Early Years Foundation Stage

EYFS Literacy Progression of Knowledge and Skills

Statutory Guidance from the EYFS Framework for Literacy:

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).

This document maps out the progression of Knowledge and Skills for Comprehension, Writing and Word Reading for children at St. George's Catholic Primary School. Knowledge and Skills for 2-3 years old children have been included throughout to help staff to meet the children where they are developmentally, as we know that not all children progress at the same speed and some children may still be working at this level when they join us in Nursery.

Literacy Early Learning Goals
Comprehension ELG • 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. **Writing ELG** • 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. **Word Reading ELG** • 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.

Comprehension
Progression of Knowledge and Skills
2-3 years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Responds to name and familiar voices. *Shows interest in sounds and voices. *Attends briefly to simple stories, rhymes or songs. *Follows simple daily routines with support.	*Understands and responds to familiar instructions, e.g. "coat on", "snack time". *Points to named objects or pictures, e.g. "Where's the cat?" *Begins to anticipate routines and actions from verbal cues.	*Shows interest in stories and may request favourites. *Can identify familiar characters or objects in stories. *Responds with gesture, expression, or single words when prompted, e.g. animal sounds.	*Understands a growing range of nouns and action words. *Begins to respond to simple "what" and "where" questions, e.g. "what's that?", "Where's your shoe?" *Follows simple two-part instructions, e.g. "get your cup	*Understands simple cause-and-effect in stories, e.g. "The boy is crying because...". *Anticipates what happens next in familiar stories or routines. *Can sequence two familiar actions, e.g. "wash hands, then eat."	*Retells part of a story using gestures or single/multi-word phrases. *Answers "who", "what", and "where" questions about a story. *Expresses preferences or simple opinions, e.g. "like dog," "No monster".	*Child understands more language than they can express. *Comprehension skills are developing rapidly, and children rely on familiar routines, gestures and adult support to engage socially.

Comprehension
Progression of Knowledge and Skills
3-4 years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
INTENT						
*Listens to longer stories and recalls key parts. *Understands and follows longer instructions, e.g., "put the doll in bed and close the door." *Begins to ask questions when they don't understand.	*Answers a range of "what", "where", and "who" questions confidently. *Beginning to understand and respond to "why" and "how" questions with support. *Uses short phrases or sentences to explain ideas or responses.	*Retells key events in stories in the correct sequence (with support). *Recognises and talks about story characters and settings. *Predicts what might happen next in a familiar story.	*Begins to infer meaning from actions or pictures, e.g. "She's sad because..." *Understands simple emotions and cause and effect in stories. *Can answer "why did...?" questions using reasoning.	*Follows two-to-three step instructions without visual cues. *Understands time related language, e.g., "before", "after", "later". *Begins to understand conditional language, "if you out your coat on, we can go outside".	*Retells a story with beginning, middle and end using own words. *Talks about character actions, motivations, and consequences. *Expresses opinions about stories or information, e.g. "I liked it when..."	*Children comprehend stories and participate meaningfully in conversations and group activities, though adult guidance is still required.

IMPLEMENTATION						
Daily story time with repeated texts. Model good sitting, turn taking and good listening behaviours. Use of a visual timetable and visual supports for routines, transitions, and instructions. Daily songs and rhymes. Introduce and model 'what' questions.	Oral retelling of stories using props etc. Use of story baskets linked to key texts within provision. Model sequential language; first, next, then, finally. Role play linked to key stories and characters.	Pause and predict questions during shared story time. Introducing 'because' sentences. Use of emotion cards to further explore feelings and emotions. Model use of First... then... finally... In the beginning... later... at the end... when talking about stories. Use of picture sequencing cards; 'what happened first? then what? what happened at the end?	Model sentence structures 'I think...' 'I noticed...' 'she's...because...' 'It happened because...' Discuss and draw attention to characters and how they may be feeling during daily story times. Use of emotion picture cards. Story retell with emotions 'tell me what happened and how she felt'.	Daily routine directions e.g.: 'Put your coat on your peg, wash your hands, and sit on the carpet'. Daily routine language e.g.: 'before lunch we will wash our hands', 'after snack we will play outside'. Sequencing language during play e.g.: 'after you've finished the puzzle you can play in the sand'. Story sequencing language e.g.: 'what happened before the bear ate the honey'. Use of if/then sentences e.g.: 'If you put your coat on, then we can go outside'.	Story mapping, 'Tell me the beginning... what happened next... how did it end?' Use of role play to retell a story. Discuss emotion/action connections e.g.: 'he was scared so he hid'. Model why-because e.g.: 'why did she share her toy? because she was being kind'. Use of sentence frames; 'The character did ...because ...' 'they wanted to....' 'because they..., then...happened'.	

