



St Richard Reynolds Catholic Primary School EYFS

Literacy Skills and Knowledge Progression

Checkpoint 1- Autumn

Checkpoint 2-Spring

Checkpoint 3- Summer



Intent:

Our children will leave the Foundation Stage at St Richard Reynolds Primary School with a love for reading. Pupils enjoyed spending time reading and discussing content and their own ideas around a text. They will be confident in reading decodable words and a large number of high frequency words. They will write simple sentences that can be read by others and demonstrate their secure phonics knowledge. Pupils show independence by seeking resources, e.g. word/sound mats to help them develop writing independently. They identify purposes for writing, e.g. cards, stories or shopping lists. Our pupils know that their writing is highly valued and can always be improved by reflecting on the process.

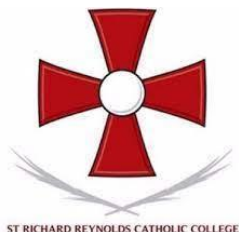
Implementation:

The importance of reading and writing is activity promoted through a literature rich environment including; stories, songs, poems, mark making and writing in a variety of different contexts and for different purposes using a wide range of media. Children are exposed to reading and writing through all our areas of provision promote, discreetly or directly, active mark making and writing. This is endorsed in both outdoor and indoor provision. Adults are skilled at encouraging literacy opportunities through children's play and add challenges where this has a focus for the child's next step. Where support is required there are appropriate strategies to instil a love of books. Pupils are taught Phonics on a daily basis through Read Write Inc systematic synthetic phonics programme. Every child will have two texts linked to their phonic phase alongside story books to take home each week. They will also have the sounds we are focusing on each week and key words to practise at home. Our Children share their reading books with adults at least once a week. Through our topics pupils were exposed to new and exciting texts that were brimming with rich language.

Impact:

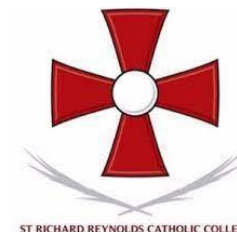
Our children make excellent progress from their reading and writing starting points. They can read a variety of print including signs, captions, sentences and texts. Pupils have a love of stories, books and reading, and have developed a sense of wonder of the world of books. They are keen to share their reading with adults and understand that this is the key to accessing the wider curriculum. Our pupils understand writing is a form of communication and can write phonetically plausible sentences that they and others can read.

Below shows the progression of skills that build towards the Literacy Early Learning Goals.



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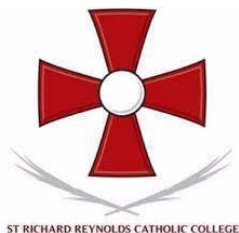


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Comprehension		
Key Skill: Story Telling and Recall *See Vocabulary	Key Skill: Prediction	Key Skill: Vocabulary
<p>Preschool</p> <ul style="list-style-type: none"> - Comments and engages in conversation about the text (fiction and non-fiction) while reading E.g. Child say 'They are going on a bike ride' while pointing at the illustration. - Comments and engages in conversation about the text (fiction and non-fiction). E.g. 'I liked it when...' <hr/> <p>On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Joins in with repeated refrains and key phrases. - Identifies the main setting, characters and happening in the story is. - Orders 4 pictures or props from a story <hr/> <p>On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Talks in detail about the main characters and setting. -Sequences captions from a story. <hr/> <p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Responds to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. - Retells how the story started, the main happening, and how ended. - Retells a story through roleplay, using some new vocabulary and some exact words from the text 	<p>Preschool</p> <ul style="list-style-type: none"> -Suggests how the story might end <hr/> <p>On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' <hr/> <p>On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' <hr/> <p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> -Answers questions about why or how things have happened. - Predicts main happening in the text. 	<p>Preschool</p> <ul style="list-style-type: none"> - Begins to talk about events and principal characters in stories. <hr/> <p>On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Joins in with repeated refrains and key phrases. - Talks about the meaning of new vocabulary. <hr/> <p>On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Repeats new vocabulary in a context of a story. - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary. <hr/> <p>On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Begins to use modelled vocabulary during role play and small world.
<p>ELG:</p> <p>Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary</p>	<p>ELG:</p> <p>Anticipate key events in stories.</p>	<p>ELG:</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>



