

EYFS Literacy Progression Map  
Little Learners

	Key Text	Reading - Comprehension	Reading – Word Reading	Writing	Physical Development
Autumn 1	Where's Spot? Outcome: Make marks Key Vocabulary: Prepositions in book e.g. inside, under.	Interested in books.	Interested in books.	Makes marks but can't describe them	Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.
Autumn 2	That's Not My Bear! Outcome: Make marks Key Vocabulary: Describing words – smooth etc.	Interested in books.	Interested in books.	Makes marks but can't describe them	Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.
Spring 1	Dear Zoo Outcome: Make marks Key Vocabulary: Describing words – fierce, slippery, etc.	Interested in books and rhymes and may have favourites	Interested in books and rhymes and may have favourites	Makes marks but can't describe them	Makes connections between their movement and the marks they make.
Spring 2	Dinosaur Roar Outcome: Begin to make appropriate marks Key Vocabulary: Describing words and prepositions e.g. fast, slow, above, below.	Interested in books and rhymes and may have favourites	Interested in books and rhymes and may have favourites	Makes marks but can't describe them	Makes connections between their movement and the marks they make.
Summer 1	Postman Bear Outcome: Make appropriate marks Key Vocabulary: Animals and objects in book e.g. frog, bear, cake.	Has some favourite stories, rhymes, songs, poems or jingles.	Repeats words or phrases from familiar stories.	Distinguishes between the different marks they make.	Imitates drawing simple shapes such as circles and lines. Beginning to use three fingers (tripod grip) to hold writing tools.
Summer 2	Doing the Animal Bop Outcome: Make marks and offer a description Key Vocabulary: Action words e.g. stomp, wiggle.	Has some favourite stories, rhymes, songs, poems or jingles. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.	Repeats words or phrases from familiar stories.	Distinguishes between the different marks they make.	Beginning to use three fingers (tripod grip) to hold writing tools. May be beginning to show preference for dominant hand.

EYFS Literacy Progression Map  
Nursery

	Key Text	Reading - Comprehension	Reading – Word Reading	Writing	Physical Development
Autumn 1	<p>Dear Zoo</p> <p>Outcome: Make marks and offer a description</p> <p>Key Vocabulary:</p> <p>From story: Animal names, heavy, fragile, tall, fierce, danger, grumpy, scary, naughty, perfect.</p>	Shows interest in illustrations and print in books and print in the environment.	Repeats words or phrases from familiar stories.	Distinguishes between the different marks they make.	Draws lines and circles using gross motor movements.
Autumn 2	<p>Owl Babies</p> <p>Outcome: Make marks and offer a description</p> <p>Key Vocabulary:</p> <p>From story: Tree trunk, twigs, thought, hunting, branch, ivy, brave, swooped, silent.</p> <p>Ambitious Vocabulary:</p> <p>Nocturnal – active at night and sleeping in the day.</p> <p>Owlet – a small or young owl.</p> <p>Whatever Next</p> <p>Outcome: Make marks and offer a description</p> <p>Key Vocabulary:</p> <p>From story: Moon, rocket, chimney, aeroplane, passengers, roared, picnic, helmet, gasped</p> <p>Ambitious Vocabulary:</p> <p>Astronaut – a person who is trained to travel in spacecraft, travels to space.</p> <p>Outer space – the universe outside of earth.</p>	Listens to and joins in with stories and poems, one-to-one and also in small groups.	Enjoys rhyming and rhythmic activities.	Distinguishes between the different marks they make.	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

	Earth – the planet on which we live.				
Spring 1	<p>We're Going on a Bear hunt Outcome: Make marks and offer a description Key Vocabulary: From story: Positional language/ directional – over, under, through. Beautiful, long, wavy, squelch, splash, forest, gloomy, snowstorm, narrow, tiptoe, shiny, furry.</p> <p>Brown Bear, Brown Bear What Do You See? Outcome: Make marks and offer a description Key Vocabulary: From story: Colours, animals. Outcome: Make marks and offer a description Ambitious Vocabulary: Hibernate: to sleep through winter. Nervous: having or showing feelings of worry. Terrified: extremely afraid or scared.</p>	<p>Listens to stories with increasing attention and recall</p>	<p>Recognises rhythm in spoken words.</p>	<p>Ascribes meanings to marks that they see in different places.</p>	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p>
Spring 2	<p>The Very Hungry Caterpillar Outcome: Make and describe marks Key Vocabulary: From story: Days of week, Egg, caterpillar, hungry, plums, pickle, salami, watermelon, fat, cocoon, butterfly. Ambitious Vocabulary:</p>	<p>Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages.</p>	<p>Recognises rhythm in spoken words.</p>	<p>Ascribes meanings to marks that they see in different places.</p>	<p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p>

