

EYFS English progression map: Reading and Writing

Progression in reading	Progression in writing
<p>Early reading skills</p> <ul style="list-style-type: none"> • Show awareness of rhyme and alliteration • Distinguish between different sounds in the environment and phonemes • Explore and experiment with sounds and words • Discriminate speech sounds in words • Begin to orally blend and segment phonemes • Explore speech sounds 	<p>Early writing skills</p> <ul style="list-style-type: none"> • Create marks using different materials, such as paint and crayons. • Give meaning to the marks they make when drawing, painting or writing. • Use mark-making tools with control. • Draw lines and circles using large scale movements. • Developing a tripod grip. • Hold a pencil near the point. • Copy letters – focusing on those in their name. • Talk about the different marks they make. • Begin to form recognisable letters, following the RWI programme and using the RWI associated phrases when forming each letter. • Begin to form capital letters. • Write their own name.
<p>RWI set 1 m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk,</p> <p>Common exception words: The, no, put, l, of, my, he, she, your, said, you, be, are, me, go</p> <ul style="list-style-type: none"> • Use common consonants and vowels • Blending for reading and segmenting for spelling simple CVC words. • Know that words are constructed from phonemes and that phonemes are represented by graphemes. • Reading and spelling CVC words using letters and short vowels. <p>RWI set 2 ay, ee, igh, ow, oo oo, ar, or, air, ir, ou, oy</p> <p>Common exception words: All, I've, want, call, we, her, there, so, what, they, do, one, saw, was, some, small, by, who, their, were, where</p> <ul style="list-style-type: none"> • Read and spell CVC words using a wider range of letters, short vowels, some consonant digraphs and double letters. • Know one grapheme for each of the 44 phonemes • Read and spell a wide range of CVC words using all letters and less frequent consonant digraphs and some long vowel phonemes. <p>The beginning reader will:</p> <ul style="list-style-type: none"> ○ Have favourite books that they want to share ○ Be able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud. ○ Join in with simple nursery rhymes, poems, songs and rhyming text ○ Enjoy listening to, sharing and joining in with a range of familiar texts. ○ React and respond to illustrations, character and narratives through questions and imaginative play. ○ Know how to handle books, are aware of directionality and how print works ○ Engage with other kinds of texts, e.g. print around them, digital and media texts. ○ Rely principally on memory of the story and a willingness to perform, interpret and invent, based on what they have heard and recall. ○ Be building up a repertoire of known texts to which they want to return again and again ○ Be familiar with the storyline, the tune on the page and have a natural inclination to predict when working with memorable text ○ Become the storyteller and re-enacting the text. ○ Develop a growing awareness of what is involved in being able to read themselves. 	<ul style="list-style-type: none"> • Write the sounds in CVC words in the correct order. • Write letter sounds in the order in which they are heard in words. • Write longer words using phonic knowledge. • Write some tricky words correctly. • Write labels and captions.

ELG

- 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.
- Segment adjacent consonants in words and apply this in spelling.
 - Blend adjacent consonants in words and apply this skill when reading unfamiliar texts.

The early reader will

- Tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones.
- Have a growing ability to make sense of what they read, drawing on illustrations, their knowledge of language and the world as well as the words on the page.
- Be in transition from dependence on memory or on reading alongside an adult, to a growing independence in reading texts that are familiar but not known by heart.
- Develop a growing enthusiasm for a wider range of reading material, which may include simple information books and picture books as well as text in the environment, in digital form and through media.
- Begin to self-correct.
- With support, reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture.
- Begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views.

ELG

- 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.
- Include finger spaces between words.
 - Write simple sentences.
 - Write sentences that can be read by themselves and others.
 - Spell some short words correctly using phonetic knowledge.
 - Beginning to use capital letters for the start of own name or a sentence.
 - Beginning to use full stops.

Aspirational

RWI set 3

ai, a-e, ea, i-e, oa, u-e, o-e, oi, are, ur, er, ow, ure, ire, ew, ear

The developing reader will:

- Be gaining control of the reading process;
- Show interest in a growing range of reading material and are able to branch out into a variety of books and other texts, which include simple information texts, poetry and picture books, as well as digital texts and print in the environment
- Continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy;
- Bring varied sources of information in order to enable them to make meaning of what they read
- Have improved fluency which enables them to comprehend more of what they are reading.

- Correctly spells some irregular but high frequency words.
- Beginning to use other forms of punctuation.
- Use key features of narrative in their own writing.
- Use adjectives to describe nouns
- Use simple conjunctions such as 'and', 'but' or 'so'.