Comprehension Progression of Knowledge and Skills 4-5 years						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
INTENT						
*Listens and joins in with longer stories and discussions. *Answers simple questions about what they've heard, e.g. "What happened?" *Stays on topic when talking about a familiar story or experience.	*Predicts what might happen next in a story using clues. *Answers "why" and "how" questions with more independence. *Begins to ask own questions about events, characters or pictures.	*Retells a familiar story using story language and sequence (first, then, next, finally). *Includes characters, settings, and key events in re-telling's. *Begins to invent simple alternative endings or additions.	*Infers how characters feel and why they act a certain way. *Uses language to describe feelings and reactions, e.g. "He's scared because…" *Connects story events to personal experiences, "That happened to me when…"	*Understands time connectives and positional language (before, after, inside, behind). *Follows and explains multi-step instructions or story events. *Begins to understand more abstract concepts in stories, e.g. friendship, fairness.	*Retells stories or information using their own words and recently introduced vocabulary. *Offers opinions about stories or events, e.g. "I liked it because…" *Answers open-ended questions using evidence from the story, e.g. "I think he was kind because he helped."	*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.
IMPLEMENTATION						
*Daily Storytime with Participation Cues. Pause for repeated phrases (e.g., We're going on a bear hunt…). Encourage children to join in with actions, refrains, and sound effects.	*Pause-and-Predict Reading Aloud. Stop before key events: "The animals look worried… what do you think will happen next?" "How do you know?" *Story Clue	*Story Mapping. Use long rolls of paper for children to draw a story map. Add time vocabulary: first, next, then, finally. *Role-Play Story Re enactments Provide costumes	*Feelings Faces & Emotion Mats. Show a scene and ask: "Which face matches the character? Why?" *Hot-Seating. One child becomes a character; others ask simple questions: "Why did you run	*Time Connective Actions. Children act out simple story steps: Before we read, choose a seat. After the bear arrives, we hide. *Positional Language Story Hunts. Hide story	*Book Reviews. Children verbally review a book using a prompt card: "I liked… because…" "My favourite part was…" *Retelling with No Pictures. Read a story once	

*Story Sack Exploration. Use puppets, props, and photos to help children recall events. After reading, ask: "What happened first?" "What did you see?" *Small Group Turn Taking Discussions. Practise staying on topic by modelling short, focused sentences. Use talking tokens or puppets to support taking turns. *Story Sequencing Using 2–3 Simple Pictures Use familiar books (e.g., The Gruffalo, Owl Babies). Let children place pictures in order and retell what happened.	Bags. Show children related objects (e.g., a crown, a bowl, a feather). Ask them to predict the story theme or ending. *Why/How Question Starters on the Carpet. Display simple stem cards: "Why did…?" "How do we know…?" Model using pictures from the book. *After reading, invite children to ask ONE question about the story. Record their questions in speech bubbles.	and props (e.g., Three Little Pigs, Goldilocks). Adults model the storyline to keep order. *Build-a-Story Blocks. Create blocks labelled character, setting, problem, ending. Children roll blocks to create new endings or twists. *Small World Trays. Fairy-tale themed trays encourage independent retelling. Add speech bubbles for children to fill in key phrases.	away?" "How did you feel when…?" *After a key story event, ask children to share related experiences: "Have you ever lost something like the character?" *Mood Sorting with Story Pictures. Sort scenes into "happy," "worried," "excited," "sad," etc. Encourage sentence stems: "He was sad because…"	props around the room: "Find the spoon behind the chair.". "Put the bear inside the cave." Discuss themes with simple images: Friendship, Sharing, Helping, Fair/unfair situations, Relate back to story characters. *Multi-Step Picture Instructions. Give children a 3-step sequence card (e.g., planting a seed). Ask them to put the pictures in order and explain what happened.	with pictures, again without. Ask children to retell using their own words. *"Prove It!" Question Stems. "How do you know he was kind?" "What makes you think that?". Children point to part of the story or recall a specific event. *Story Showcase. Children retell a favourite story to a partner or small group. Encourage using new vocabulary introduced recently.	

