

Hollyfast : 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
<ul style="list-style-type: none"> • <i>Knowledge of letter names and sounds</i> • <i>Knowledge of terms used in learning to read e.g. book, page, phoneme, blend, segment, fiction, non-fiction</i> • <i>Knowledge of language of direction e.g. up, down, round and back (to support learning how to form letters)</i> • <i>Knowledge of writing for different purposes and audiences</i> • <i>Knowledge of terms for writing e.g. space, full stop, capital letter</i> 	<p><i>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</i></p>

Characteristics of Effective Learning that are relevant

Playing & Exploring	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 	<p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 	<p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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

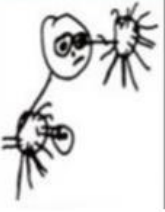

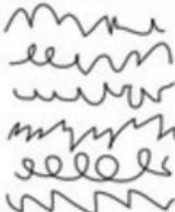

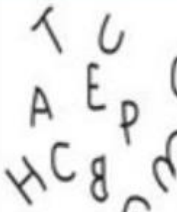

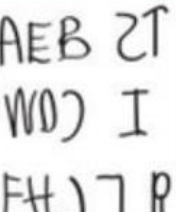
Progression in Learning – Small Steps Nursery to KS1

	Nursery			Reception			Interface with KS1
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	Engages in regular sharing of stories, rhymes, songs and non-fiction books, including longer stories, exploring new vocabulary and remembering much of what happens	Engages in extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary	Enjoys an increasing range of print and digital books, both fiction and non-fiction	Shares books, rhymes and songs with others, answering questions about 'when' and 'how'	Knows that information can be retrieved from books, computers and mobile digital devices	Understands and explains the books they can already read accurately and fluently and those they listen to
	Joins in with stories and poems	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	Talks about events and characters in stories and suggests how a story might end	Shares books, rhymes and songs with others, answering simple 'why' questions	Describes main story settings, events and principal characters in increasing detail	Asks questions to find out more and to check understanding about what has been read	
	Fills in the missing word or phrase in a known rhyme or story			Retells deeply familiar stories, using some new vocabulary they have met in books	Retells familiar stories using recently learnt vocabulary	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	
					Uses vocabulary found in a range of texts, increasingly exploring meaning	Talks about some of the new knowledge and vocabulary learnt from books.	
						Becomes more confident with anticipating key events in stories.	
	Begins to explore some simple vocabulary from books in their play	Explores some simple vocabulary from books in their play	Uses some vocabulary from books they have shared in their play	Uses vocabulary they have met in books, in other some contexts such as role play	Uses vocabulary they have met in books in a range of other contexts, including role play	Uses a range of new vocabulary they have met in books in a range of contexts, including role play	Participates in discussions about what is read to them
Word Reading	Begins to:	Is developing:	Is mainly secure in:	Is secure in Phase 1 (Letters & Sounds):	Is secure at Phase 2 (Letters & Sounds):	Is secure at Phase 3i (Letters & Sounds):	Applies phonics skills and knowledge to recognise an increasing number of complex words
	experiment with sounds and words	experimenting with sounds and words	experimenting with sounds and words	distinguishing between different sounds in words and developing an awareness of the differences between phonemes	knows that words are constructed from phonemes and that phonemes are represented by graphemes	links sounds to letters, naming and sounding the letters of the alphabet	
	listening attentively with a growing awareness and appreciation of rhyme, rhythm and alliteration	listening attentively with a growing awareness and appreciation of rhyme, rhythm and alliteration	listening attentively with an awareness and appreciation of rhyme, rhythm and alliteration			recognises letter shapes and says a sound for each.	Reads an increasing number of high

	<p>speak clearly and audibly with confidence and control</p> <p>distinguishing between different sounds in words and is developing awareness of the differences between phonemes (Letters & Sounds Phase 1)</p>	<p>speaking clearly and audibly with confidence and control</p> <p>distinguishing between different sounds in words and is developing awareness of the differences between phonemes (Letters & Sounds Phase 1)</p>	<p>speaking clearly and audibly with confidence and control</p> <p>distinguishing between different sounds in words and developing an awareness of the differences between phonemes (Letters & Sounds Phase 1)</p>	<p>beginning to recognise some letters and sounds of significance e.g. letters/ sounds in their name</p> <p>beginning to recognise their first name in print</p>	<p>has knowledge of 19 of the common consonants and vowels and blends them together in reading simple CVC words.</p> <p>Beginning to read ccvc and cvcc words- e.g. clip and jump.</p> <p>able to read Phase 2 common exception words</p>	<p>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.</p> <p>Blending together digraphs in cvc ccvc and cvcc words for reading words- e.g. cvc=<u>sh</u>ip, mo<u>th</u> cvcc=<u>br</u>ush cvcc= <u>ch</u>imp</p> <p>recognises common consonant digraphs</p> <p>reads Phase 3 common exception words</p> <p><u>End of Summer Term</u> Is secure at Phase 3ii (Letters & Sounds):</p> <p>blends and segments adjacent consonants in words and applies this skill when reading unfamiliar texts</p> <p>able to read Phase 4 common exception words</p>	<p>and medium frequency words independently and automatically.</p>
<p>Phonological Awareness</p>	<p>Beginning to develop phonological awareness through phase 1 letters and sound.</p>	<p>Can spot rhymes Can clap syllables in a word.</p> <p>Is continuing to develop their phonological awareness through Phase1 Letters & Sounds</p>	<p>Can clap and count syllables in a word</p> <p>Is mostly secure in recognising words with the same initial sound e.g. mouth, money</p> <p>Is beginning to orally blend and segment with significant adult support</p>	<p>Is secure in recognising words with the same initial sound e.g. mouth, money</p> <p>Is orally blending and segment with significant adult support.</p>	<p>Reads aloud from graded books applying their knowledge of phonics and common exception words</p> <p>Reads with emerging fluency</p>	<p>Reads aloud simple sentences from graded books applying their knowledge of phonics and common exception words</p> <p>Is developing fluency</p>	<p>Applies phonic knowledge and skills as a route to decode words, and reads common exception words</p>

