



WILLOW
BROOK
PRIMARY

EYFS Progression of skills

Literacy (word reading+ comprehension + writing)

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)

Pre-Nursery 0-3 years

Comprehension, Word Reading and Writing

- Can I enjoy songs and rhymes, tune in and pay 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.

A member of the Griffin Schools Trust
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	<p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p>			
Nursery 3-4 years	Comprehension	Word Reading	Writing	Summer 2 prior to starting reception
	<p><i>Engage in conversations about stories.</i></p> <p><i>To learn new vocabulary linked to the book I am reading .</i></p>	<p>Understand the five key concepts about print:</p> <p>print has meaning</p> <p>print can have different purposes</p> <p>we read English text from left to right and from top to bottom</p> <p>the names of the different parts of a book</p> <p>page sequencing</p>	<p>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.</p> <p>Write some or all of their name.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><i>Write their name</i></p> <p>Write some letters accurately.</p>



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	Autumn		Spring		Summer	
R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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<p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>I can join in with rhymes and showing an interest in stories with repeated refrains.</p> <p>I can sequence familiar stories using pictures.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>I can write my name.</p> <p>I can retell stories related to events through acting/role play.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>I can explain the main events of a story and give simple descriptions of characters. I can begin to draw/write some of these down using initial sounds.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>I can retell a story with actions and or picture prompts as part of a group.</p> <p>I can use story language when acting out a narrative.</p>	<p>Phonic Sounds: RWI Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>I can draw pictures of characters/ event / setting in a story this may include labels, sentences, or captions.</p> <p>I can listen to stories, accurately anticipating key events & respond</p>	<p>ELG: Word Reading: - 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> <p>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</p>
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<p>I can recognise initial sounds.</p> <p>I give meaning to marks holding my pencil in tripod grips.</p> <p>I can write initial sounds and simple captions.</p> <p>I can use initial sounds to label characters</p>	<p>Retelling stories using images / apps</p> <p>I can create story Maps and retell stories.</p> <p>I can sequence a story – using the vocabulary of beginning, middle and end.</p> <p>I can write invitations to celebrations. Retelling stories in writing area, I can write Christmas letters/lists.</p>	<p>I can ask and answer questions about story book characters.</p> <p>I can write and use some of the tricky words such as I and The. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>I am beginning to write simple phrases inspired by stories. I am learning the features of a book.</p>	<p>I can think of rhyming words.</p> <p>I can an draw pictures of characters/ event / setting in a story.</p> <p>I can create my own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</p>	<p>to what they hear with relevant comments, questions and reactions.</p> <p>I can write for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.</p>	<p>discussions about stories, non-fiction, rhymes, and poems and during role-play</p> <p>ELG: 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.</p>
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