Where are children going next? **Y1 Expectations for Reading Comprehension**
Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: • **Listening to and discussing a wide range of poems, stories, and non- fiction at a level beyond that at which they can read independently.** • **Being encouraged to link what they read or hear to their own experiences.** • **Becoming very familiar with key stories, fairy stories and traditional tales.** • **Retelling key stories and considering particular characteristics.** • **Recognising and joining in with predictable phrases.** • **Learning to appreciate rhymes and poems, and to recite some by heart.** • **Discussing word meanings, linking new meanings to those already known.** •
Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by: • **Drawing on what they already know or on background information and vocabulary provided by the teacher.** • **Checking that the text makes sense to them as they read and correct inaccurate reading.** • **Discussing the significance of the title and events.** • **Making inferences on the basis of what is being said and done.** • **Predicting what might happen on the basis of what has been read so far.**
Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say.
Pupils should be taught to explain clearly their understanding of what is read to them.

Writing
Progression of Knowledge and Skills
2-3 years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
*Uses large arm movements, e.g. waving, reaching, throwing. *Enjoys sensory play, e.g. sand, paint, water. *Begins to make random marks with fingers or tools, e.g. crayons, brushes.	*Starts to control tools like crayons, chalk or paintbrushes with whole-hand grasp. *Repeats marks, e.g. circles, lines *Enjoys making marks and may talk about them, e.g. "Mummy" while scribbling.	*Uses hands and fingers with increasing control, e.g. stacking, posting, threading. *Enjoys squeezing, rolling and pinching materials, e.g. playdough. *Begins to show hand preference.	*Makes marks with purpose, e.g. pretending to write a list or card. *Begins to recognise that print and marks represent meaning. *Shows interest in adult writing, e.g. on whiteboards or clipboards.	*Begins to recognise and attempt to copy their name, often as a scribble or letter-like shapes. *Shows awareness of letters in the environment. *Makes letter-like shapes or lines that flow from left to right.	*Chooses to make marks during play, e.g. drawing a "map" or "menu". *May use early symbols or squiggles to represent writing.	*Child is an emergent writer and enjoys mark-making, experimenting with writing tools and begins to understand that marks can communicate meaning.

Writing
Progression of Knowledge and Skills
3-4 years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	End of Stage
INTENT						
*Uses thumb and finger with more control (developing pincer grip). *Enjoys mark making with a range of tools. *Experiments with pressure, direction, and movements when drawing.	*Makes marks with meaning and begins to assign names or explanations, e.g. "That's my daddy". *Imitates simple shapes and lines (vertical, horizontal, circular). *Begins to understand that print and writing have a purpose.	*Attempts to write own name with some recognisable letters or shapes. *Imitates writing in role-play, e.g. making a shopping list. *Begins to distinguish between drawing and writing.	*Uses writing tools during imaginative play, e.g. vets, notes, birthday cards. *Strings letters or marks together to represent words or ideas. *Begins to show directionality (left to right, top to bottom).	*Begins to form some recognisable letters, especially from own name. *Attempts to copy letters from models or name cards. *Distinguishes between different letter shapes and marks.	*Begins to write initial sounds for words, e.g. "d" for "dog". (Attempts to label drawings or write short words with support. *Uses letter strings or known letters to "have a go" at writing.	*Child is an emergent writer with growing control and intention by forming letters especially from their own name and use writing to communicate meaning.

