

New Close Primary School EYFS  
Literacy progression of knowledge and skills



New Close Primary School  
An Acom Education Trust School

	Minimum Expectations for nursery (Bunnies)			Minimum expectations for reception (Rabbits)			ELG	Links to ks1 curriculum
Word Reading	Knows how we hold a book, which way we turn the pages and that we read from left to right	Can identify spine, front cover, back cover and title.  Understands why we have books	Has an awareness of pages, words and letters	Is able to explain what the job of an author and illustrator are	Enjoys listening to/reading a wide range of books, fiction and non-fiction, and can explain the difference	Can find the blurb and explain what its purpose is	<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 with their phonic knowledge, including some common exception words.</li> </ul>	Re-reads books to build up their fluency and confidence in word reading
	Enjoys listening to stories	Enjoys choosing their own books to read	Enjoys sharing books with an adult	Re-reads books to build up their confidence in word reading, fluency, understanding and enjoyment  Enjoys reading for pleasure and is building up confidence, fluency and understanding when reading				Develop pleasure in reading, motivation to read, vocabulary and understanding
	Recognises words with the same initial sound			Recognises words which have the same phoneme E.g. g-oa-t, b-oa-t, t-oa-d				Apply phonic knowledge and skills as the route to decode words
	Reads individual letters by saying the sounds for them			Reads some letter groups that each represent one sound				Respond speedily with the correct sound to graphemes
				Blends sounds into phase 2 words	Blends sounds to read phase 3/4 words			Apply phonic knowledge and skills as the route to decode words
				Reads phase 2 phrases and sentences	Reads phase 3/4 phrases and sentences			Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
	Recognises their name			Reads phase 2 common exception words	Reads phase 3 common exception words	Reads phase 4 common exception words		Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
Counts syllables in a word	Can clap syllables in a word	Can independently identify how many syllables there are	Reads words with 1 syllable		Reads words with more than 1 syllable	Read other words of more than one syllable that contain taught GPC		
Comprehension	Understands that rhyme is different to categorising	Matches rhyming words	Suggests words which rhyme			<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>	Participate in discussion about what is read to them, taking turns and listening to what others say	
	Can engage in short conversations about stories	Engages in extended conversations about stories, learning new vocabulary		Can answer closed questions involving literal retrieval	Can answer open questions involving literal retrieval		Answers questions relating to vocabulary, prediction and sequence	Explain clearly their understanding of what is read to them

New Close Primary School EYFS  
 Literacy progression of knowledge and skills



New Close Primary School  
 An Acorn Education Trust School

Writing	Participates in fine motor activities	Uses print and letter knowledge in early writing – knows that their print carries meaning	Children are able to write initial sounds	<b>Spells words by identifying sounds and writing the letters</b>	<b>Writes captions by identifying sounds and writing the letters for each word</b>	<b>Writes short sentences (Then with a capital letter and full stop)</b>	Spell words containing 40+ phonemes & common exception words  Compose a sentence orally before writing it  Beginning to punctuate sentences  Re-reads what they have written to check that it makes sense
			Re-reads what they have written to check that it makes sense				
	Children can write the first letter of the name	<b>Children can write some of their name</b>	<b>Children can write all of their first name</b>	Children can write their first name and surname		<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> </ul>	
	Draws circles, lines and other shapes	Is beginning to form letters	<b>Writes some letters accurately</b>	Gradually decreases letter size, writing on the line	<b>Forms lower case and capital letters correctly</b>		<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>