



The Trent-Rylands Federation



EYFS English Progression

| <u>READING</u> | F1 | F2 |
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| <u>Reading Decoding</u> | F1 Count or clap syllables in a word. Recognise words with the same initial sound Recognises familiar words and signs such as own name, advertising logos and screen icons. | F2 Read individual letters by saying the sounds for them. Read at least 10 diagraphs & say sounds for them Read words consistent with their phonic knowledge by sound blending. Read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words |
| <u>Range of Reading</u> | F1 and F2 Listen to, enjoy and discuss a range of story books and non fiction that : -Are set in familiar environments, or reflect their own lives. -That follow their interests e.g pirates, dinosaurs. -That extend their knowledge of familiar subjects e.g farms. -Listen to and enjoy a range of nursery rhymes and simple poems | |
| <u>Familiarity with texts</u> | F1 5 key concepts of print -Print has meaning -Print can have different purposes -We read English text from left to right and top to bottom -The names of different parts of a book -Page sequencing | F2 Begins to be aware of the way stories are structured, and to tell own stories. Be able to talk about familiar stories & tell a long story. |
| <u>Poetry and Performance</u> | F1 To listen carefully to rhymes and songs paying attention to how they sound. To join in with familiar nursery rhymes and poems | F2 Children will progress from joining in with last word of each line, until they can recite some by heart. Re-enacts and reinvents stories / poems they have heard in their play |
| <u>Word meanings</u> | Understand the new vocabulary within the context of the story. Use new vocabulary in different contexts Use phrases from a story through the day “ I searched for a pencil, but no pencil could be found “. . | |
| <u>Understanding</u> | F1 and F2 Retell the story , once there is a deep familiarity with it, sometimes as exact repetition and sometimes in their own words. | F2 Describes main story settings, events & principal characters in increasing detail |
| <u>Inference</u> | F1 Make simple inferences about characters feelings – happy and sad | F2 Uses talk to organise, sequence & clarify thinking, ideas, feelings and events Give explanation of why events happened in a story |
| <u>Prediction</u> | F1 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories | F2 Make simple predictions based on the repetitive nature of the text. Talks about events and principal characters in stories and suggests how the story might end |
| <u>Non Fiction</u> | F1 Listen to and talk about non fiction books that support the language learnt in a new topic. | F2 Purposefully select a non -fiction book containing photographs and pictures e.g. find a book about the weather. Knows that information can be retrieved from books. |
| <u>Discussing reading</u> | F1 Listen to and talk about familiar stories to build familiarity and understanding. Listen to others in one to-one or small groups, when conversation interests them | F2 Is able to recall & discuss stories or information that has been read to them, or they have read themselves. Listens & responds to ideas expressed by others in conversation or discussion. |

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| | | Understands questions such as who; why; when; where and how |
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| WRITING | F1 | F2 |
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| <u>Phonics and whole word spelling</u> | F1 Hear the initial sounds in some words. | F2 Spell cvc words by identifying sounds in them and representing the sounds with a letter or letters Phase 2 and 3 phonemes. |
| <u>Other word building spelling</u> | F1 Write some or all of their name | F2 Spells some tricky words. |
| <u>Transcription</u> | F1 Use some of their print & letter knowledge in their early writing, e.g. writing a pretend shopping list | F2 Write simple phrases and sentences that can be read by others. Uses finger spacing between words. |
| <u>Handwriting</u> | F1 Use large muscle movements to wave flags & streamers, paint & make marks. Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. | F2 Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Writes some upper case letters correctly. Form most lower case letters correctly using a tripod grip |
| <u>Contexts for writing</u> | F1 Use mark making to convey meaning in play situations. | F2 Create texts to communicate meaning for wide range of purposes, such as making greetings cards, tickets, lists, invitations.. Creates their own stories and books with images and sometimes with words |
| <u>Planning</u> | F1 Tell an adult what they are going to “write” during play. | F2 Will repeat and orally practise a sentence, counting the words. Will sound out the phonemes in a word before writing |
| <u>Drafting</u> | | F2 Reread what they have written with an adult to check it m |
| <u>Editing</u> | | F2 Reread what they have written with an adult and improve the formation of individual letters. |
| <u>Performing</u> | F1 Take part in simple story telling and pretend play. | F2 Retell stories in their own words during role play . Reread a sentence they have written to an adult. |
| <u>Vocabulary</u> | F1 Talk about things that interest them using sentences of four to six words and some connectives. | F2 Articulate their ideas and thoughts in well formed sentences using connectives to extend. |
| <u>Grammar</u> | F1 Begin to use a range of tenses within simple spoken sentences. | F2 Use full sentences with increasing precision choice of language and tense accuracy. Write simple sentences using a capital letter and a full stop with reminders. |
| <u>Punctuation</u> | | F2 Use a capital letter and a full stop with reminders. Use finger spaces |
| <u>Grammatical Language</u> | Word, Letter, finger space. phoneme , grapheme, finger space, capital letter, full stop. | Word, Letter, finger space. phoneme , grapheme, finger space, capital letter, full stop. |