



# Ringway Primary School

## Progression Grid

### English – EYFS



	Comprehension	Word Reading	Writing
2-3 Year olds	<ul style="list-style-type: none"><li>• Enjoys songs and rhymes, tuning in and paying attention.</li><li>• Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li><li>• Say some of the words in songs and rhymes and stories.</li><li>• Fills in missing words or phrases in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...</li><li>• Says songs and recites rhymes independently.</li><li>• Pay attention and responds to pictures or words.</li><li>• Develops pretend play around stories using props.</li><li>• Recognises small details in picture books and is able to find some when asked e.g. find the tiny ladybird.</li></ul>	<ul style="list-style-type: none"><li>• Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps e.g. Disney, McDonalds etc</li><li>• Enjoys simple, familiar stories read from a picture book.</li><li>• Has favourite books and seeks them out, to share with an adult, with another child or to look at alone.</li></ul>	<ul style="list-style-type: none"><li>• Provides a running commentary as they make marks (may not distinguish between writing and drawing).</li><li>• Attempts to 'write' in a range of situations e.g. playdough, sand, mud, on paper.</li><li>• Enjoys drawing freely.</li><li>• Makes marks on pictures to stand for their name.</li><li>• Ascribes meaning to marks they make e.g. scribbles and says dog.</li></ul>

<p>3-4 Year olds</p>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Knows that information can be retrieved from books and computers.</li> <li>• Can talk about key features of favourite stories e.g. who was in the story and where they were.</li> <li>• Can answer a simple question about a story which has just been read.</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Asks questions about books. Makes comments and shares ideas.</li> </ul>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning and notices some print, such as the first letter for their name, a bus or door number.</li> <li>• the names of the different parts of a book</li> <li>• print can have different purposes</li> <li>• page sequencing</li> <li>• we read English text from left to right and from top to bottom</li> </ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• Can recognise rhythm and blend compound words e.g. snow-man.</li> <li>• count or clap syllables in a word (up to 3 syllables e.g. elephant)</li> <li>• Recognise own name and know which sound it starts with</li> <li>• recognise words with the same initial sound, such as money and mother</li> <li>• Can hear and say initial sounds</li> <li>• Can orally blend 3 syllable words e.g. elephant.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain what the things they have written 'say' and know that writing and drawing are different.</li> <li>• Copy name when given only the letters needed.</li> <li>• Write some or all of their name.</li> <li>• Uses some clearly identifiable letters to communicate meaning.</li> <li>• Write some letters accurately.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> </ul>
<p>Reception</p>	<ul style="list-style-type: none"> <li>• Can use cues such as pictures, knowledge of the story or context</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form lower-case and capital letters correctly.</li> </ul>

	<p>to comprehend a range of fiction and non-fiction texts.</p> <ul style="list-style-type: none"> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Share their feelings and ideas about what they have read with others.</li> <li>• <b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b></li> <li>• <b>Anticipate (where appropriate) key events in stories.</b></li> <li>• <b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• <b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b></li> <li>• <b>Read words consistent with their phonic knowledge by sound-blending.</b></li> <li>• <b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Can write for a range of purposes in meaningful contexts e.g. lists, captions, instructions, letters etc.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• <b>Write recognisable letters, most of which are correctly formed.</b></li> <li>• <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></li> <li>• <b>Write simple phrases and sentences that can be read by others.</b></li> </ul>
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