



## Early Years Knowledge and Skills Progression

Based on the 'EYFS Framework, 2021' Areas of Learning and 'Development Matters, 2021' non-statutory guidance.

Writing						
<b>Cycle 1</b>	<b>Autumn 1</b> <u>All About Me</u> Talk for Writing - Dear Zoo, Rod Campbell I can write some initial sounds of words to help make a story.	<b>Autumn 2</b> <u>All the Colours of the Rainbow</u> Talk For Writing - A Rainbow (Poetry) I can write initial sounds of words to make a poem.	<b>Spring 1</b> <u>Dinosaurs</u> Talk for Writing - The Little Green Dinosaur I can write cvc words to help make a story.	<b>Spring 2</b> <u>Marvellous Minibeasts</u> Talk for Writing - The Enormous Turnip I can write simple sentences to help make a story.	<b>Summer 1</b> <u>Traditional Tales and Rhymes</u> Talk for Writing - The Gingerbread Man (Fiction > Non Fiction) I can write a short recipe using simple sentences.	<b>Summer 2</b> <u>Holidays</u> Talk for Writing - Mr Gumpy's Outing, John Burningham I can write a new short story using simple sentences and some punctuation.
<b>Cycle 2</b>	<b>Autumn 1</b> <u>Autumn Changes</u>	<b>Autumn 2</b> <u>Busy People</u>	<b>Spring 1</b> <u>Far Away Lands</u>	<b>Spring 2</b> <u>Let's Grow</u>	<b>Summer 1</b>	<b>Summer 2</b> <u>Pirates and Mermaids</u>
<b>F1 Phonics</b>	F1: Phase 1 Aspects 1,2,3: General Sound Discrimination	F1: Phase 1 – Aspects 1,2,3: General Sound Discrimination	F1: Phase 1 – Aspect 4: Rhythm and Rhyme	F1: Phase 1 – Aspect 5: Alliteration	F1: Phase 1 – Aspect 6: Voice Sounds	F1: Phase 1 – Aspect 7: Oral Blending and Segmenting
<b>F2 Phonics</b>	F2: Phase 2	F2: Phase 2	F2: Phase 3	F2: Phase 3	F2: Phase 4	F2: Phase 4
<b>Birth – 3 years will</b>		<b>3 and 4-year-olds will</b>		<b>Reception children will</b>		<b>Relevant ELGs</b>
<b>Communication &amp; Language -</b> Listen and respond to a simple instruction. Listen to simple stories and understand what is happening, with the help of the pictures. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Enjoy listening to longer stories and can remember much of what happens. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic.  <b>Physical Development –</b> Use large and small motor skills to do things Independently. Develop manipulation and control.		<b>Communication &amp; Language -</b> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Understand a question or instruction that has two parts. Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate with an adult or a friend, using words as well as actions. Understand 'why' questions. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use talk to organise themselves and their play.		<b>Communication and Language –</b> Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. Learn rhymes, poems and songs.  <b>Physical Development –</b>		<b>Communication and Language -</b> <b><u>Listening, Attention and Understanding ELG:</u></b> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <b>Communication and Language -</b> <b><u>Speaking ELG:</u></b> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of</li> </ul>

<p>Explore different materials and tools.</p> <p><b>Literacy –</b> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name. Start to make marks intentionally</p>	<p><b>Physical Development –</b> Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand.</p> <p><b>Literacy –</b> Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>Literacy –</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p><b>Physical Development –</b> <b>Fine Motor Skills ELG:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><b>Literacy –</b> <b>Writing ELG:</b> 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.</p>
<b>Key Vocabulary</b>	<b>Links to Characteristics of Effective Learning</b>		
Sound, segment, blend, formation, capital letter, full stop, phoneme, digraph, phonics fingers, sound out, sentence, word.	Using senses to explore the world around them. Taking risks and learning by trial and error. Showing a curiosity about objects, events and people. Maintaining focus on their activity for a period of time. Thinking of ideas. Finding ways to solve problems. Making links and noticing patterns in their experience. Making predictions. Testing their ideas. Developing ideas of grouping, sequences cause and effect.		