	<p>Life cycle – stages of life/ how a living thing changes. Transform - Changed in a strange and surprising way.</p>				
Summer 1	<p>Jasper’s Beanstalk Outcome: Draw images, make and describe marks Key Vocabulary: From story: Days of week, bean, planted, dug, raked, sprayed, hoed, slugs, snails, mowed, beanstalk, giant.</p> <p>Jack and the Beanstalk Outcome: Draw images, make and describe marks Key Vocabulary: From story: Sell, market, stranger, beanstalk, giant, castle, supper, snoozing, hen, harp, axe, chopped, poor. Ambitious Vocabulary: Gigantic/ Enormous – a very great size. Terrible – very unpleasant.</p>	<p>Beginning to be aware of the way stories are structured. Suggests how the story might end.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p>	<p>Can copy some letters, e.g. letters from their name.</p>
Summer 2	<p>The Little Red Hen Outcome: Draw images, make and describe marks/write initial sounds. Key Vocabulary: From story: Animal names, wheat, tall, strong, flour, mill, bake. Ambitious Vocabulary: Humdrum - something extremely boring. Lackadaisical - they do not seem excited or interested in the things they do.</p>	<p>Describes main story settings, events and principal characters. Recognises familiar words and signs such as own name and advertising logos. Knows information can be relayed in the form of print.</p>	<p>Shows awareness of rhyme and alliteration.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p>	<p>Shows a preference for a dominant hand.</p>

EYFS Literacy Progression Map  
Reception

	Key Text	Reading – Comprehension	Reading – Word Reading	Writing	Physical Development
Autumn 1 40-60	<p>David Goes to School/I am enough –Self regulation, rules and expectations. Outcome: Draw images, write labels/initial sounds. Key Vocabulary: Flibbertigibbert – someone who is silly. Irreverent: Making fun of things that are usually taken seriously. Extreme – large feeling. Expected/unexpected behaviour. Emotion words – link to feelings. Start simple e.g sad (blue), happy (green), frustrated (yellow) and angry (red). Build in more emotions as appropriate.</p> <p>Oi cat stories – rhyme. Outcome: Draw images, write labels/initial sounds/CVC words. Key Vocabulary:</p>	Use vocabulary and forms of speech that are increasingly influenced by experiences of books.	<p>Hear and say initial sound in words. Link sounds to letters.</p>	<p>Marks being used to represent meaning. Begin to use identifiable letters when mark making. Hear initial sounds. Begin to write labels.</p>	Shows a preference for a dominant hand. Begins to form recognisable letters.
Autumn 2 40-60	<p>The Gingerbread Man. Outcome: Oral retelling, draw images and write a caption. Key Vocabulary: Absquatulate: leave quickly. Devour: Eat quickly. Naïve: trust people they shouldn't.</p>	Enjoy an increasing range of books.	<p>Hear and say the initial sound in words. Segment the sounds in simple words and blend them together. Link sounds to letters. Begin to read words.</p>	<p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Begin to break speech into words. Write labels and captions. Write CVC words.</p>	Shows a preference for a dominant hand. Begins to form recognisable letters.

