The Rivers CofE Academy Trust Progression in Learning Framework – Literacy

EYFS Statutory Educational Programme

The curriculum needs to include:

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)

Knowledge	Skills
• ***Knowledge of letter names and sounds*** • ***Knowledge of terms used in learning to read e.g. book, page, phoneme, blend, segment, fiction, non-fiction*** • ***Knowledge of language of direction e.g. up, down, round and back (to support learning how to form letters)*** • ***Knowledge of writing for different purposes and audiences*** • ***Knowledge of terms for writing e.g. space, full stop, capital letter***	***Comprehension of language – spoken and written; recognising rhyme, repetition, alliteration; oral blending and segmenting; fluency in reading; decoding; fine motor skills for writing; composition; transcription' re-reading for meaning***

Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
• Make independent choices • Do things independently that they have been previously taught • Respond to new experiences that you bring to their attention • Apply learning to different contexts through their play and exploration	• Show goal-directed behaviour • Use a range of strategies to reach a goal they have set themselves • Begin to correct their mistakes themselves • Keep on trying when things are difficult	• Review their progress as they try to achieve a goal and check how well they are doing • Know more, so feel confident about coming up with ideas • Make more links between those ideas • Concentrate on achieving something important to them • Begin to predict sequences and patterns • Use pretend play to think beyond the 'here and now' and to understand another perspective

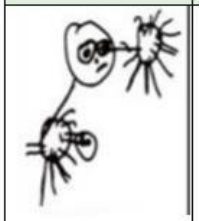
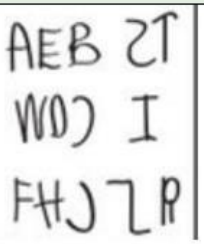
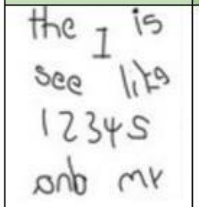
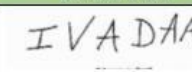
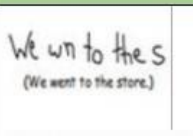
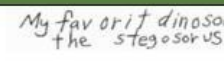
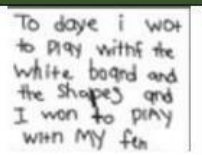
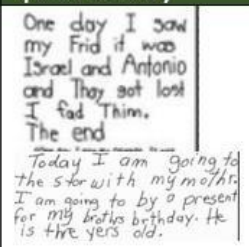
ELG: Comprehension	ELG: Word Reading	ELG: Writing
Children at the expected level of development will: • **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary** • **Anticipate – where appropriate, key events in stories** • **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play**	Children at the expected level of development will: • **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**	Children at the expected level of development will: • **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**

Progression in Learning – Small Steps Nursery to KS1							
	Pre-School (3-4 Year Olds)			Reception			Interface with KS 1
Comprehension	Engages in short conversations about stories, songs, rhymes and non-fiction books, using the pictures to help them understand and talk about what is happening Joins in with stories and poems Fills in the missing word or phrase in a known rhyme or story	Engages in regular sharing of stories, rhymes, songs and non-fiction books, including longer stories, exploring new vocabulary and remembering much of what happens Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Engages in extended conversations about stories, rhymes, songs and non fiction texts, answering simple questions and learning new vocabulary Talks about events and characters in stories and suggests how a story might end	Enjoys an increasing range of print and digital books, both fiction and non-fiction Shares books, rhymes and songs with others, answering simple 'why' questions Retells deeply familiar stories, using some new vocabulary they have met in books	Shares books, rhymes and songs with others, answering questions about 'when' and 'how' Describes main story settings, events and principal characters in increasing detail Retells familiar stories using recently learnt vocabulary Uses vocabulary found in a range of texts, increasingly exploring meaning	Knows that information can be retrieved from books, computers and mobile digital devices Asks questions to find out more and to check understanding about what has been read Re-tells short stories they have heard in the right order, with some exact repetition and some of their own words, and recently learnt vocabulary Talks about some of the new knowledge and vocabulary learnt from books **ELG: Comprehension** Children at the expected level of development will: • **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**	Understands and explains the books they can already read accurately and fluently and those they listen to

						Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	
Word Reading	**Begins to:** **experiment with sounds and words** **listening attentively with a growing awareness and appreciation of rhyme, rhythm and alliteration** **speak clearly and audibly with confidence and control** **distinguishing between different sounds in words and is developing awareness of the differences between phonemes (Letters & Sounds Phase 1)**	**Is developing:** **experimenting with sounds and words** **listening attentively with a growing awareness and appreciation of rhyme, rhythm and alliteration** **speaking clearly and audibly with confidence and control** **distinguishing between different sounds in words and is developing awareness of the differences between phonemes (Letters & Sounds Phase 1)**	**Is secure in:** **distinguishing between different sounds in words and developing an awareness of the differences between phonemes** **beginning to recognise some letters and sounds of significance e.g. letters/ sounds in their name** **beginning to recognise their first name in print** **experimenting with sounds and words** **listening attentively with an awareness and appreciation of rhyme, rhythm and alliteration**	**knows that words are constructed from phonemes and that phonemes are represented by graphemes** **has knowledge of 19 of the common consonants and vowels and blends them together in reading simple CVC words.** **Beginning to read ccvc and cvcc words- e.g. clip and jump.** **able to read Phase 2 common exception words**	**links sounds to letters, naming and sounding the letters of the alphabet** **recognises Letter shapes and says a sound for each.** **hears and says sounds in the order in which they occur in the word, and read simple words by sounding out and blending the phonemes all through the word from left to right.** **Blending together digraphs in cvc ccvc and cvcc words for reading words- e.g. cvc=ship, moth ccvc=brush cvcc= chimp** **recognises common consonant digraphs** **reads Phase 3 common exception words**	**blends and segments adjacent consonants in words and applies this skill when reading unfamiliar texts** **able to read common exception words**	**Applies phonics skills and knowledge to recognise an increasing number of complex words** **Reads an increasing number of high and medium frequency words independently and automatically.**
Phonological Awareness	**Beginning to develop phonological awareness**	**Can spot rhymes** **Can clap syllables in a word.** **Is continuing to develop their**	**Can clap and count syllables in a word** **Is mostly secure in recognising words with the same initial**	**Is secure in recognising words with the same initial sound e.g. mouth, money**	**Reads aloud from graded books applying their knowledge of phonics and common exception words**	**Reads aloud simple sentences from graded books applying their knowledge of phonics and common exception words**	**Applies phonic knowledge and skills as a route to decode words, and reads**

		phonological awareness through	sound e.g. mouth, money Is beginning to orally blend and segment with significant adult support	Is orally blending and segment with some adult support.	Reads with emerging fluency	Is developing fluency	common exception words
	Enjoys listening to stories Knows how to hold a book, turn pages and that reading is left to right	Enjoys choosing their own books to read Can identify front cover, back cover and title	Enjoys sharing books with adults and peers Has an awareness of pages and words Understands why we have books	Enjoys sharing a range of books with adults and peers and knows that different books have different information and stories Has an awareness that words and pages hold meanings.	Can explain the difference between fiction and non-fiction books. Is able to talk about the job of an author and an illustrator Re-reads books, building fluency and deepening understanding	Can find the blurb and explain what its purpose is Re-reads books, building fluency and deepening understanding **ELG: Word Reading** Children at the expected level of development will: • 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	Develops pleasure in reading, motivation to read, vocabulary and understanding
Writing	Distinguishes between the different marks they make Writes one or more letters to signify their name Uses scribbles and symbols that represent letters when exploring writing	Sometimes gives meaning to their drawings and paintings Writes some of their name Uses symbols or random letters when exploring writing, sometimes in 'letter	Ascribes meanings to signs, symbols and words that they see in different places Writes 'letter groups' which have spaces in between, to resemble words	Knows that phonemes are represented by graphemes Uses their knowledge to segment 19 of the common consonants and vowels to support spelling Writes own name	Links sounds to letters, naming and sounding the letters of the alphabet Writes full name, mainly correctly Articulates ideas structuring them in speech, before writing, with some adult support	Can blend and segment adjacent consonants in words apply this skill in spelling. Writes full name correctly Enjoys creating texts to communicate meaning for an increasingly wide range of purposes	Composes sentences using phonic knowledge and common exception words, using correct punctuation and correct letter formation, re-reading to check their writing makes sense

		strings' or 'letter groups'	**Is beginning to talk about ideas they want to write about** **Uses some of their print and letter knowledge in early writing e.g. writes 'm' for mummy; writes a shopping list starting at the top of the page** **Can write some or all of their name** **Writes some letters accurately**	**Articulates ideas structuring them in speech, before writing, with adult support** **Begins to write phrases and simple sentences using phonic knowledge and some common exception words** **Forms some lower- and upper-case letters correctly** **Can re-read what they have written, with adult support**	**Writes simple phrases and sentences using phonic knowledge and some common exception words** **Forms lower case and capital letters, mostly correctly** **Can re-read what they have written, with some adult support**	**Articulates ideas structuring them in speech, before writing** **Writes simple phrases and sentences using phonic knowledge and learnt common exception words, using capital letters and full stops in the right place** **Forms lower case and capital letters correctly** **Re-reads what they have written to check it makes sense** **ELG: Writing** Children at the expected level of development will: • **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**	

Pre Phonemic Stage						
Pictures	**Random Scribbling**	**Scribble writing**	**Symbols that represent letters**	**Random letters**	**Letter Strings**	**Letter groups**
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	**Letter name stage**		**Transitional Stage**			
Environmental print	**Beginning sounds Random and initial consonants**	**Initial and final sounds appear**	**Vowel sounds appear Evidence of tricky words**	**All syllables represented**	**Inventive spelling**	**Multiple related sentences - many words spelled correctly**
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	