



## Early Years Knowledge and Skills Progression

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

Reading						
<b>Cycle 1</b>	<b>Autumn 1</b> <u>All About Me</u> Talk for Writing - Dear Zoo, Rod Campbell I can read some initial sounds of words.	<b>Autumn 2</b> <u>All the Colours of the Rainbow</u> Talk For Writing - A Rainbow (Poetry) I can read initial sounds of words.	<b>Spring 1</b> <u>Dinosaurs</u> Talk for Writing - The Little Green Dinosaur I can read cvc words.	<b>Spring 2</b> <u>Marvellous Minibeasts</u> Talk for Writing - The Enormous Turnip I can read simple sentences.	<b>Summer 1</b> <u>Tasty Tales</u> Talk for Writing - The Gingerbread Man (Fiction > Non Fiction) I can read a short recipe using simple sentences.	<b>Summer 2</b> <u>Holidays</u> Talk for Writing - Mr Gumpy's Outing, John Burningham I can read a new short story using simple sentences and 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> <u>Toys / Knights and Princesses?</u>	<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 and 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.  <b>Literacy –</b> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes.		<b>Communication and Language -</b> 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.  <b>Literacy –</b> Understand the five key concepts about print: <ul style="list-style-type: none"> <li>• print has meaning,</li> <li>• print can have different purposes,</li> <li>• we read English text from left to right and from top to bottom,</li> <li>• the names of the different parts of a book,</li> <li>• page sequencing.</li> </ul>		<b>Communication and Language -</b> Understand how to listen carefully and why listening is important. 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. Engage in story times. 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.  <b>Literacy –</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> </ul> <b>Literacy –</b>

<p>Copy finger movements and other gestures.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes,</li> <li>count or clap syllables in a word,</li> <li>recognise words with the same initial sound, such as money and mother.</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Re-read what they have written to check it makes sense.</p>	<p><b>Comprehension ELG:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> <p><b>Literacy –</b></p> <p><b>Word Reading ELG:</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
Key Vocabulary			Links to Characteristics of Effective Learning
Sounds, rhythm, rhyme, initial sound, print, words, letters, sounds, books, story, phoneme, blend, segment.			Willing to have ago. Keep on trying. Being involved and concentrating. Showing curiosity about things around them.