	<p>The Runaway Pea! Outcome: Awareness of rhythm in reading, draw images and write a caption. Key Vocabulary: Intrepid: fearless, adventurous. Flustered: worried/in a muddle. Relieved: no longer flustered/happy.</p>				
Spring 1 40-60	<p>The Billy Goat's Gruff. Outcome: Oral retelling, Innovation of the story and write a caption. Key Vocabulary: Mulligrub: sad or in a bad mood. Ugglesome: Horrible and scary. Quibble: having an argument about something that doesn't really matter.</p> <p>Naughty Bus. Outcome: Recount of where Naughty Bus has been. Key Vocabulary: Compunction: Don't feel guilty about what they have done.</p>	Talk about what they have read.	<p>Begin to read simple sentences. Know the sounds for all the letters of the alphabet. Know the sounds of some digraphs.</p>	<p>Write labels and captions. Break speech into words. Begin to write a simple sentence (using CVC words). Begin to write words with digraphs.</p>	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
Spring 2 40-60/ELG	<p>On the way home. Outcome: Retell/innovate the story – short sentences. Key Vocabulary: Duplicity: Misleading behaviour. Narrative: a spoken or written account of events. Courageous: Brave</p>	Demonstrate understanding when talking to others about what has been read to them.	<p>Use phonic knowledge to decode regular words and read them aloud accurately. Read and understand simple sentences.</p>	<p>Write simple sentences. Use phonic knowledge to write words in ways that match spoken sounds. Apply taught digraphs into writing.</p>	Letter formation focus.

	<p>The hairy toe</p> <p>Outcome: Retell/innovate the story – short sentences.</p> <p>Structure of stories.</p> <p>Key Vocabulary:</p> <p>Behemoth: monster or large and powerful person or thing.</p> <p>Imminent: about to happen very soon.</p> <p>Quandary: have to make a decision but not sure what the right decision is.</p>				
Summer 1 ELG	<p>Recipe for a story/If I had a dinosaur.</p> <p>Outcome: Begin to invent own stories. Introduce punctuation to sentences.</p> <p>Key Vocabulary:</p> <p>Extinct: No longer living.</p> <p>Prehistoric: Very old, before history.</p> <p>Hoot Owl.</p> <p>Outcome: Character description.</p> <p>Key Vocabulary:</p> <p>Jeopardy: Not working out as planned.</p> <p>Nocturnal: awake at night and sleep during the day.</p> <p>Maverick: Independent.</p>	<p>Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary;</p> <p>Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems;</p> <p>Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</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 common exception words.</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> <p>Physical Development Link - Hold a pencil comfortably using the tripod grip;</p>	<p>Letter formation focus.</p> <p>Hold a pencil comfortably using the tripod grip;</p>
Summer 2 ELG	<p>Supertato.</p> <p>Outcome: Wanted poster with character description. Invent own superhero story.</p> <p>Key Vocabulary:</p> <p>Cacophony: loud sounds happening all at once.</p>				<p>Hold a pencil comfortably using the tripod grip;</p>

	<p>Jubilant: happy due to triumph Jamboree: a big, loud party.</p> <p>The Human Body (T4W text), Happy in our skin and Riley can be anything. Outcome: Non fiction; Fact file.</p> <p>Key Vocabulary: 5 senses and their meaning. Body words – vessels, cells, etc linked to virtualitee.</p>				
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EYFS Progression Map of Key Texts - LTP

Little Learners	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where's Spot? Outcome: Make marks	That's Not My Bear! Outcome: Make marks	Dear Zoo Outcome: Make marks	Dinosaur Roar Outcome: Begin to make appropriate marks	Postman Bear Outcome: Make appropriate marks	Doing the Animal Bop Outcome: Make marks and offer a description
Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dear Zoo Outcome: Make marks and offer a description	Owl Babies Outcome: Make marks and offer a description  Whatever Next Outcome: Make marks and offer a description	We're Going on a Bear hunt Outcome: Make marks and offer a description  Brown Bear, Brown Bear What Do You See? Outcome: Make marks and offer a description	The Very Hungry Caterpillar Outcome: Make and describe marks	Jasper's Beanstalk Outcome: Draw images, make and describe marks  Jack and the Beanstalk. Outcome: Draw images, make and describe marks	The Little Red Hen Outcome: Draw images, make and describe marks/write initial sounds. Hen
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	David Goes to School – Self regulation, rules and expectations. Outcome: Draw images, write labels/initial sounds.  Oi cat stories – rhyme. Outcome: Draw images, write labels/initial sounds/CVC words.	The Gingerbread Man. Oral retelling, draw images and write a caption.  The Runaway Pea Outcome: Awareness of rhythm in reading, draw images and write a caption.	The Billy Goat's Gruff. Outcome: Oral retelling, Innovation of the story and write a caption.  Naughty Bus. Outcome: Recount of where Naughty Bus has been.	On the way home. Outcome: Retell/innovate the story – short sentences.  The hairy toe Outcome: Retell/innovate the story – short sentences. Structure of stories.	Recipe for a story Outcome: Begin to invent own stories. Introduce punctuation to sentences.  Hoot Owl. Outcome: Character description.	Supertato. Outcome: Wanted poster with character description. Invent own superhero story.  The Human Body (T4W text). Outcome: Non fiction; Fact file.