IMPLEMENTATION						
Variety of fine motor activities including threading, picking up objects with tweezers and playdough manipulation. Provide crayons, chalk, paint, and water for children to create marks on a variety of surfaces. Introduce 'scribble club' to encourage making a variety of marks using different directions and movements.	Model giving meaning to marks when joining children's play as they mark make. Model labelling own simple drawings. Further develop story telling through mark making using 'Scribble club' activities. Encourage children to explore pre-writing patterns through fine motor activities using a variety of media such as sand and foam. Model adding names and labels to children's drawings/artwork to further emphasise that print carries meaning.	Name tracing activities. Writing letters in a variety of tactile media including sand, gloop, flour. Model writing for a variety of purposes within role play; menu, shopping list, message etc.	Provide writing resources within various areas of provision for children to use within their imaginary play. Encourage children to make simple labels to add to models, collages etc. Model left-to-right movement while writing on IWB, paper, sand trays etc. Model left-to-right movement while reading books with children. Directional tracing activities for children to follow the correct direction for pre-writing patterns, and letter shapes.	Provide name cards and traceable letters, gradually moving from tracing to independent attempts. Children form letters using sand, playdough, chalk, or paint. Encourage children to "write" letters in the air with their finger. Use simple games to support letter recognition such as letter sorting, matching games and spot the letter.	Sound hunt games: e.g.: show a picture of a snake, "What sound do you hear at the start?" Model, then encourage children to write that letter. Initial sound sorting games, matching initial letters to pictures. Letter-sound games: magnetic letters, letter cards, sand trays for children to form initial letters of familiar words.	

Writing Progression of Knowledge and Skills 4-5 years						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
INTENT						
*Holds pencil using a comfortable effective grip. *Can form some recognisable letters, particularly from own name. *Continues to experiment with mark-making in different contexts.	*Hears and writes initial sounds in words. *Segments and writes CVC words, e.g. cat, dog, sun, using a sound mat or adult support. *Writes simple labels and captions using known sounds.	*Writes short, simple sentences, e.g. "The cat is big" with support. *Writes simple CVC words more independently.	*Writes for a range of purposes, e.g. messages, stories, instructions through play. *Applies taught phonics to unknown words (phonetically plausible attempts). *Sequences ideas into sentences with some logical order.	*Begins to use descriptive language in writing, e.g. "The big red bus." *May start to use 'and' to join ideas. *Is confident to 'have a go' at writing. *Can write CVC words independently. *Can write simple sentences using a sounds mat.	*Begins to edit or improve with adult support. *Writes simple sentences independently which can be read by others.	*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.
IMPLEMENTATION						
*Characters – orally describing characters to an adult – The Little Red Hen, Automne, Funny Bones. *Settings – orally describing settings to an adult – The Little Red Hen,	*Characters – orally describing a character to an adult who scribes. The Witch from Room on the Broom and Hannukah Bear. Writing simple cvc words about a character – The 3 little Pigs.	*Characters – write simple phrases with support about the Pink Panther. *Settings - write simple phrases with support – Aliens love underpants.	*Messages in provision. *Mother's Day cards. *Character – describe Banana Man in simple phrases. Describe characters from The Magic Roundabout.	*Character descriptions of the witch in Hansel and Gretel. Description of their own car in Wacky Races. *Setting – Lost and Found and Rosie's Walk.	*Character descriptions for Captain Planet and Mr Ben. *Setting description for Handa's Surprise.	