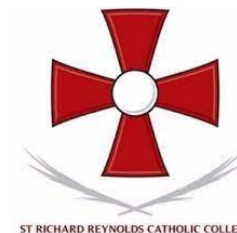
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Word Reading	
Key Skill: Grapheme- phoneme recognition	Key Skills: Blending and Segmenting : To know some common exception words by sight
Preschool -Begins to develop phonological and phonemic awareness through rhyme, alliteration, rhythm and clapping syllables -Begins to hear and say the initial sounds in words	Preschool -Knows that print carries meaning and reads from left to write and top to bottom
On Track Checkpoint 1 - Spots rhymes in familiar stories and poems. - Completes a rhyming string. - Identifies words where they can hear they start with the same initial sound (alliteration). - Counts or clap syllables in a word. - Begins to use fingers to identify how many sounds are in a word. - Knows that print conveys meaning. - Begins to read individual letters by saying the sounds for them. - Begins to recognise names of peers, siblings, mummy, daddy etc. - Begins to link sounds to letters, naming and sounding letters of the alphabet	On Track Checkpoint 1 - Spots rhymes in familiar stories and poems. - Completes a rhyming string. - Identifies words where they can hear they start with the same initial sound (alliteration). - Counts or clap syllables in a word. - Begins to use fingers to identify how many sounds are in a word. - Begins to orally blend sounds they can hear in words. - Knows that print conveys meaning. - Begins to read individual letters by saying the sounds for them. - Begins to recognise names of peers, siblings, mummy, daddy etc. - Begins to link sounds to letters, naming and sounding letters of the alphabet - Begins to segment 2 letter and CVC words and blend them together, using sound buttons. - Knows words 'a', 'to', 'I', 'the', 'no' and 'go' by sight. -Reads phonetically decodable words and labels in books
On Track Checkpoint 2 - Links sounds to letter, naming and sounding each letter of the alphabet. - Links sounds to 8 or more digraphs.	On Track Checkpoint 2 - Links sounds to letter, naming and sounding each letter of the alphabet. - Links sounds to 8 or more digraphs. - Identifies digraphs within words. - Reads words containing digraphs, using sound buttons. - Reads words containing single sounds and digraphs without sound buttons. - Uses picture clues to help read a simple text. - Reads captions containing known sounds. - Reads simple, phonetically decodable sentences containing known sounds - Reads sentences containing digraphs and trigraphs - Knows words 'he', 'she', 'we', 'be', 'me', 'was', 'you', 'they', 'all', 'are', 'my', 'her' by sight
On Track Checkpoint 3 - Links sounds to a 10 or more digraphs and tri-graphs.	On Track Checkpoint 3 - Knows words 'said', 'have', 'like', 'so', 'do', 'some', 'come' by sight. - Reads sentences containing known sight words.
ELG: Say a sound for each letter and at least 10 digraphs	ELG: 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



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Writing	
Key Skills: Fine motor control * See fine and gross motor progression document also	Key Skills: Grapheme- phoneme correspondence : Segmenting and blending : Sound discrimination : Applying keywords : Sentence construction
<p style="text-align: center;">Preschool *See fine and gross motor progression document</p> <hr/> <p style="text-align: center;">On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Knows that print carries meaning and in English, is read from left to right and top to bottom. - Mark makes in different directions - Makes repeated marks on paper - Mark makes left to right - Imitates simple marks such as lines - Imitates shapes that use multiple movements such as x □ - Start to move towards tripod grip - Gives meaning to marks - Will 'read' from memory - Is aware of the connection between letter and sound - Letters written are recognisable <hr/> <p style="text-align: center;">On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Holds and uses a pencil confidently - Some letters may be reversed - Starts at the correct place when forming letters - Beginning to form flicks correctly rather than 'adding' them onto the letter. <hr/> <p style="text-align: center;">On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. - Forms some capital letters correctly. 	<p style="text-align: center;">Preschool</p> <ul style="list-style-type: none"> -Imitates adults writing by making continuous lines of shapes and symbols (early writing) from left to right -Attempts to write their own name -Shows interest in letters on a keyboard -Emergent mark making with some letter shapes -Writes initial, and more, letters of their name <hr/> <p style="text-align: center;">On Track Checkpoint 1</p> <ul style="list-style-type: none"> - Knows that print carries meaning and in English, is read from left to right and top to bottom. - Mark makes left to right - Imitates simple marks such as lines - Imitates shapes that use multiple movements such as x □ - Starts to move towards tripod grip - Gives meaning to marks - Forming random letters - 'Reads' from memory - Is aware of the connection between letter and sound - Begins to write initial sounds they can hear in words - Begins to write initial and final sounds they can hear in words - Writes their name - Represents some sounds in order in their writing - Writes two letter and CVC words - Beginning to write some high frequency words from memory - Adults can read their work <hr/> <p style="text-align: center;">On Track Checkpoint 2</p> <ul style="list-style-type: none"> - Writes words containing some digraphs - Writes simple captions - Uses full stops - Uses finger spaces between words - Writes at least 8 high frequency words from memory <hr/> <p style="text-align: center;">On Track Checkpoint 3</p> <ul style="list-style-type: none"> - Uses capital letters correctly - Reads their work back independently - Words are phonetically plausible - Using high frequency words within their writing
<p style="text-align: center;">ELG:</p> <p>Write letters that are mostly well formed</p>	<p style="text-align: center;">ELG:</p> <p>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 themselves and others</p>