EYFS English Skills Progression – Reception

	Autumn 1 Who am I?	Autumn 2 Light and Dark	Spring 1 A Long Time Ago	Spring 2 One Upon a Time	Summer 1 Spring and Minibeasts	Summer 2 Amazing Animals
Key Texts From Literacy Tree (Story Saplings)	Amazing	Look up!			The Extraordinary Gardener The Tiny Seed The Girl Who Loves Bugs	
Key Texts Books within school	The Colour Monster Geoffrey gets the jitters Penguin Huddle The Joy Troll Ruby's Worry Coming to England (Black History Month)	Guy Fawkes story Owl Babies Whatever Next The Best Diwali Ever Jesus' Christmas Party	The Girl and the Dinosaur Mr Grumpy's Outing The King's Pants The Worrysaurus (Mental Health Week)	Goldilocks and the 3 Bears The 3 Little Pigs The Gingerbread Man The 3 Billy Goats Gruff	Hello Spring Oi Frog	The Little Red Hen Giraffe's Can't Dance Someone swallowed Stanley
Writing skills progression	Begin to form some lower-case and capital letters correctly. Write own name starting with a capital letter. Write the initial sound in a word.		Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Begin to write simple captions using CVC words and known tricky words. Begin to re-read what they have written to check it makes sense. Begin to use finger spaces correctly between words.		Write short sentences with words with known letter-sound correspondence, beginning to use a capital letter and full stop. Re-read what they have written to check it makes sense.	ELG: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Handwriting	Write Rules Handwriting Scheme: Colouring, Lines, Circle and Rainbows, Crocodile Snap, Drawing, Crosses and Squares Use their core muscle strength to achieve a good posture when sitting at a table. Be able to copy pre-writing patterns including drawing anti-clockwise circles. Begin to use a functional tripod grip.	Write Rules Handwriting Scheme: Start at the top letters (l, t, I, j, u, y) No lifting letters (r, n, m, p, h, b, k) Begin to write own name legibly starting with a capital letter. Form down stroke and no lifting letters accurately. Begin to position letters in a line (not necessarily on a line, or with descenders below yet).	Write Rules Handwriting Scheme: Start like a curly c letters (c, o, a, d, g, q, f, s, e) Form anti clockwise letters accurately. Begin to use finger spaces correctly between words.	Write Rules Handwriting Scheme: Oblique lines Falling letters (v, w, z, x) Writing my name Recap Start at the top letters and No lifting letters Form diagonal stroke letters correctly. Master directional changes with pencil control. Form many lower-case and capital letters correctly. Write own name correctly and consistently using a capital letter.	Write Rules Handwriting Scheme: Recap Start like a curly c letters and Falling letters Writing sentences 1 and 2 Consistently use a functional tripod grip. Develop the foundations of a handwriting style which is fast, accurate and efficient. Position most letters correctly on a line showing awareness of ascenders and descenders.	ELG: Write recognisable letters, most of which are correctly formed. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Reading skills progression	Engage in story times including non-fiction books. Listen to and talk about stories to build familiarity and understanding. Begin to use new vocabulary in different contexts.		Recall the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts.		Read Phase 4 common exception words matched to the school's phonic programme. Re-read books to build up their	ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently

	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read Phase 2 common exception words matched to the school's phonic programme.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Read some letter groups that each represent one sound and say sounds for them. Read Phase 3 common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	confidence in word reading, their fluency and their understanding and enjoyment. Begin to understand that they can read with expression.	introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 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.

Phonics progression	Bug Club Phonics – Phase 2 Graphemes: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss Tricky words: I, to, the, no, go, into, her	Bug Club Phonics – Phase 3 Graphemes: j, v, w, x, y, z, zz, qu, ch, sh, th/th, ng, ai, ee, igh, oa, oo/oo, ar, or, ur, ow, oi, ear, air, ure, er Tricky words: me, be, he, my, by, she, they, we, are, you, all, was, give, live	Bug Club Phonics - Phase 4 CVCC CCVC CCVCC/CCCVC/CCCVCC Tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what
Reception ongoing provision	Movement sessions daily. Gross motor activities throughout provision including climbing, building use big blocks, bikes/scooters, kicking and throwing balls, PE sessions, yoga, running, Magic 3 etc. Fine motor activities throughout provision including threading, pouring, pegs and boards, painting, drawing, colouring, stacking, playdough, jigsaw puzzles, scissors, magic wands, dough disco etc. Griffin OT Write Rules Handwriting scheme – focusing on the fine and gross motor and pre-writing skills. Singing nursery rhymes daily. Writing opportunities in provision including recipe cards, shopping lists, telephone message lists, various mark making tools (paint, markers, crayons, pencils etc), clipboards, whiteboards, etc. Name writing regularly. Reading books sent home weekly linked to current Phonic knowledge alongside Reading Toolkit.		