EYFS Literacy Progression Map

Little Learners

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| --- | --- | --- | --- | --- | --- |
|  | Key Text | Reading - Comprehension | Reading – Word Reading | Writing | Physical Development |
| Autumn 1 | Where’s Spot?Outcome: Make marksKey Vocabulary:Prepositions in book e.g. inside, under. | Interested in books. | Interested in books. | Makes marks but can’t describe them | Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. |
| Autumn 2 | That’s Not My Bear!Outcome: Make marksKey Vocabulary:Describing words – smooth etc. | Interested in books. | Interested in books. | Makes marks but can’t describe them | Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. |
| Spring 1 | Dear ZooOutcome: Make marksKey Vocabulary:Describing words – fierce, slippery, etc. | Interested in books and rhymes and may have favourites | Interested in books and rhymes and may have favourites | Makes marks but can’t describe them | Makes connections between their movement and the marks they make. |
| Spring 2 | Dinosaur RoarOutcome: Begin to make appropriate marksKey Vocabulary: Describing words and prepositions e.g. fast, slow, above, below. | Interested in books and rhymes and may have favourites | Interested in books and rhymes and may have favourites | Makes marks but can’t describe them | Makes connections between their movement and the marks they make. |
| Summer 1 | Postman BearOutcome: Make appropriate marksKey Vocabulary: Animals and objects in book e.g. frog, bear, cake. | Has some favourite stories, rhymes, songs, poems or jingles. | Repeats words or phrases from familiar stories. | Distinguishes between the different marks they make. | Imitates drawing simple shapes such as circles and lines.Beginning to use three fingers (tripod grip) to hold writing tools. |
| Summer 2 | Doing the Animal BopOutcome: Make marks and offer a descriptionKey Vocabulary: Action words e.g. stomp, wiggle. | Has some favourite stories, rhymes, songs, poems or jingles.Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a …’. | Repeats words or phrases from familiar stories. | Distinguishes between the different marks they make. | Beginning to use three fingers (tripod grip) to hold writing tools.May be beginning to show preference for dominant hand. |

EYFS Literacy Progression Map

Nursery

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| --- | --- | --- | --- | --- | --- |
|  | Key Text | Reading - Comprehension | Reading – Word Reading | Writing | Physical Development |
| Autumn 1 | Dear ZooOutcome: Make marks and offer a descriptionKey Vocabulary:From story: Animal names, heavy, fragile, tall, fierce, danger, grumpy, scary, naughty, perfect. | Shows interest inillustrations and print in books and print in the environment. | Repeats words or phrases from familiar stories. | Distinguishes between the different marks they make. | Draws lines and circles using gross motor movements. |
| Autumn 2 | Owl BabiesOutcome: Make marks and offer a descriptionKey Vocabulary:From story: Tree trunk, twigs, thought, hunting, branch, ivy, brave, swooped, silent.Ambitious Vocabulary:Nocturnal – active at night and sleeping in the day.Owlet – a small or young owl.Whatever NextOutcome: Make marks and offer a descriptionKey Vocabulary:From story: Moon, rocket, chimney, aeroplane, passengers, roared, picnic, helmet, gaspedAmbitious Vocabulary: Astronaut – a person who is trained to travel in spacecraft, travels to space.Outer space – the universe outside of earth.Earth – the planet on which we live. | Listens to and joins in with stories and poems, one‐to‐one and also in small groups. | Enjoys rhyming and rhythmic activities. | Distinguishes between the different marks they make. | Uses one‐handed tools andequipment, e.g. makes snips in paper with child scissors. |
| Spring 1 | We’re Going on a Bear huntOutcome: Make marks and offer a descriptionKey Vocabulary:From story: Positional language/ directional – over, under, through.Beautiful, long, wavy, squelch, splash, forest, gloomy, snowstorm, narrow, tiptoe, shiny, furry.Brown Bear, Brown Bear What Do You See?Outcome: Make marks and offer a descriptionKey Vocabulary:From story: Colours, animals.Outcome: Make marks and offer a descriptionAmbitious Vocabulary:Hibernate: to sleep through winter.Nervous: having or showing feelings of worry.Terrified: extremely afraid or scared. | Listens to stories withincreasing attention and recall. | Recognises rhythm in spoken words. | Ascribes meanings to marksthat they see in differentplaces. | Holds pencil between thumband two fingers, no longerusing whole‐hand grasp. |
| Spring 2 | The Very Hungry CaterpillarOutcome: Make and describe marksKey Vocabulary:From story: Days of week, Egg, caterpillar, hungry, plums, pickle, salami, watermelon, fat, cocoon, butterfly.Ambitious Vocabulary:Life cycle – stages of life/ how a living thing changes.Transform - Changed in a strange and surprising way. | Looks at books independently.Handles books carefully.Holds books the correct way up and turns pages. | Recognises rhythm in spoken words. | Ascribes meanings to marksthat they see in differentplaces. | Holds pencil near point between first two fingers and thumb and uses it with good control. |
| Summer 1 | Jasper’s BeanstalkOutcome: Draw images, make and describe marksKey Vocabulary:From story: Days of week, bean, planted, dug, raked, sprayed, hoed, slugs, snails, mowed, beanstalk, giant.Jack and the BeanstalkOutcome: Draw images, make and describe marksKey Vocabulary:From story: Sell, market, stranger, beanstalk, giant, castle, supper, snoozing, hen, harp, axe, chopped, poor.Ambitious Vocabulary:Gigantic/ Enormous – a very great size.Terrible – very unpleasant. | Beginning to be aware of the way stories are structured.Suggests how the story might end.Joins in with repeatedrefrains and anticipates keyevents and phrases in rhymesand stories. | Knows that print carriesmeaning and, in English, is read from left to right and top tobottom. | Sometimes gives meaning to marks as they draw and paint. | Can copy some letters, e.g. letters from their name. |
| Summer 2 | The Little Red HenOutcome: Draw images, make and describe marks/write initial sounds.Key Vocabulary:From story: Animal names, wheat, tall, strong, flour, mill, bake.Ambitious Vocabulary:Humdrum - something extremely boring.Lackadaisical - they do not seem excited or interested in the things they do. | Describes main story settings, events and principalcharacters.Recognises familiar words and signs such as own name and advertising logos.Knows information can berelayed in the form of print. | Shows awareness of rhymeand alliteration. | Sometimes gives meaning to marks as they draw and paint. | Shows a preference for a dominant hand. |

