familiar story.</p> <p>Begin to understand structure of story.</p>	<p><u>Comprehension:</u></p> <p>To retell stories in detail, using own words and vocabulary from text.</p> <p>To answer retrieve questions about what they have read and what has been read to them.</p> <p>To use vocabulary that is influenced by their experience of books.</p>	<p><u>Comprehension:</u></p> <p>To sequence and retell stories that have been read to them, using own words and vocabulary.</p> <p>To answer questions about what they have read including anticipating events and beginning to develop inference skills</p>
<p><u>Word Reading:</u></p> <p>To recognise their name.</p> <p>To read individual letters, saying sound for them (GPC).</p> <p>To identify initial sounds with words.</p> <p>To orally blend and segment.</p> <p>To begin to blend written VC and CVC</p>	<p><u>Word Reading:</u></p> <p>To recognise taught graphemes and accurately articulate corresponding phoneme.</p> <p>To blend sounds to read words including known GPCs.</p> <p>To blend words which include 's' ending (/s/ /z/)</p>	<p><u>Word Reading:</u></p> <p>To recognise taught graphemes (digraphs) and accurately articulate corresponding phoneme.</p> <p>To blend to read ccvc words and two syllable words.</p> <p>To read words with -ing ending.</p> <p>To read taught common exception words.</p>	<p><u>Word Reading:</u></p> <p>To recognise taught graphemes (digraphs) and accurately articulate corresponding phoneme.</p> <p>To blend to read ccvc words and two syllable words.</p> <p>To read words with -ing ending.</p> <p>To read taught common exception words.</p>	<p><u>Word Reading:</u></p> <p>To recognise taught graphemes (digraphs and trigraphs) and accurately articulate corresponding phoneme.</p> <p>To sight read many familiar words.</p> <p>To read words with -es ending</p> <p>To read words with -ed ending.</p>	<p><u>Word Reading:</u></p> <p>To read words which include all taught GPCS, including digraphs and trigraphs.</p> <p>To sight read many familiar words.</p> <p>To read words with -es ending</p> <p>To read words with -ed ending.</p>

<p>words using known GPCs.</p>	<p>To recognise taught common exception words.</p> <p>To begin to sight read words very familiar with.</p> <p>To read books matching their phonics ability. Begin to read captions and simple sentences using known GPC.</p>	<p>To read captions and sentences including known GPCS and common exception words.</p> <p>To read books matching their phonics ability.</p>	<p>To read captions and sentences including known GPCS and common exception words.</p> <p>To read books matching their phonics ability.</p>	<p>To read taught common exception words.</p> <p>To read sentences including known GPCS and common exception words with increasing fluency.</p> <p>To read books matching their phonics ability.</p>	<p>To read CCVCC and CCVC words.</p> <p>To read taught common exception words.</p> <p>To read sentences including known GPCS and common exception words with increasing fluency.</p> <p>To read books matching their phonics ability, with increasing fluency.</p>
<p><u>Writing:</u></p> <p>To give meaning to the marks they make.</p> <p>To write all of their name.</p> <p>To begin forming recognisable letters.</p> <p>To write initial sounds.</p> <p>To begin to write CVC words using known GPC.</p>	<p><u>Writing:</u></p> <p>To write their name.</p> <p>To form recognisable letters, using correct formation for most taught letters.</p> <p>To spell words by identifying phonemes in them and representing with graphemes.</p>	<p><u>Writing:</u></p> <p>To write their name using correct letter formation.</p> <p>To form recognisable letters, using correct formation for most taught letters.</p> <p>To segment to write CVC words using known GPC including taught digraphs.</p> <p>To begin to write captions and simple sentences.</p> <p>To understand that sentences start with a</p>	<p><u>Writing:</u></p> <p>To form letters, using correct formation for taught letters.</p> <p>To segment to write words using known GPC including taught digraphs and trigraphs.</p> <p>To begin to write captions and simple sentences.</p> <p>To understand that sentences start with a capital letters and end with full stop.</p>	<p><u>Writing:</u></p> <p>To form lower- and upper-case letter correctly.</p> <p>To write words (including polysyllabic) phonetically.</p> <p>To begin to use capital letters at the start of a sentence.</p> <p>To use finger spaces and full stops when writing a sentence.</p> <p>To spell some taught tricky words correctly.</p>	<p><u>Writing:</u></p> <p>To form lower- and upper-case letter correctly.</p> <p>To write words (including polysyllabic) phonetically.</p> <p>To begin to use capital letters at the start of a sentence.</p> <p>To use finger spaces and full stops when writing a sentence.</p> <p>To spell some taught tricky words correctly.</p>

