



Phonics, Reading and Writing Progression in EYFS

Term	Phonics	Reading	Writing
Continuous Provision	<p>Provide opportunities for the children to engage with letters and sounds through play and games.</p> <p>Puzzles, games and books to support understanding and engagement with rhyming and identification of letters/sounds within words.</p> <p>Provide opportunities through a wide range of activities where children can apply their developing phonic skills.</p> <p>Wow Words board – acknowledge and celebrate new words and vocabulary.</p>	<p>Library area reflects termly topics and shared interests.</p> <p>Book/story boxes – include props related to the book.</p> <p>Puppets and book related toys.</p> <p>Children have access to a range of fiction and non-fiction books</p> <p>Topic books are available throughout the classroom i.e. outside, role-play and on display surfaces.</p> <p>Scheme books are available so children have access to the range of books they can take home.</p>	<p>Offer lots of opportunities to write for a variety of purposes, especially in their role-play, construction area, outside, maths area etc.</p> <p>Encourage independence – Clever Learners Box</p> <p>Talk for writing – prompts such as story boxes, props, pictures.</p> <p>Writing wall – celebrate independent writing, not just the guided pieces.</p> <p>Mark-making area (art/craft trolley) – provide a wide range of materials and media, including papers, scissors, tape etc.</p>
BASELINE	<p style="text-align: center;">Assessment</p> <p>Are they confident to communicate in front of others? Key skills attention and</p>	<p style="text-align: center;">Assessment</p> <p>Observe children in their play and interactions with the books on offer in class.</p>	<p style="text-align: center;">Assessment</p> <p>Pencil grip – note each child's grip on the progression chart.</p>

	<p>listening, speaking and understanding.</p> <p>Use the Phase 1 programme to assess their early knowledge of letters and sounds.</p> <p>Observe and assess: Communication, Language and Literacy Personal, Social and Emotional</p>	<p>Can they identify letters and sounds within words?</p> <p>Can they identify familiar words?</p> <p>Are they able to read words and short sentences?</p>	<p>Mark-making skills and ability to assign meaning.</p> <p>Name writing – with and without a prompt card.</p> <p><i>Identify an 'Early Intervention' group. TA to work with group on pencil grip, pattern drawing and name writing. Each child will have a special exercise book.</i></p>
Autumn 1	<p>Phase 1 'Letters and Sounds' programme.</p> <p>Heavy emphasis on listening and attention skills using a range of highly engaging activities.</p> <p><i>Whole class and small group tasks.</i> Rhyme and alliteration games and activities.</p> <p>Some introduction to initial sounds.</p>	<p>Teacher will carry out a 1:1 shared book conference, with each child. Assess how each child interacts with a book, ability to respond to questions about the pictures and text. Early ability to identify familiar words and use of decoding/blending.</p> <p>Introduce the value of books within the classroom. Read regularly as a whole class i.e. story times. Encourage children to bring in their own books.</p> <p>Children have access to a range of books in the library area, including scheme and non-fiction books.</p>	<p>Baseline – lots of opportunities for free mark-making and some guided sessions. Big emphasis on drawing.</p> <p>Start 'Funky Fingers' sessions. 5 minute (to music) twice a week fine motor tasks.</p> <p>Each child has a blue 'Mark-Making' book. Encouraged to use for free and guided writing/drawing.</p>
Data Drop	December	December	December
Autumn 2	<p>Introduce Phase 2 'Letters and Sounds' using the Jolly Phonics scheme.</p>	<p>Teacher will carry out a 1:1 reading conference, with each child. More often if required. This</p>	<p>Funky fingers continued.</p>