EYFS Literacy Progression Map

Reception

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| --- | --- | --- | --- | --- | --- |
|  | Key Text | Reading – Comprehension | Reading – Word Reading | Writing | Physical Development |
| Autumn 140-60 | David Goes to School/I am enough –Self regulation, rules and expectations.Outcome: Draw images, write labels/initial sounds.Key Vocabulary:Flibbertigibbert – someone who is silly.Irreverent: Making fun of things that are usually taken seriously.Extreme – large feeling.Expected/unexpected behaviour.Emotion words – link to feelings. Start simple e.g sad (blue), happy (green), frustrated (yellow) and angry (red). Build in more emotions as appropriate.Oi cat stories – rhyme.Outcome: Draw images, write labels/initial sounds/CVC words.Key Vocabulary: | Use vocabulary and forms of speech that are increasingly influenced by experiences of books. | Hear and say initial sound in words.Link sounds to letters. | Marks being used to represent meaning.Begin to use identifiable letters when mark making. Hear initial sounds.Begin to write labels. | Shows a preference for a dominant hand.Begins to form recognisable letters. |
| Autumn 240-60 | The Gingerbread Man.Outcome: Oral retelling, draw images and write a caption.Key Vocabulary:Absquatulate: leave quickly.Devour: Eat quickly.Naïve: trust people they shouldn’t.Father Christmas needs a wee!Outcome: Oral retelling, draw images and write a caption.Key Vocabulary:Preoccupied: focused on something else.Flustered: worried/in a muddle.Relieved: no longer flustered/happy. | Enjoy an increasing range of books. | Hear and say the initial sound in words.Segment the sounds in simple words and blend them together.Link sounds to letters.Begin to read words. | Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.Begin to break speech into words.Write labels and captions.Write CVC words. | Shows a preference for a dominant hand.Begins to form recognisable letters. |
| Spring 140-60 | The Billy Goat’s Gruff.Outcome: Oral retelling, Innovation of the story and write a caption. Key Vocabulary:Mulligrub: sad or in a bad mood.Ugglesome: Horrible and scary.Quibble: having an argument about something that doesn’t really matter.Naughty Bus.Outcome: Recount of where Naughty Bus has been.Key Vocabulary:Compunction: Don’t feel guilty about what they have done. | Talk about what they have read. | Begin to read simple sentences.Know the sounds for all the letters of the alphabet.Know the sounds of some digraphs. | Write labels and captions.Break speech into words.Begin to write a simple sentence (using CVC words). Begin to write words with digraphs. | Uses a pencil and holds it effectively to formrecognisable letters, most of whichare correctly formed. |
| Spring 240-60/ELG | On the way home.Outcome: Retell/innovate the story – short sentences.Key Vocabulary:Duplicity: Misleading behaviour.Narrative: a spoken or written account of events.Courageous: BraveThe hairy toeOutcome: Retell/innovate the story – short sentences. Structure of stories.Key Vocabulary:Behemoth: monster or large and powerful person or thing.Imminent: about to happen very soon.Quandary: have to make a decision but not sure what the right decision is. | Demonstrate understanding when talking to others about what has been read to them. | Use phonic knowledge to decode regular words and read them aloud accurately.Read and understand simple sentences. | Write simple sentences.Use phonic knowledge to write words in ways that match spoken sounds.Apply taught digraphs into writing. | Letter formation focus. |
| Summer 1ELG | Recipe for a story/If I had a dinosaur.Outcome: Begin to invent own stories. Introduce punctuation to sentences.Key Vocabulary:Extinct: No longer living.Prehistoric: Very old, before history.Hoot Owl.Outcome: Character description.Key Vocabulary:Jeopardy: Not working out as planned.Nocturnal: awake at night and sleep during the day.Maverick: Independent. | Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary;Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems;Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | 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 common exception words. | 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.Physical Development Link - Hold a pencil comfortably using the tripod grip; | Letter formation focus.Hold a pencil comfortably using the tripod grip; |
| Summer 2ELG | Supertato.Outcome: Wanted poster with character description. Invent own superhero story.Key Vocabulary:Cacophony: loud sounds happening all at once.Jubilant: happy due to triumphJamboree: a big, loud party.The Human Body (T4W text), Happy in our skin and Riley can be anything.Outcome: Non fiction; Fact file.Key Vocabulary:5 senses and their meaning.Body words – vessels, cells, etc linked to virtualitee. | Hold a pencil comfortably using the tripod grip; |