Funny bones, Automne ***Labels – writing simple cvc words to label a picture for Binny's Diwali – gift basket, fireworks.** ***Mark making in all areas of provision.**	***Settings. - orally describing a setting to an adult who scribes. Writing cvc words to describe the setting – Bonfire Night poetry** ***Speech Bubbles with simple phrases – The Three Little Pigs, Little Owl and the Star.** ***Story Maps with simple captions using cvc words – The Gingerbread Man Duck in the Truck.** ***Firework pictures using cvc words for Bonfire Night Poem.** ***Lists using cvc words- The Gingerbread Man listing the characters.** ***Labels using known sounds and cvc words. For Remembrance Day.**	***Lists using cvc words more independently for Mr. Wolf's Pancakes.** ***Labels using newer known sounds for Humpty Dumpty. And I love you more than applesauce.** ***Recipes using cvc words and known sounds/ tricky words for Mr Wolf's Pancakes and The Magic Porridge Pot.** ***Wanted/Missing posters – orally describing to an adult who scribes about Aliens love underpants, the Troll in the 3 Billy Goats Gruff and the sea monster in Captain Pugwash.** ***Write some independent cvc words about How to Catch a Star.**	***Stories – use story maps to retell traditional tales, Jack & the Beanstalk and Rapunzel in drawing club.** ***Use pictures to sequence Owl babies and Superworm with simple phrases underneath.** ***Instructions – building upon recipes last term. Using taught phonics and tricky words.** ***Poetry – Spring Greens – writing simple cvc rhyming words with support.**	***Story Maps for Rosie's Walk, We're going on a Bear Hunt and Hansel & Gretel.** ***Labels –Seasons non-fiction topic. The Enormous Turnip** ***Speech Bubbles for George and the Dragon and Lost and Found.**	***Story Maps for Goldilocks and the Three Bears** ***Postcards – Little Red Riding Hood.** ***Speech Bubbles for the Boy Who** ***Unplugged the Sea. And The Lost Wolf.**	

<table>
<tr><th colspan="2"><u>Where are children going next?</u>
<u>Y1 Expectations for Writing</u></th></tr>
<tr><th>Spelling:</th><th>Writing Composition:</th></tr>
<tr><td>Pupils should be taught to spell:
Words containing each of the 40+ phonemes already taught and common exception words.
The days of the week.
Name the letters of the alphabet:
Naming the letters of the alphabet in order.
Using letter names to distinguish between alternative spellings of the same sound.
Add prefixes and suffixes:
Using the spelling rule for adding -s or es- as the plural marker for nouns and the third person singular marker for verbs.
Using the prefix un-
Using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for e.g. helping, helped, helper, eating, quicker, quickest)
Apply simple spelling rules and guidance, as listed in English Appendix 1

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</td><td>Pupils should be taught to write sentences by:
Saying out loud what they are going to write about.
Composing a sentence orally before writing it.
Sequencing sentences to form short narratives.</td></tr>
<tr><th>Vocabulary, grammar & punctuation</th><th>Handwriting</th></tr>
<tr><td>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:
• leaving spaces between words
• joining words and joining clauses using and
• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
• learning the grammar for year 1 in English Appendix</td><td>Pupils should be taught to:
• sit correctly at a table, holding a pencil comfortably and correctly.
• begin to form lower-case letters in the correct direction, starting and finishing in the right place.
• form capital letters
• form digits 0-9
• understand which letters belong to which handwriting ‘families’ (i.e., letters that are formed in similar ways) and to practise these.</td></tr>
</table>

Word Reading Progression of Knowledge and Skills 2-3 years						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Shows interest in books and print in the environment. *Turns pages (sometimes multiple at once) *Holds books the right way up. *Recognises familiar logos or symbols, e.g. food packaging	*Enjoys and joins in with familiar rhymes and songs. *Fills in missing words in familiar phrases, e.g. "Twinkle, twinkle, little….." *Notices repeated sounds or words in songs and stories.	*Points to and names pictures in books. *Recognises familiar characters, e.g. Peppa Pig. *Responds to simple picture cues, e.g. photo on a drawer = coat.	*Listens to and identifies environmental sounds, e.g. phone ringing, dog barking. *Responds to animal sounds or sound effects in stories. *Imitates simple sounds using voice or instruments.	*Points to text or letters in books, may say "words" or "my name". *Notices and talks about letters in their name. *Begins to identify familiar letter shapes, e.g. "That's M like me!"	*Selects favourite books and "reads" them by themselves (using pictures and memory). *Begins to talk about the story or characters independently. *Joins in repeated lines or familiar phrases from memory.	*Child is an emergent reader and shows interest in books, understands that print carries meaning and enjoys talking about stories,
Word Reading **Progression of Knowledge and Skills** **3-4 years**						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
INTENT						
*Recognises own name in print. *Understands that print has meaning, e.g. menus, signs, books.	*Joins in with rhyming and rhythmic activities. *Completes familiar rhymes and identifies rhyming pairs.	*Identifies symbols/logos with meaning, e.g. supermarket signs, fast food. *Understands that symbols and print provide information.	*Identifies initial sounds in familiar words, e.g. "M for mummy." *Recognises and enjoys alliterative	*Responds to oral blending or simple words, e.g. adult says "c-a-t", child says "cat". *Begins to orally segment simple	*Begins to recognise letters in their own name and name of peers. *Understands that letters represent sounds in words.	*Child builds the foundations of reading by re-telling stories, noticing letters and sounds and engaging with