EYFS Key Vocabulary

Little Learners	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Autumn 1</p> <p>Dear Zoo Key Vocabulary: From story: Animal names, heavy, fragile, tall, fierce, danger, grumpy, scary, naughty, perfect.</p>	<p>Autumn 2</p> <p>Owl Babies Key Vocabulary: From story: Tree trunk, twigs, thought, hunting, branch, ivy, brave, swooped, silent. Ambitious Vocabulary: Nocturnal – active at night and sleeping in the day. Owlet – a small or young owl.</p> <p>Whatever Next Key Vocabulary: From story: Moon, rocket, chimney, aeroplane, passengers, roared, picnic, helmet, gasped Ambitious Vocabulary: Astronaut – a person who is trained to travel</p>	<p>Spring 1</p> <p>We're Going on a Bear hunt Key Vocabulary: From story: Positional language/ directional – over, under, through. Beautiful, long, wavy, squelch, splash, forest, gloomy, snowstorm, narrow, tiptoe, shiny, furry.</p> <p>Brown Bear, Brown Bear What Do You See? Outcome: Make marks and offer a description. Key Vocabulary: From story: Colours, animals. Outcome: Make marks and offer a description</p>	<p>Spring 2</p> <p>The Very Hungry Caterpillar Key Vocabulary: From story: Days of week, Egg, caterpillar, hungry, plums, pickle, salami, watermelon, fat, cocoon, butterfly.</p> <p>Ambitious Vocabulary: Life cycle – stages of life/ how a living thing changes. Transform - Changed in a strange and surprising way.</p>	<p>Summer 1</p> <p>Jasper's Beanstalk Key Vocabulary: From story: Days of week, bean, planted, dug, raked, sprayed, hoed, slugs, snails, mowed, beanstalk, giant.</p> <p>Jack and the Beanstalk. Key Vocabulary: From story: Sell, market, stranger, beanstalk, giant, castle, supper, snoozing, hen, harp, axe, chopped, poor.</p> <p>Ambitious Vocabulary:</p>	<p>Summer 2</p> <p>Doing the Animal Bop Key Vocabulary: Action words - Dance, sing, waddle, bounce, flutter, flounce, slither, wriggle, jiggle, stop, jump, wiggle, kick, wave, cluck, waddle, swing, stomp.</p> <p>The Little Red Key Vocabulary: From story: Animal names, wheat, tall, strong, flour, mill, bake.</p> <p>Ambitious Vocabulary: Humdrum - something extremely boring. Lackadaisical - they do not seem excited or interested in the things they do.</p>

		<p>in spacecraft, travels to space.</p> <p>Outer space – the universe outside of earth.</p> <p>Earth – the planet on which we live.</p>	<p>Ambitious Vocabulary:</p> <p>Hibernate: to sleep through winter.</p> <p>Nervous: having or showing feelings of worry.</p> <p>Terrified: extremely afraid or scared.</p>		<p>Gigantic/ Enormous – a very great size.</p>	
Reception	<p>Autumn 1</p> <p>David Goes to School Key Vocabulary: Flibbertigibbert – someone who is silly. Irreverent: Making fun of things that are usually taken seriously. Extreme – large feeling. Expected/unexpected behaviour. Emotion words – link to feelings. Start simple e.g sad (blue), happy (green), frustrated (yellow) and angry (red). Build in more emotions as appropriate..</p> <p>Oi cat stories Key Vocabulary: Rhyming words</p>	<p>Autumn 2</p> <p>The Gingerbread Man. Key Vocabulary: Absquatulate: leave quickly. Devour: Eat quickly. Naïve: trust people they shouldn't.</p> <p>The Runaway Pea Key Vocabulary: Intrepid: fearless, adventurous. Flustered: worried/in a muddle.</p>	<p>Spring 1</p> <p>The Billy Goat's Gruff. Key Vocabulary: Mulligrub: sad or in a bad mood. Ugglesome: Horrible and scary. Quibble: having an argument about something that doesn't really matter.</p> <p>Naughty Bus. Key Vocabulary: Compunction: Don't feel guilty about what they have done.</p>	<p>Spring 2</p> <p>On the way home. Key Vocabulary: Duplicity: Misleading behaviour. Narrative: a spoken or written account of events. Courageous: Brave</p> <p>The hairy toe Key Vocabulary: Behemoth: monster or large and powerful person or thing. Imminent: about to happen very soon.</p>	<p>Summer 1</p> <p>Recipe for a story/If I had a dinosaur. Key Vocabulary: Extinct: No longer living. Prehistoric: Very old, before history.</p> <p>Hoot Owl. Key Vocabulary: Jeopardy: Not working out as planned. Nocturnal: awake at night and sleep during the day. Maverick: Independent.</p>	<p>Summer 2</p> <p>Supertato. Key Vocabulary: Cacophony: loud sounds happening all at once. Jubilant: happy due to triumph Jamboree: a big, loud party.</p> <p>The Human Body Key Vocabulary: 5 senses and their meaning. Body words – vessels, cells, etc linked to virtualitee.</p>

