

**EYFS – Skills Progression - Literacy**

Comprehension			
Autumn	Spring	Summer	Early Learning Goal
<ul style="list-style-type: none"> <li>• Enjoy listening to stories, rhymes and non-fiction texts</li> <li>• Handle books appropriately and understand that print carries meaning</li> <li>• Begin to understand that stories have a beginning and an end</li> <li>• Talk about pictures and events in a story</li> <li>• Join in with repeated words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively to stories and respond to what they hear</li> <li>• Answer simple questions about a text</li> <li>• Begin to retell familiar stories in the correct sequence</li> <li>• Talk about characters and events using simple language</li> <li>• Make simple predictions about what might happen next</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories in their own words</li> <li>• Answer questions about characters, settings and events</li> <li>• Make predictions and explain their ideas</li> <li>• Use vocabulary from stories in play and discussion</li> <li>• Begin to make simple links between texts and their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate – where appropriate – key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>

Word Reading			
Autumn	Spring	Summer	Early Learning Goal
<ul style="list-style-type: none"> <li>• Enjoy rhymes, songs and oral blending activities</li> <li>• Recognise some familiar words and signs</li> <li>• Begin to hear and say the initial sounds in words</li> <li>• Blend and read simple CVC words with support</li> </ul>	<ul style="list-style-type: none"> <li>• Blend and read CVC words independently</li> <li>• Read words containing digraphs that have been taught</li> <li>• Read simple sentences using taught phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Read sentences and short texts made up of familiar words</li> <li>• Use phonics knowledge to decode unfamiliar words</li> <li>• Read aloud with increasingly fluency and confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent</li> </ul>

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<ul style="list-style-type: none"> <li>• Begin to read simple captions or phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what they read</li> <li>• Begin to read common exception words appropriate to the phonics phase taught</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read texts to build fluency and understanding</li> <li>• Read and understand a range of simple fiction and non-fiction texts</li> </ul>	<p>with their phonic knowledge, including some common exception words</p>
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Writing			
Autumn	Spring	Summer	Early Learning Goal
<ul style="list-style-type: none"> <li>• Mark make and give meaning to their marks</li> <li>• Write some letters from their name correctly</li> <li>• Begin to form some letters using taught formation</li> <li>• Begin to write labels or captions using initial sounds</li> <li>• Say a sentence aloud before attempting to write</li> </ul>	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Use phonics to write CVC words</li> <li>• Write simple phrases or sentences with support</li> <li>• Begin to use finger spaces between words</li> <li>• Begin to use capital letters at the start of sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences that can be read by themselves and others</li> <li>• Use phonics to spell words, including some common exception words</li> <li>• Use capital letters and full stops with increasingly consistency</li> <li>• Re-read their writing to check it makes sense</li> <li>• Write for a range of purposes (stories, labels, lists)</li> </ul>	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul>