



St Barnabas
C of E Primary School

Skills Progression

Subject area: Literacy- EYFS

Subject Intent:- At St Barnabas, we believe that in Early Years our quality Literacy Curriculum should develop children who are good listeners and confident communicators with a wide vocabulary and a secure understanding of language. Children will be given access to a wide range of activities which supports the development of a life-long love of reading, writing and discussion.

Skill	Birth-26 months	22-36 months	30-50 months	40-60 months:-	ELG	Exceeding
Reading	<p>Birth-11 months Enjoys looking at books and other printed material with familiar people</p> <p>8-20 months Handles books and printed material with interest.</p> <p>16-26 months Interested in books and rhymes and may have favourites.</p>	<ul style="list-style-type: none">• Has some favourite stories, rhymes, songs, poems or jingles.• Repeats words or phrases from familiar stories.• Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a.....	<ul style="list-style-type: none">• Enjoys rhyming and rhythmic activities.• Shows awareness of rhyme and alliteration.• Recognises rhythm in spoken words.• Listens to and joins in with stories and poems, one-to-one and also in small groups.• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.• Beginning to be aware of the way stories are structured.• Suggests how the story might end.• Listens to stories with increasing attention and recall.• Describes main story settings, events and principal characters.• Shows interest in illustrations and print in books and print in the environment.• Recognises familiar words and signs such as own name and advertising logos.• Looks at books independently.• Handles books carefully.• Knows information can be relayed in the form of print.• Holds books the correct way up and turns pages.• Knows that print carries meaning and, in English, is read from left to right and top to bottom.	<ul style="list-style-type: none">• Continues a rhyming string.• Hears and says the initial sound in words.• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.• Links sounds to letters, naming and sounding the letters of the alphabet.• Begins to read words and simple sentences.• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.• Enjoys an increasing range of books.• Knows that information can be retrieved from books and computers.	<p>Early Learning Goal:-Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Stories</p>	<p>Exceeding Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read</p>

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Writing		<ul style="list-style-type: none"> Distinguishes between the different marks they make. 	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 	<p>Gives meaning to marks they make as they draw, write and paint.</p> <ul style="list-style-type: none"> Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels ,captions. Attempts to write short sentences in meaningful contexts. 	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>
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Moving and Handling	<p>Birth-11 months Reaches out for, touches and begins to hold objects.</p> <p>8-20 months Enjoys the sensory experience of making marks in damp sand, paste or paint.</p>	<ul style="list-style-type: none"> Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools 	<ul style="list-style-type: none"> Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. 	<ul style="list-style-type: none"> Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing. 	<p>They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p>

	<ul style="list-style-type: none"> • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes. <p>16-26 months Makes connections between their movement and the marks they make.</p>	<ul style="list-style-type: none"> • Imitates drawing simple shapes such as circles and lines. • May be beginning to show preference for dominant hand. 				
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Characteristics of Effective Learning		
<p>Playing and Exploring:-</p> <ul style="list-style-type: none"> • finding out and exploring • using what they know in their play • being willing to have a go 	<p><u>Active learning:-</u></p> <ul style="list-style-type: none"> • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do 	<p><u>Creating and Thinking Critically:-</u></p> <ul style="list-style-type: none"> •having their own ideas •using what they already know to learn new things •choosing ways to do things and finding new ways