*Shows interest in the print in books and the environment.	*Starts to generate their own rhyming words in play (even if nonsensical).	*Begins to "read" familiar books using pictures and memory.	phrases, e.g. "big blue ball." *Begins to sort or match objects by initial sound.	CVC words when supported, e.g. "dog = d-o-g." *Joins in with sound games and silly sound talk.	*May recognise a few high-frequency words or familiar logos.	texts more actively.
IMPLEMENTATION						
Draw attention to child's name label when hanging coat/jumper on peg, during self-registration and when labelling their drawings with their name.	Sing daily songs and rhymes encouraging children to clap/tap along to beat/rhythm. Use finger movements and actions to accompany familiar rhymes. Introduce simple percussion instruments to emphasise the beat/rhythm. Emphasise rhyming words during shared story times. Play rhyme completion games. Model and encourage children to make up their own rhymes.	Go on a hunt to identify various print, signs, logos within our school environment. Show and talk about familiar signs/logos children may see in their local environment. Point out signs, symbols, logos within our school environment and talk about what they communicate. Before reading, look at the pictures together and ask children to predict what happens in the story. Encourage children to "read" by telling the story using the pictures.	Play sound games such as "I Spy" with initial sounds. Object Sorting: support children group objects that start with the same sound. Introduce letter sounds using Floppy's Phonics. Share alliterative books and poems. Sound sorting activities and sound bingo.	Blending games. Interactive story telling; stretching out key words and inviting children to blend them. Segmenting games and clapping sounds. Silly sound play and sound stories.	Name letter hunts. Sound Matching Games: Match objects or pictures to the first letter of their name. Highlight familiar words on signs, packaging, and classroom labels. Point to high-frequency words during story time and encourage children to "read" them by memory. Phonics Play: Use songs, chants, or rhymes emphasising letter-sound correspondences.	

Word Reading Progression of Knowledge and Skills 4-5 years						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
INTENT						
*Recognises and names some letters of the alphabet. *Begins to link sounds to letters. *Begins to blend simple VC and CVC words orally.	*Reads CVC words by blending sounds, e.g. "t-a-p" =tap. *Segments CVC words orally to spell or match them. *Matches spoken words to written words using sound knowledge.	*Recognises some tricky words, "I", "the", "no", "go". *Begins to read simple captions and phrases containing both decodable and tricky words. *Understands that some words cannot be sounded out and must be learned by sight.	*Reads simple sentences using decoding and memory of tricky words. *Understands what they have read and responds to it (comprehension begins to integrate). *Begins to use expression or self-correct if it doesn't make sense.	*Reads with growing fluency and expression. *Recognises a wider range of high-frequency words on sight. *Begins to pause at full stops and notice punctuation.	*Reads short books matched to their phonics ability with increasing independence. *Talks about what they have read (characters, events, favourite parts). *Begins to self-correct and monitor for meaning.	*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.
IMPLEMENTATION						
This is implemented through our Phonics Programme – Little Wandle. See the Early Reading document for specific sounds and words that children will learn each term, alongside the decodable books that they will read in school and again at home, and when assessment takes place.						

Where are children going next? **Y1 Expectations for Word Reading**
Pupils should be taught to: **• apply phonic knowledge and skills as the route to decode words.** **• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes** **• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.** **• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.** **• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.** **• read other words of more than one syllable that contain taught GPCs.** **• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)** ***read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.** **• re-read these books to build up their fluency and confidence in word reading.**