	<p>Enjoys listening to stories</p> <p>Knows how to hold a book, turn pages and that reading is left to right</p>	<p>Enjoys choosing their own books to read</p> <p>Can identify front cover, back cover and title</p>	<p>Enjoys sharing books with adults and peers</p> <p>Has an awareness of pages and words</p> <p>Understands why we have books</p>	<p>Enjoys sharing a range of books with adults and peers and knows that different books have different information and stories</p> <p>Has an awareness that words and pages hold meanings.</p>	<p>Can explain the difference between fiction and non-fiction books.</p> <p>Is able to talk about the job of an author and an illustrator</p> <p>Re-reads books, building fluency and deepening understanding</p>	<p>Can find the blurb and explain what its purpose is</p> <p>Re-reads books, building fluency and deepening understanding</p>	<p>Develops pleasure in reading, motivation to read, vocabulary and understanding</p>
<p>Writing</p>	<p>Distinguishes between the different marks they make</p> <p>Writes one or more letters to signify their name</p> <p>Uses scribbles and symbols that represent letters when exploring writing</p>	<p>Sometimes gives meaning to their drawings and paintings</p> <p>Writes some of their name</p> <p>Uses symbols or random letters when exploring writing, sometimes in 'letter strings' or 'letter groups'</p>	<p>Ascribes meanings to signs, symbols and words that they see in different places</p> <p>Begins to give meanings to the marks they make</p> <p>Is beginning to talk about ideas they want to write about</p> <p>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</p> <p>Can write some or all of their first name</p> <p>Writes some lower case letters accurately</p>	<p>Knows that phonemes are represented by graphemes</p> <p>Writes 'letter groups' which have spaces in between, to resemble words</p> <p>Scribes some initial sounds to words</p> <p>Forms some lower- and upper-case letters correctly</p> <p>Can re-read what they have written, with adult support- own name</p> <p>Can write some or all of their first name</p>	<p>Writes full name, mostly correct</p> <p>Articulates ideas structuring them in speech, before writing, with some adult support</p> <p>Uses their knowledge to segment 19 of the common consonants and vowels to support spelling</p> <p>Beginning to write simple phrases and short sentences using phonic knowledge and some common exception words taught- with adult support</p> <p>Beginning to form most lower case letters correctly</p> <p>Can re-read what they have written, with significant adult support</p>	<p>Writes simple phrases and sentences using phonic knowledge and learnt common exception words</p> <p>Can blend and segment together digraphs in cvc ccvc and cvcc words for reading words- e.g. cvc=<u>sh</u>ip, mo<u>th</u> ccvc=<u>br</u>ush cvcc= <u>ch</u>imp</p> <p>Articulates ideas structuring them in speech, before writing.</p> <p>Writes full name correctly</p> <p>With prompting, writes texts to communicate meaning for an increasingly wide range of purposes</p> <p>Becomes more consistent with forming lower case letters and beginning to use capital letters correctly,</p> <p>Can re-read what they have written, with some adult support</p> <p><u>Summer Term</u></p>	<p>Composes sentences using phonic knowledge and common exception words, using correct punctuation and correct letter formation, re-reading to check their writing makes sense</p>

						<p>Forms lower case and capital letters correctly</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, using capital letters and full stops in the right place</p> <p>Re-reads what they have written to check it makes sense</p>	
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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
<p>the I is see like 12345 and mv</p>	<p>I V A D A A O</p>	<p>We wn to the s (We went to the store.)</p> <p>I lk mi Bk.</p>	<p>Thehcarr (The horse can run.)</p> <p>I lik to pla with my cat.</p>	<p>My fav orit dinosor the Steg osorus.</p>	<p>To daye i won to play with the white board and the shapes and I won to play with my fen</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I had Thim. The end</p> <p>Today I am going to the stor with my moth. I am going to by a present for my brolys bithday. He is thre yers old.</p>
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.	