

LITERACY PROGRESSION MAP - EYFS

Nurturing Trust,
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Spirit & Ambition



NURSERY – DRAGONFLIES ROOM

	PHONICS AND WRITING		
	AUTUMN	SPRING	SUMMER
NAME WRITING	Name hand written on a pebble. Children move their pebble to self-register in the morning.	Name is on a magnetic laminated piece of card. Name is word processed. Children move their laminated name to self-register in the morning. Laminated name is also used to register for snack.	First name and surname are on a magnetic laminated piece of card. Name is word processed. Children self-register for their lunch choice.
WRITING	Termly assessment of pencil grip and preference towards left / right hand. Independent mark making is recorded on Tapestry with the heading 'mark making' (so that it is easy to search for). Creative activities are large scale.	Termly assessment of pencil grip and preference towards left / right hand. Independent mark making is recorded on Tapestry with the heading 'mark making' (so that it is easy to search for). 'Busy fingers' is introduced. Children are actively encouraged to use 'pinchy fingers' for activities	Termly assessment of pencil grip and preference towards left / right hand. Independent mark making is recorded on Tapestry with the heading 'mark making' (so that it is easy to search for). Children are encouraged to overwrite their first name then try writing independently underneath. Smaller scale creative opportunities are provided.



READING	<p>Every child is given a book bag and reading record when they start. There is a selection of books for them to choose from and change as often as they like.</p> <p>Mixture of fiction and non-fiction texts are shared daily. Focus texts chosen for more in-depth exploration.</p> <p>Maths concepts regularly taught through stories.</p>	<p>Every child is given a book bag and reading record when they start. There is a selection of books for them to choose from and change as often as they like.</p> <p>Children who are blending are given RWI reading books to take home.</p> <p>Mixture of fiction and non-fiction texts are shared daily. Focus texts chosen for more in-depth exploration.</p> <p>Maths concepts regularly taught through stories.</p>	<p>Every child is given a book bag and reading record when they start. There is a selection of books for them to choose from and change as often as they like.</p> <p>Children who are blending are given RWI reading books to take home.</p> <p>Mixture of fiction and non-fiction texts are shared daily. Focus texts chosen for more in-depth exploration. Children start learning texts off by heart.</p> <p>Maths concepts regularly taught through stories.</p>
READ WRITE INC	<p>Read Write Inc Set 1, one sound per week. Taught twice a day, after morning and afternoon register.</p> <p>Phase 1 activities for all children</p>	<p>Read Write Inc Set 1, one sound per week. Taught twice a day, after morning and afternoon register.</p> <p>Once all sounds have been taught (often Feb time), all children are assessed.</p> <p>Cohort is split into four ability groups.</p>	<p>Read Write Inc Set 1 (including digraphs), one sound per week. Taught twice a day, after morning and afternoon register.</p> <p>Two assessments during the Summer term to inform grouping.</p>
SPEECH AND LANGUAGE	<p>Splingo app</p> <p>WellComm</p>	<p>Splingo app</p> <p>WellComm</p>	<p>Splingo app</p> <p>WellComm</p>

RECEPTION

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PHONICS AND WRITING			
	AUTUMN	SPRING	SUMMER
The childrens' experiences:	<p>Name writing and self-portrait assessment and pencil grip photo</p> <p>Formal Phonics begins: Children receive reading book, words and phonics. Children are assessed and grouped after half term.</p> <p>Letter formation practise as part of RWI</p> <p>Daily dough disco</p> <p>Daily name writing – first name</p> <p>Construction Area: Write a name label on models to be displayed / kept</p> <p>Creative provision to develop fine motor control (including playdough): Using scissors to cut straight lines, use Pritt Stick to join materials, use masking tape to join materials, use cutters and rolling pins to shape playdough, make balls and 'worm' shapes using hands</p> <p>Funky Fingers provision to develop fine motor control: peg boards, small construction such as Lego, tweezer activities, tap tap</p> <p>Small group weekly writing, supported by an adult (CVC words, captions)</p> <p>Writing assessment and moderation</p>	<p>Name writing and self-portrait assessment and pencil grip photo</p> <p>Children's phonics (reading) assessed every three weeks, reading books matched to their level and Read Write Inc groups adjusted accordingly</p> <p>Letter formation practise, additional to RWI</p> <p>Daily dough disco</p> <p>Daily name writing – first name, correct letter formation expected</p> <p>Construction Area: Resources provided to write labels for models to be kept / displayed</p> <p>Creative provision to develop fine motor control (including playdough): Begin to cut thin card and playdough using scissors, use PVA glue competently with a spatula, use a hole punch and treasury tags to join materials, use Sellotape from a dispenser to join materials, se playdough 'syringe'</p> <p>Funky Fingers provision to develop fine motor control: peg boards, small construction such as Lego, tweezer activities, tap tap</p> <p>Small group weekly writing, supported by an adult (sentences with finger spaces)</p> <p>Writing assessment and moderation</p>	<p>Name writing and self-portrait assessment and pencil grip photo</p> <p>Children's phonics (reading) assessed every three weeks, reading books matched to their level and Read Write Inc groups adjusted accordingly</p> <p>Letter formation practise (including capital letters), additional to RWI</p> <p>Daily dough disco</p> <p>Daily name writing – first name and surname</p> <p>Construction Area: Model creating plans/ designs, large whiteboard is provided</p> <p>Creative provision to develop fine motor control (including playdough): Be increasingly precise when using scissors, turning corners and staying close to the line, use a stapler to join materials, use split pins to join materials, use playdough to create recognisable models</p> <p>Funky Fingers provision to develop fine motor control: peg boards, small construction such as Lego, tweezer activities, tap tap</p> <p>Small group weekly writing, supported by an adult. Children expected to write on the lines (punctuation and presentation) and work with increasing independence</p> <p>Writing Assessment and Moderation with Year 1 teachers</p>