	<p>Outside of the explicit Phonics sessions ensure opportunities to explore and apply their phonic knowledge through games and activities (linked provision - adult led and within continuous provision)</p> <p>Introduce use of phonic related apps and support programmes on the iPads.</p> <p><i>Assessment of Phase 2 – this is shared with parents. (December)</i></p>	<p>will form basis for grouping next term.</p> <p>A book or story of the week will be introduced and form the basis for guided, linked and continuous provision activities.</p> <p>Story times continue.</p>	<p>Intervention writing group continues with TA.</p> <p>Guided writing opportunities – reflects topic and in response to stories/books and interests. Introduce labelling and list writing.</p> <p>Free writing opportunities (link provision alongside phonic activities)</p> <p>Children who are beginning to write beyond mark-making move onto 'Special' writing books (lined/plain)</p>
<p>Spring 3</p>	<p>Introduce Phase 3 'Letters and Sounds' using the Jolly Phonics scheme.</p> <p><i>Intervention - catch-up phonics for those who did not achieve Phase 2 last term.</i></p> <p>Sentence construction – include the concept of capital letters and full-stops.</p> <p>Writing wall – include tricky word prompts.</p> <p>Clever Learners box – Phase 2 and 3 phonics mats.</p> <p>Reference the Phonics wall to</p>	<p>Guided Reading begins with an adult. Children are grouped by ability and heard as a group every week.</p> <p><i>Intervention – Children who did not achieve Phase 2 or are not heard regularly at home will receive 'Catch-up' reading books. (Parents informed)</i></p> <p>Individuals are heard at least once during the term. This will take the form of a 1:1 reading conference. The result of which will inform their level within our reading scheme for home.</p>	<p>Funky Fingers continued.</p> <p>Children move onto 'Special' writing books when ready.</p> <p>Whole class shared writing opportunities – what is a sentence? Label pictures, write lists etc.</p> <p>Guided writing – Labelling, non-fiction writing, simple captions. Introduce the concept of a sentence i.e. spaces between words, capital letters and full-stop.</p>

	encourage independence.	<i>Those children who are not read to regularly at home are heard by an adult more regularly.</i>	Writing opportunities across other subject areas such as maths and science are planned for.
Spring 4	<p>Continue Phase 3 'Letters and Sounds' using the Jolly Phonics scheme. <i>Continue with intervention – catch-up group if needed.</i></p> <p>Clever Learners box – Phase 2 and 3 phonics mats.</p> <p>Writing wall – include tricky word prompts.</p> <p><i>Assessment of Phase 3 – again this is shared with parents. (March/April)</i></p>	<p>Guided reading – continues in ability groups.</p> <p><i>Intervention – Children who are struggling with Phase 3 or are not heard regularly at home will continue to receive 'Catch-up' reading books. (Parents informed)</i></p> <p>Individuals are heard at least once during the term. This will take the form of a 1:1 reading conference. The result of which will inform their level within our reading scheme for home.</p> <p><i>Those children who are not read to regularly at home are heard by an adult more regularly.</i></p>	<p>It is expected that all children should now be on the 'Special' writing books.</p> <p>Guided writing – non-fiction writing, sentence writing (MA extended sentence construction) Sequencing and description writing.</p> <p>Writing is planned and encouraged within other subject areas, including opportunities during child-initiated.</p>
Data Drop	March	March	March
Summer 5	<p>Revision of Phase 3 'Letters and Sounds' using the Jolly Phonics scheme. This will be in response to the end of spring term assessment data collected. <i>Continue with intervention – catch-up group if needed.</i></p> <p>Whole class phonic sessions will be</p>	<p>Guided reading – continues in ability groups.</p> <p>Individuals are heard at least once during the term. This will take the form of a 1:1 reading conference. The result of which will inform their level within our reading scheme for home.</p>	<p>Begin formal handwriting sessions using the Pen Pals scheme. Introduce handwriting books.</p> <p>Guided writing – emphasis on story writing, using the method of 'Active story writing'.</p> <p>Extended sentence structures. Writing</p>

	streamed i.e. Teacher to work with the catch-up group and TA to work / extend the MA (those who have achieved Phase 3)	<i>Those children who are not read to regularly at home are heard by an adult more regularly.</i>	for purposes such as letters, postcards etc. Free writing – using story boxes, picture prompts and props.
ELG's	Final assessments against ELG's	Final assessments against ELG's	Final assessments against ELG's
Data drop	June	June	June
Summer 6	<p>Introduce Phase 4 if majority of class are ready.</p> <p><i>Final assessment collected to be passed onto year one teacher and parents.</i></p>	<p>Guided reading – continues in ability groups.</p> <p>Final individual reading conferences will take place. Information and final levels within the scheme will be passed onto the year one teacher.</p>	<p>Formal handwriting sessions, using the Pen Pals scheme, continue.</p> <p>Guided writing sessions – independence is encouraged and celebrated. Children will be writing for a variety of purposes both guided and during their free time.</p>