EYFS Communication and Language Progression Map

Little Learners

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| --- | --- | --- |
|  | Listening | Speaking |
| Autumn 1 | Listens to and enjoys rhythmic patterns in rhymes and stories.Rigid attention – may appear not to hear | Copies familiar expressions, e.g. ‘Oh dear’, ‘All gone’.Beginning to put two words together (e.g. *‘want ball’, ‘more juice*’).Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*).Beginning to ask simple questions.Beginning to talk about people and things that are not present. |
| Autumn 2 | Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. | Uses gestures, sometimes with limited talk, e.g. reachestoward toy, saying *‘I have it’.* |
| Spring 1 | Recognises and responds to many familiar sounds, e.g.turning to a knock on the door, looking at or going to the door. | Uses a variety of questions (e.g. *what, where, who*).Uses simple sentences (e.g.’ *Mummy gonna work.’*) |
| Spring 2 | Shows interest in play with sounds, songs and rhymes. | Uses language as a powerful means of widening contacts,sharing feelings, experiences and thoughts. |
| Summer 1 | Listens with interest to the noises adults make when theyread stories. | Learns new words very rapidly and is able to use them incommunicating. |
| Summer 2 | Single channelled attention. Can shift to a different task ifattention fully obtained – using child’s name helps focus. | Holds a conversation, jumping from topic to topic.Beginning to use word endings (e.g. *going, cats*). |

EYFS Communication and Language Progression Map

Nursery

|  |  |  |
| --- | --- | --- |
|  | Listening | Speaking |
| Autumn 1 | Single channeled attention. Can shift to a different task ifattention fully obtained – using child’s name helps focus. | Holds a conversation, jumping from topic to topic.Beginning to use word endings (e.g. *going, cats*). |
| Autumn 2 | Listens to stories with increasing attention and recall. | Can retell a simple past event in correct order (e.g. went down slide, hurt finger). |
| Spring 1 | Joins in with repeated refrains. | Uses vocabulary focused onobjects and people that are ofparticular importance to them. |
| Spring 2 | Joins in with repeated refrainsand anticipates key events andphrases in rhymes and stories. | Beginning to use more complexsentences to link thoughts (e.g.using and, because). |
| Summer 1 | Listens to others one to one or in small groups, when conversationinterests them. | Uses talk to connect ideas,explain what is happening and anticipate what might happen next, recall and relive past experiences.Uses intonation, rhythm andphrasing to make the meaning clear to others. |
| Summer 2 | Focusing attention - still listenor do, but can shift own attention.Is able to follow directions (if not intently focused on own choice of activity). | Questions why things happen and gives explanations. Asks e.g. who,what, when, how.Uses a range of tenses (e.g. play, playing, will play, played).Builds up vocabulary that reflectsthe breadth of their experiences.Uses talk in pretending that objects stand for something else inplay, e.g., ‘This box is my castle.’ |

