

John Perry Primary School



EYFS Progression guidance

(not to be used a checklist, but as background support to our curriculum)

Area of Learning: Literacy – Comprehension

- Word reading
- Writing

Literacy Educational Programme

Development Matters Guidance

3 and 4 year olds will be learning to:

Children in Reception will be learning to:

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)

Understand the five key concepts about print:
 print has meaning, print can have different purposes, we read English text from left to right and 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/mother
 Engage in extended conversations about stories, learning new vocabulary
 Use some of their print and letter knowledge in their early writing e.g. write 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

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
 Read some letters groups that each represent one sound and say sounds for them
 Read a few common exception words matched to the school's phonics programme
 Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words
 Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
 Form lower case and capital letters correctly
 Spell words by identifying the sounds and then writing the sound with the letter/s
 Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop
 Re-read what they have written to check it makes sense

Assessment tool

ELG:

Comprehension

- 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

Word reading

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| | | <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>Writing</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 or letters- Write simple phrases and sentences that can be read by others <p>*ELGS are not the curriculum</p> |
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Writing

- 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
- Write simple phrases and sentences that can be read by others

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