EYFS Progression of Skills Literacy

Statutory Programme of Study

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength and coordination. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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)

EYFS

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. 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. 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.

Communication and Language	I can listen to stories, accurately anticipating key events and respond to what I hear with relevant comments, questions or actions. I can give my attention to what others say and respond appropriately, while engaged in another activity. I can answer 'how' and 'why' questions about my experiences and in response to stories or events. I can express myself effectively, showing awareness of other listeners' needs. I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future. I can develop my own narratives and explanations by connecting ideas or events. I can be confident to speak in a familiar group, and will talk about my ideas.
Word Reading (reading) Phonics	I can read some common irregular words. I can say a sound for each letter in the alphabet and at least 10 digraphs. I can read words consistent with my phonic knowledge by sound-blending. I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
Reading Comprehension	I can read and understand simple sentences. I can demonstrate understanding when talking with others about what they have read. I can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. I can anticipate, where appropriate, key events in stories. I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poem, and during role-play. Aspirational Targets I can talk enthusiastically about a book of their choice and engage other children to listen and ask questions. I can listen carefully and answer questions and develop understanding of a book.

Handwriting (physical fine motor)	I can handle equipment and tools effectively, including pencils for writing. I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. I can show accuracy and care when drawing/ mark making. I can write recognisable letters, most of which are correctly formed.
Writing Punctuation and Grammar/Composition	I can write simple phrases and sentences that can be read by others.
Writing Phonics/Spelling	I can use my phonic knowledge to write words in ways which match spoken sounds. I can spell some words correctly and make phonetically plausible attempts. I can write some common irregular words. I can spell words by identifying sounds in them and representing the sounds with a letter or letters.