EYFS Communication and Language Progression Map

Reception

|  |  |  |
| --- | --- | --- |
|  | Listening | Speaking |
| Autumn 1 | Focusing attention - still listenor do, but can shift own attention.Is able to follow directions (if not intently focused on own choice of activity). | Extends vocabulary, especiallyby grouping and naming, exploring the meaning and sounds of newwords. |
| Autumn 2 | Is able to follow directions. | Uses language to imagine &recreate roles and experiences in play situations. |
| Spring 1 | Two‐channelled attention - canlisten and do for short span. | Introduces a storyline ornarrative into their play. |
| Spring 2 | Maintains attention,concentrates & sits quietly during appropriate activity. | Links statements and sticks to a main theme or intention.Uses talk to organise, sequence & clarify thinking, ideas, feelings & events. |
| Summer 1 | Listen carefully and respond appropriately when being read to and during whole-class and small group discussions;Make comments about what they have heard and ask questions to clarify their understanding;Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. | Participate in small group, class and one-to-one discussions, offering their own ideas, using new vocabulary;Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate;Express their ideas using full sentences, with modelling and support from their teacher. |
| Summer 2 |

EYFS Progression Map of Key Texts - LTP

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| --- | --- | --- | --- | --- | --- | --- |
| Little Learners | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Where’s Spot?Outcome: Make marks | That’s Not My Bear!Outcome: Make marks | Dear ZooOutcome: Make marks | Dinosaur RoarOutcome: Begin to make appropriate marks | Postman BearOutcome: Make appropriate marks | Doing the Animal BopOutcome: Make marks and offer a description |
| Nursery | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Dear ZooOutcome: Make marks and offer a description | Owl BabiesOutcome: Make marks and offer a descriptionWhatever NextOutcome: Make marks and offer a description | We’re Going on a Bear huntOutcome: Make marks and offer a descriptionBrown Bear, Brown Bear What Do You See?Outcome: Make marks and offer a description | The Very Hungry CaterpillarOutcome: Make and describe marks | Jasper’s BeanstalkOutcome: Draw images, make and describe marksJack and the Beanstalk.Outcome: Draw images, make and describe marks | The Little Red Outcome: Draw images, make and describe marks/write initial sounds.Hen |
| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| David Goes to School –Self regulation, rules and expectations.Outcome: Draw images, write labels/initial sounds.Oi cat stories – rhyme.Outcome: Draw images, write labels/initial sounds/CVC words. | The Gingerbread Man.Oral retelling, draw images and write a caption.Christmas story.Outcome: Oral retelling, draw images and write a caption. | The Billy Goat’s Gruff.Outcome: Oral retelling, Innovation of the story and write a caption.Naughty Bus.Outcome: Recount of where Naughty Bus has been. | On the way home.Outcome: Retell/innovate the story – short sentences.The hairy toeOutcome: Retell/innovate the story – short sentences. Structure of stories. | Recipe for a storyOutcome: Begin to invent own stories. Introduce punctuation to sentences.Hoot Owl.Outcome: Character description. | Supertato.Outcome: Wanted poster with character description. Invent own superhero story.The Human Body (T4W text).Outcome: Non fiction; Fact file. |

