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
• ***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

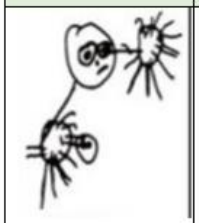
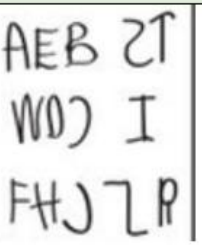
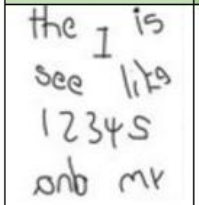
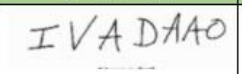
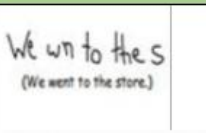
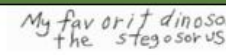
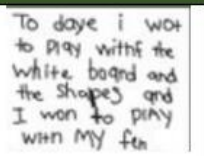
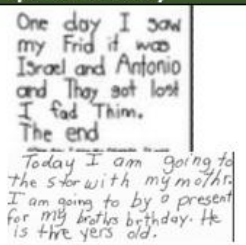
ELG: Comprehension	ELG: Word Reading	ELG: Writing
Children at the expected level of development will: • **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary** • **Anticipate – where appropriate, key events 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** • **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (also in Fine Motor Skills).**

Progression in Learning – Small Steps Nursery to KS1							
	Pre-School			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 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. Becomes more confident with anticipating key events in stories.	Understands and explains the books they can already read accurately and fluently and those they listen to
	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 and Phonics	Begins to: experiment with sounds and words listening attentively with a growing awareness and appreciation of rhyme, rhythm and alliteration	Is developing: experimenting with sounds and words listening attentively with a growing awareness and appreciation of rhyme, rhythm and alliteration	Is mainly secure in: experimenting with sounds and words listening attentively with an awareness and appreciation of rhyme, rhythm and alliteration	Is secure in Phase 1 (Letters and Sounds) Knows Phase 2 GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, f, ff, l, ll Knows Phase 3 GPCs:	Knows Phase 3 GPCs: oo, ar, ur, oo, or, ow, oi, ear, air, ure, er, ow Knows Harder to Read and Spell Words taught: they all are ball tall when what said so have were out like some come there little one do children love	Use knowledge of Phase 2 and 3 GPCS in order to read the following word structures: cvcc ccvc ccvcc cccvc and suffix -ed /ed/ /t/ /d/ (Phase 4 focus on blending) Has an awareness of Phase 5 GPCs: ay, ou, ie, ea, oy,	Applies phonics skills and knowledge to recognise an increasing number of complex words Reads an increasing number of Harder

	speak clearly and audibly with confidence and control Beginning to develop phonological awareness through phase 1 letters and sounds.	speaking clearly and audibly with confidence and control Can spot rhymes Can clap syllables in a word. Is continuing to develop their phonological awareness through Phase1 Letters & Sounds	speaking clearly and audibly with confidence and control distinguishing between different sounds in words and developing an awareness of the differences between phonemes (Letters & Sounds Phase 1) Can clap and count syllables in a word Is mostly secure in recognising words with the same initial sound e.g. mouth, money Is beginning to orally blend and segment with significant adult support	j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa Knows Harder to Read and Spell Words taught: I the no put of is to go into pull as his he she buses we me be push was her my you beginning to recognise their first name in print Is orally blending with significant adult support. Reads aloud from graded books applying their knowledge of phonics and common exception words Can read real words: at, pat, tip, tin, map, sad, pig, got, cat, kit, sock, den, duck, red, less, huff, vex, yell, jazz, quiz, chill, wish, bang, honk, nail, teeth, light, foam Can read pseudo words: beff, gock, wint, queem, jaib, vight Begins to be aware of capital letters	Reads aloud from graded books applying their knowledge of phonics and common exception words Reads with emerging fluency Is orally blending within their reading with developing independence Can read real words: cook, charm, curl, scoop, short, frown, join, years, flair, pure, ladder, grow, fan, egg, miss, cow, pure, snow, burn, wait, torch, coast, chest, point, herbs, books, spark, stairs, sport, scoop, wait, three, clear Can read pseudo words: zooch, quair, tarsh, goid, plear, fleebow, thip, niss, mork, surd, sherg, chure links sounds to letters, naming and sounding the letters of the alphabet	ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e Knows Harder to Read and Spell words: oh their people Mr Mrs your ask should would could asked house mouse water want very Can read real words: painted, bumped, joined, fixes, spotted, dressed, stormed, crushes, blended, stamped, printed, sprained, strapped, scrolled, splashes Is beginning to read words using Phase 5 GPCS: play, shout, tie, dream, joy, bird, clue, lawn, wheel, dolphin, screw, tiptoe, haunt, donkey, quake, athlete Can read pseudo words: laig, spown, thurb, zerd, fure, glinked, phid, whem, claup, droy, scabe, fleme Reads aloud with increasing fluency from graded books applying their knowledge of phonics and common exception words Is orally blending within their reading with greater independence	to Read and Spell words independently and automatically. Applies phonic knowledge and skills as a route to decode words, and reads common exception words
Wider Reading	Enjoys listening to stories Knows how to hold a book	Enjoys choosing their own books to read	Enjoys sharing books with adults and peers	Enjoys sharing a range of books with adults and peers and knows that different books	Can explain the difference between fiction and non-fiction books.	Can find the blurb and explain what its purpose is	Develops pleasure in reading, motivation to read, vocabulary

			Has an emerging awareness of pages and words Understands why we have books	have different information and stories Knows how to hold a book, turn pages and that reading is left to right Can identify front cover, back cover and title Has an awareness of pages and words	Is able to talk about the job of an author and an illustrator Re-reads books, building fluency and deepening understanding Has an awareness that words and pages hold meanings.	Re-reads books, building fluency and deepening understanding	and understanding
Writing	• Distinguishes between the different marks they make • Uses scribbles and symbols that represent letters when exploring writing	• Sometimes gives meaning to their drawings and paintings • Uses symbols when exploring writing	• Ascribes meanings to signs, symbols and words that they see in different places • Begins to give meanings to the marks they make • Beginning to know the purpose of writing in real contexts	Knows that phonemes are represented by graphemes Scribes some initial sounds to words Forms some lower- and upper-case letters correctly in their own name. Can re-read what they have written, with significant adult support Can write some or all of their first name Is beginning to talk about ideas they want to write about Articulates ideas structuring them in speech, before writing, with some adult support	Writes first name, mostly correctly and with a Capital letter. Articulates ideas structuring them in speech, before writing, with some adult support Beginning to write simple phrases and short sentences using phonic knowledge and some common exception words taught- with adult support. Beginning to form most lower-case letters correctly Can re-read what they have written, with adult support Writes 'letter groups' which have spaces in between, to resemble words in play	Writes first and second name, mostly correctly. Writes simple phrases and sentences using phonic knowledge and learnt common exception words which can be read by others Articulates ideas structuring them in speech, before writing. With prompting, writes texts to communicate meaning for an increasingly wide range of purposes. Becomes more consistent with forming lower case letters and beginning to use capital letters correctly. Can re-read what they have written, with some adult support	Composes sentences using phonic knowledge and common exception words, using correct punctuation and correct letter formation, re-reading to check their writing makes sense

						Forms lower case and capital letters mainly correctly **Can blend and segment and applies this skill in spelling.**	

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.	