




Laughton Junior & Infant School



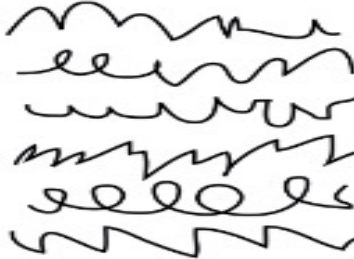
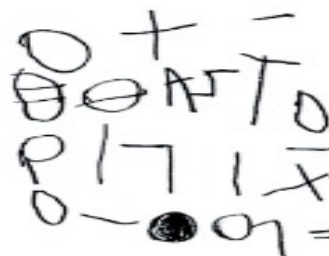
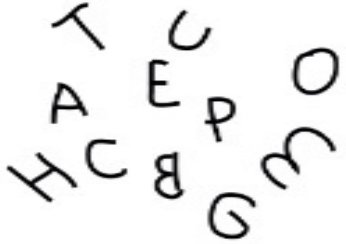
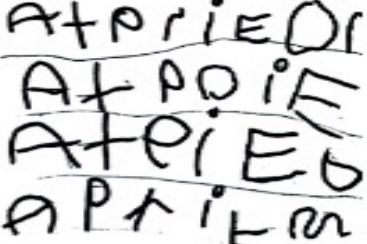
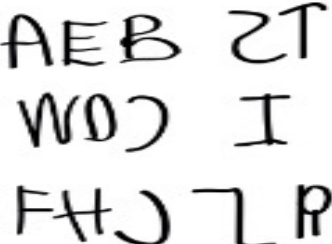
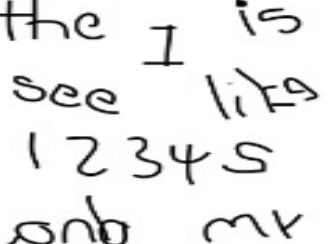

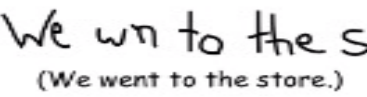
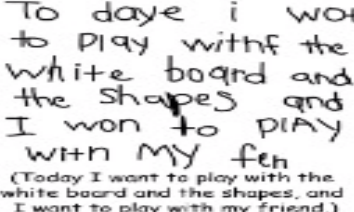
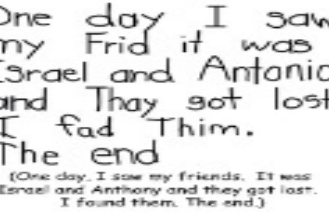
Learning together, achieving together

EYFS Literacy Progression Skills



NURSERY and RECEPTION							LINKS TO KS1 Curriculum
Reading Comprehension Word recognition	Enjoys a book and can turn pages	Can identify characters and retell some events of a story using pictures/puppets/props Uses pictures in books to tell a story Can recognise their name with a picture	Can predict what might happen next Can talk about beginning, middle and end Uses repetitive phrases from stories Can recognise name	Can sequence the events in a story and make up own events or ending Can talk about the setting of a story Can recognise first and second names Explore new vocabulary	Identify likes/dislikes of stories Express how a character feels or why things happen Uses story language such as 'Once upon a time, suddenly, then'	Answer questions about a text that they have read/shared Identify key words in a text e.g. what word describes the cat? Uses new vocabulary in context	Develop pleasure in reading, motivation to read, vocabulary and understanding Understand the books they can read accurately & fluently
Phonics (Read,Write Inc. from RECEPTION) 	Listen and identifies different sounds in the environment	Enjoys nursery rhymes and begin to identify the rhyming words	Identify the initial sounds of an object/word Hears some other sounds in words (medial or final sound) Begins to recognise some familiar letter sounds by shape in the environment (a is in my name)	Orally blend and segment Begin to blend CVC words Read and write set 1 phonemes Read and spell tricky words: I, go, no, to, of, the Ditty sheets and books 1-5	Blend & segment words with fluency Read a simple sentence containing known sounds and tricky words Recognise set 2 digraphs Read & spell tricky words: he, she, me, my, they, here, you, your Ditties 6-10/Green	Knows letter names and capital letters Recognise at least 10 digraphs Reads sentences with some fluency containing known sounds and tricky words Read & spell tricky words: some, come, said, what, there, one, once Green/Purple/Pink	Apply phonic knowledge and skills as the route to decode words Read common exception words, noting unusual correspondences between spelling and sound
Writing	Will mark make using different equipment such as chalk, pens, brushes & water, drawing app	Make individual marks to represent each letter in their name Copy patterns with a range of mark making equipment e.g. sand, rice, gloop	Begin to copy and write own name using recognisable letters	Write both names Use recognisable letters in play writing Begin to form letters correctly using rhyme Builds words using sounds in writing using first sound and some other sounds correctly	Forms all letters correctly and begins to join digraphs Uses phonetic knowledge to write simple words and tricky words to form a simple caption Begins using spaces between words	Begin to write a simple sentence using a full stop, finger spaces and a capital letter Uses correct posture for writing Constructs their own sentence verbally then writes it	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

HeidiSongs' Chart of the
Developmental Progression of A Child's Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

Read Write Inc. Phonics

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Set 1 Sounds

m	a	s	d	t	i	n
p	g	o	c	k	ck	u
b	f	e	l	h	sh	r
j	v	y	w	th	z	ch
qu	x	ng	nk			

Set 2 Sounds

ay	ee	igh	ow	oo	oo
or	ar	air	ir	ou	oy

Set 3 Sounds

ea	oi	a-e	i-e	o-e
u-e	aw	are	ur	er
ow	ai	oa	ew	ire
ear	ure	tion	ious	ious