





Hadrian School – Progression of Skills Document

Early Years Foundation Stage – Reception


Progression of Reading and Writing Skills

	End of Nursery Goals	Autumn Term	Spring Term	Summer Term
<p>Word Reading</p>  	<p>I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables</p> <p>Develops their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound.</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. <p>Begin to read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Begin to read CVC words containing known letter-sound correspondences.</p> <p>Can match taught graphemes and phonemes.</p> <p>Can blend and read cvc words containing taught sounds.</p>	<p>Develop their phonological awareness to:</p> <ul style="list-style-type: none"> Able to complete a rhyming string. Begin to sound buttons to identify how many sounds are in a word. Can supply words with the same initial sound for phase 2 single sounds. <p>Recognise all taught sounds (Set1)</p> <p>Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read simple sentences containing known letter-sound correspondences containing 1 or 2 phonics matched common exception words.</p>	<p>ELG Reading Say a sound for each letter in the alphabet and at least 10 digraphs, suited to phonics scheme. (sh/ch/th/l/ss/qu/wh/ng/ck/nn)</p> <p>ELG Reading Read words consistent with their phonic knowledge by sound-blending.</p> <p>ELG Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



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		Can read taught tricky words.		
<p>Comprehension</p> 	<p>I can talk about stories I have heard.</p> <p>I can retell some familiar stories.</p> <p>I can join in with familiar rhymes and songs (and some patterned stories)</p> <p>I can use some story language or new vocabulary in my play</p> <p>Engages in extended conversations about stories, learning new vocabulary</p>	<p>Has a love of stories and listens attentively to story time.</p> <p>Asks questions about stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Repeat new vocabulary in the context of a story.</p> <p>Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Answer questions about a text that has been read to them.</p> <p>Begin to predict what might happen next in a story.</p> <p>Begin to use modelled vocabulary during role play for example in the Small World.</p> <p>Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems for example during Vote for a story.</p> <p>Retell or make up own stories using vocabulary that has been learnt.</p> <p>Identifies non-fiction texts, remembering facts.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p> <p><u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>ELG Comprehension</u> Anticipate - where appropriate - key events in stories.</p> <p><u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>



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<p>Writing</p> 	<p>I can write some letter shapes with good formation e.g. the letters from my name.</p> <p>I can say the initial sound in most words</p> <p>I can tune into the sounds in words - showing understanding e.g Phase 1 Toy Talk for blending / segmenting</p> <p>I apply some print knowledge to my emergent writing</p> <p>I can write my own name on most occasions.</p>	<p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Writes cvc words using the sounds taught.</p> <p>Says a simple sentence for writing/dictation (oral and count words).</p> <p>Write some lower case letters correctly.</p> <p>Uses some upper case letters e.g. for their own name, Mum and Dad.</p> <p>Write your own name.</p> <p><u>Physical Development</u> Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.</p>	<p>Form lowercase letters and capital letters correctly</p> <p>Is starting to write short sentences with words with known sound- letter correspondences, using a capital letter and a full stop.</p> <p>Begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>Read sentences back to an adult.</p> <p>Writes cvc words and labels using taught sounds.</p> <p>Spells some high frequency tricky words.</p> <p><u>Physical Development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient. I often now use tripod grip more accurately.</p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>Use finger spaces most of the time.</p> <p>Is able to write their first name and start to write their surname independently.</p> <p><u>ELG Writing</u> Write recognisable letters, most of which are correctly formed.</p> <p><u>ELG Writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><u>ELG Writing</u> Write simple phrases and sentences that can be read by others.</p> <p><u>ELG Fine Motor</u> Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>
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