EYFS Key Vocabulary

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Little Learners | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Where’s Spot?Key Vocabulary:Prepositions in book – behind, inside, under. | That’s Not My Bear!Key Vocabulary:Describing words – squashy, soft, fuzzy, scratchy, shiny, fluffy. | Dear ZooKey Vocabulary:Describing words – heavy, tall, fierce, grumpy, scary, jumpy, perfect. | Dinosaur RoarKey Vocabulary:Describing words and prepositions in book -Roar, squeak, meek, fast, slow, above, below, weak, strong, short, long, fat, tiny, clean, slimy, sweet, spiky, lumpy. | Postman BearKey Vocabulary:Names of animals and objects in story –Acorn, bear, squirrel, pond, mole, letter, frog, tree, door, kitchen, cake. | Doing the Animal BopKey Vocabulary:Action words -Dance, sing, waddle, bounce, flutter, flounce, slither, wriggle, jiggle, stop, jump, wiggle, kick, wave, cluck, waddle, swing, stomp. |
| Nursery | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Dear ZooKey Vocabulary:From story: Animal names, heavy, fragile, tall, fierce, danger, grumpy, scary, naughty, perfect. | Owl BabiesKey Vocabulary:From story: Tree trunk, twigs, thought, hunting, branch, ivy, brave, swooped, silent.Ambitious Vocabulary: Nocturnal – active at night and sleeping in the day.Owlet – a small or young owl.Whatever NextKey Vocabulary:From story: Moon, rocket, chimney, aeroplane, passengers, roared, picnic, helmet, gaspedAmbitious Vocabulary: Astronaut – a person who is trained to travel in spacecraft, travels to space.Outer space – the universe outside of earth.Earth – the planet on which we live. | We’re Going on a Bear huntKey Vocabulary:From story: Positional language/ directional – over, under, through.Beautiful, long, wavy, squelch, splash, forest, gloomy, snowstorm, narrow, tiptoe, shiny, furry.Brown Bear, Brown Bear What Do You See?Outcome: Make marks and offer a description.Key Vocabulary:From story: Colours, animals.Outcome: Make marks and offer a descriptionAmbitious Vocabulary:Hibernate: to sleep through winter.Nervous: having or showing feelings of worry.Terrified: extremely afraid or scared. | The Very Hungry CaterpillarKey Vocabulary:From story: Days of week, Egg, caterpillar, hungry, plums, pickle, salami, watermelon, fat, cocoon, butterfly.Ambitious Vocabulary: Life cycle – stages of life/ how a living thing changes.Transform - Changed in a strange and surprising way. | Jasper’s BeanstalkKey Vocabulary:From story: Days of week, bean, planted, dug, raked, sprayed, hoed, slugs, snails, mowed, beanstalk, giant.Jack and the Beanstalk.Key Vocabulary:From story: Sell, market, stranger, beanstalk, giant, castle, supper, snoozing, hen, harp, axe, chopped, poor.Ambitious Vocabulary:Gigantic/ Enormous – a very great size. | The Little Red Key Vocabulary:From story: Animal names, wheat, tall, strong, flour, mill, bake.Ambitious Vocabulary:Humdrum - something extremely boring.Lackadaisical - they do not seem excited or interested in the things they do. |
| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| David Goes to SchoolKey Vocabulary:Flibbertigibbert – someone who is silly.Irreverent: Making fun of things that are usually taken seriously.Extreme – large feeling.Expected/unexpected behaviour.Emotion words – link to feelings. Start simple e.g sad (blue), happy (green), frustrated (yellow) and angry (red). Build in more emotions as appropriate..Oi cat storiesKey Vocabulary:Rhyming words | The Gingerbread Man.Key Vocabulary:Absquatulate: leave quickly.Devour: Eat quickly.Naïve: trust people they shouldn’t.Father Christmas needs a wee!Key Vocabulary:Preoccupied: focused on something else.Flustered: worried/in a muddle.Relieved: no longer flustered/happy. | The Billy Goat’s Gruff.Key Vocabulary:Mulligrub: sad or in a bad mood.Ugglesome: Horrible and scary.Quibble: having an argument about something that doesn’t really matter.Naughty Bus.Key Vocabulary:Compunction: Don’t feel guilty about what they have done. | On the way home.Key Vocabulary:Duplicity: Misleading behaviour.Narrative: a spoken or written account of events.Courageous: BraveThe hairy toeKey Vocabulary:Behemoth: monster or large and powerful person or thing.Imminent: about to happen very soon.Quandary: have to make a decision but not sure what the right decision is. | Recipe for a story/If I had a dinosaur.Key Vocabulary:Extinct: No longer living.Prehistoric: Very old, before history.Hoot Owl.Key Vocabulary:Jeopardy: Not working out as planned.Nocturnal: awake at night and sleep during the day.Maverick: Independent. | Supertato.Key Vocabulary:Cacophony: loud sounds happening all at once.Jubilant: happy due to triumphJamboree: a big, loud party.The Human BodyKey Vocabulary:5 senses and their meaning.Body words – vessels, cells, etc linked to virtualitee. |