

EYFS Steps in Progression Document

Literacy

Early Years - Reception

<p>Word Reading</p>	<p>Children are read to daily, whether together as a class or one-to-one. In doing so, this promotes children to re-read books that have been read to them to build up their fluency and confidence in word reading. They should aim to:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<p>Comprehension</p>	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
<p>Reading: Poetry and rhymes</p>	<ul style="list-style-type: none"> • Appreciate and recite some rhymes and poems. • Recognise and join in with predictable phrases.
<p>Reading: Discussion</p>	<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say. • Answering questions, forming predictions and opinions. • Discuss the main ideas in the story.
<p>Grammar: Tenses</p>	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
<p>Listening and attention</p>	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<p>Speaking</p>	<ul style="list-style-type: none"> • Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<p>Handwriting</p>	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Sit correctly at a table, holding a pencil comfortably and correctly.