		capital letters and end with full stop. To spell some taught common exception words correctly.	To spell some taught common exception words correctly.	To write for purpose, dictated and composed. To begin to read their work back to check.	To write for purpose, dictated and composed. To begin to read their work back to check.
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Early Learning Goals	Cookridge Holy Trinity – Curriculum Goals
<p><u>ELG: Comprehension</u></p> <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, non-fiction, rhymes and poems and during role play. <p><u>ELG: Word Reading</u></p> <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. <p><u>ELG: Writing</u></p> <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 of letters. • Write simple phrases and sentences that can be read by others. 	<p><u>To become a Bookworm</u></p> <ul style="list-style-type: none"> • To develop a lifelong love of reading. • To use new vocabulary to talk about what they have read or what has been read to them. • To demonstrate an understanding of what has been read to them by retelling stories and anticipating key events. • To read words and simple sentences including digraphs and common exception words that they have learnt. • To experience a range of stories, developing their understanding of the diverse world we live in, including the past. <p><u>To become a Writer</u></p> <ul style="list-style-type: none"> • To become a motivated and enthusiastic writer. • To be able to orally compose sentences which articulate their ideas. • To correctly form most letters. • To segment sounds within words and represent them phonetically. • To write simple phrases and sentences (including common exception words) that can be read by others <p><u>To become a Performer</u></p> <ul style="list-style-type: none"> • To join in and perform a song, poem or dance to an audience. • To retell stories with confidence and expression using props and materials. • To play a range of percussion instruments and to develop good rhythm. • To express and show imagination through role-play and narratives. • To use drama to deepen experiences and understanding

Future Learning – Year 1

Reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes. -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading

Comprehension

Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently;
- being encouraged to link what they read or hear to their own experiences;
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;
- recognising and joining in with predictable phrases;
- learning to appreciate rhymes and poems, and to recite some by heart;
- discussing word meanings, linking new meanings to those already known.

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher;
- checking that the text makes sense to them as they read and correcting inaccurate reading;
- discussing the significance of the title and events;
- making inferences on the basis of what is being said and done;
- predicting what might happen on the basis of what has been read so far;
- participating in discussions about what is read to them, taking turns and listening to what others say;
- explaining clearly their understanding of what is read to them.

Transcription

Spelling

Children should be taught to spell:

- words containing each of the 40+ phonemes already taught;
 - Common exception words;
 - days of the week.
- #### **Children should be taught to:**
- name the letters of the alphabet in order;
 - use letter names to distinguish between alternative spellings of the same sound;
 - apply simple spelling rules;
 - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;
 - use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs;
 - use the prefix un; • use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).

Composition

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.

As well as:

- discuss what they have written with the teacher or other pupils;
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, Grammar and

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Punctuation

Children should develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words;
- joining words and joining clauses using and;
- beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark;
- using capital letter for names of people, places, the days of the week, and the personal pronoun I.

Grammar

Words

- Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.
- Suffixes that can be added to verbs where no change is needed in the spelling of the root words.
- Recognise how the prefix un- changes the meaning of verbs and adjectives.

Sentences • How words can combine to make sentences. • Joining words and joining clauses using 'and'. **Text** •

Sequencing sentences to form short narratives. **Punctuation** • Separation of words with spaces. • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names and for the personal pronoun I.