		Relieved: no longer flustered/happy.		Quandary: have to make a decision but not sure what the right decision is.		
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EYFS Communication and Language Progression Map  
 Little Learners – Nursery – Reception

We recognise that all children develop in their own time and at their own pace. We will use the following guidance to support the learning of our children as they embark on their individual learning journeys. This is not a checklist but an overview of the skills that our children progress through during their time in the early years.

<p>Little Learners (2 year olds)</p>	<p>Watch someone’s face as they talk.          Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities.          Try to copy adult speech and lip movements.          Enjoy singing, music and toys that make sounds.          Recognise and are calmed by a familiar and friendly voice.          Listen and respond to a simple instruction.          Reach or point to something they want while making sounds.          Copy your gestures and words.          Constantly babble and use single words during play.          Use intonation, pitch and changing volume when ‘talking’.          Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.          Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.          Understand simple instructions like “give to mummy” or “stop”.          Recognise and point to objects if asked about them.          Generally focus on an activity of their own choice and find it difficult to be directed by an adult.          Listen to other people’s talk with interest, but can easily be distracted by other things.          Can become frustrated when they can’t make themselves understood.          Start to say how they are feeling, using words as well as actions.          Start to develop conversation, often jumping from topic to topic.          Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.          Use the speech sounds p, b, m, w.          Are usually still learning to pronounce:              - l/r/w/y              - f/th              - s/sh/ch/dz/j              - multi-syllabic words such as ‘banana’ and ‘computer’          Listen to simple stories and understand what is happening, with the help of the pictures.          Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.          Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.          Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</p>
<p>Nursery (3 and 4 year olds)</p>	<p>Enjoy listening to longer stories and can remember much of what happens.          Can find it difficult to pay attention to more than one thing at a time.          Use a wider range of vocabulary.</p>

	<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
Reception	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals:

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
  - Make comments about what they have heard and ask questions to clarify their understanding;
  - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS Literacy Progression Map  
 Little Learners – Nursery – Reception

We recognise that all children develop in their own time and at their own pace. We will use the following guidance to support the learning of our children as they embark on their individual learning journeys. This is not a checklist but an overview of the skills that our children progress through during their time in the early years.

<p>Little Learners (2 year olds)</p>	<p>Enjoy songs and rhymes, tuning in and paying attention.        Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.        Say some of the words in songs and rhymes.        Copy finger movements and other gestures.        Sing songs and say rhymes independently, for example, singing whilst playing.        Enjoy sharing books with an adult.        Pay attention and responds to the pictures or the words.        Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.        Repeat words and phrases from familiar stories.        Ask questions about the book.        Makes comments and shares their own ideas.        Develop play around favourite stories using props.        Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.        Enjoy drawing freely.        Add some marks to their drawings, which they give meaning to. For example: "That says mummy."        Make marks on their picture to stand for their name.</p>
<p>Nursery (3 and 4 year olds)</p>	<p>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 their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.        Write some or all of their name.        Write some letters accurately.</p>
<p>Reception</p>	<p>Read individual letters by saying the sounds for them.        Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>



	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
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The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals:

Literacy

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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;