Evidence:	<p>Weekly writing based on current Talk for Writing story in writing books (words and captions)</p> <p>Daily letter formation, words and captions in phonics books.</p>	<p>Weekly writing based on current Talk for Writing story in writing books (sentences with finger spaces)</p> <p>Daily letter formation, words and captions in phonics books.</p>	<p>Weekly fiction or non-fiction writing based on current Talk for Writing story in writing books (independence, writing on the lines, presentation and punctuation)</p> <p>Daily letter formation, words and sentences in phonics books.</p> <p>Topic writing in writing books.</p>
Children working at the expected level will be working on:	<p>Phonics: letter formation, segmenting & blending words.</p> <p><u>Read Write Inc Set 1</u></p> <p>Word Time 1.1: m a s d t, at mat mad sad dad sat</p> <p>Word Time 1.2: i n p g o, in on it an and pin pat got dog sit tip pan gap dig top</p> <p>Word Time 1.3: c k u b, bed met get bin cat cot can kit mud up cup bad</p> <p>Word Time 1.4: f e l h sh, fan fun fat lip log let had hit hen ship shop fish</p> <p>Word Time 1.5: r j v y w ck, red run rat jog jet jam vet yap yes yet yum web win wish wet sock</p> <p>Word Time 1.6: z q x qu th ch ng nk thin thick this zag zip chin chop chat quiz fox box fix six sing bang thing wing</p> <p>Word Time 1.7: bell well huff mess think blob brat drip send dress frog gran stamp strop stand ticket robin</p> <p>Red words (not decodable): I, the, go, no, to, into</p>	<p>Phonics: sentence writing (including finger spaces)</p> <p><u>Read Write Inc Set 2</u></p> <p>ay - spray play day way may say</p> <p>ee - see three been green seen sleep</p> <p>igh - high light night bright fright might</p> <p>ow - blow snow slow know flow glow</p> <p>oo - too zoo mood pool stool moon spoon</p> <p>oo - took look shook cook foot book</p> <p>ar - car bar star park smart start sharp spark</p> <p>or - sort short worn horse sport snort fork</p> <p>air - fair stair hair lair chair</p> <p>ir - girl bird third whirl twirl dirt</p> <p>ou - out shout loud mouth round found</p> <p>oy - toy boy enjoy joy loyal</p> <p>Differentiated groups will work at appropriate level, some recapping Set 1.</p> <p>Red words (not decodable: we, be, she, he, me, was, they, all</p>	<p>Phonics: becoming an independent writer</p> <p><u>Read Write Inc Set 2 (consolidation)</u></p> <p>Differentiated groups will work at appropriate level.</p> <p>By the end of the year, the children should be able to:</p> <p>When writing, hold a pencil effectively, using the tripod grip almost all of the time. Form most letters correctly. Spell words using single letters, digraphs and trigraphs. Write simple sentences and phrases that can be read by others.</p> <p>When reading, say a sound for each letter of the alphabet and at least ten digraphs, read aloud words and sentences by blending sounds and remembering some common exception words (also known as red words)</p>

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Parents will be involved through:	<p>Hand grip guide & laminated name writing card given to parents</p> <p>Send 'Reading in Reception leaflet' to parents.</p> <p>Bedtime Stories Workshop - 'Supporting your child with Phonics and Early Reading and Writing'.</p>	<p>Children share writing books</p> <p>Leaflet 'Writing in Reception'</p>	<p>Children share writing books</p>
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