

## Cranbrook Primary School – EYFS Progression Map

**Daily Writing opportunities: Morning work, phonics lessons, continuous provision and adult led writing outcome activity/bookwork.**

**Daily Reading opportunities: 1:1 Reading, phonics Mini-books, phonics lessons, continuous provision, story time and reading for pleasure.**

<i>Reception</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<b><i>Texts</i></b>	Three Little Pigs	After the Fall	Supertato	Pip and Egg	Little Red and the Very Hungry Lion	On the nature trail  Little Monkey
<b><i>Taught Skills</i></b>	Spelling: Initial sounds in words  Level 2 sounds  Speaking and listening skills- Answering 5 w's questions (what? Where? When? Who? Why?)  Hold a pencil effectively using tripod grip.  Formation of recognisable letters.	Labelling phonetically plausible words, writing VC and CVC words  Level 2 sounds  Speaking and listening skills- Answering 5 w's questions (what? Where? When? Who? Why?)	Formation of letters  Formation of digraphs and trigraphs  Writing a sequence of words  Using adjectives to describe linked to 5 senses  Level 3 sounds  Letter formation.	Writing a simple sentence.  Level 3 sounds  Use level 3 sounds to write CVVC and CCVC words  Speaking and listening skills- Answering 5 w's questions and describing using 5 senses.	Use level 2,3 and 4 sounds to write CVVC and CCVC words  Reading and writing simple sentences, e.g- The lion is hairy.  To share opinions, likes and dislikes. Give reasons using "because". E.g- "I like cheetahs because they are fast.	Use level 2,3 and 4 sounds to write CVVC and CCVC words  Reading and writing simple sentences, e.g- The lion is hairy  To share opinions, likes and dislikes. Give reasons using "because". E.g- "I like cheetahs

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	Begin to show accuracy and care when drawing.	Formation of recognisable letters	<p>Writing CVC words</p> <p>Begin to use level 3 sounds to write CVVC and CCVC words</p> <p>Speaking and listening skills- Answering 5 w's questions and describing using 5 senses</p> <p>Talk about your likes and dislikes</p>	<p>Say your opinions.</p> <p>Letter formation</p>		because they are fast.
<b>Writing Outcomes</b>	<p>Mark making to draw and label-ascribe.</p> <p>Writing initial sounds, beginning to form lower case letters,</p> <p>HA: Labelling writing cvc words focusing on identifying the initial and end sounds</p>	<p>Mark making to draw and label-ascribe.</p> <p>Writing phonetically plausible words</p> <p>Writing CVC words</p> <p>HA: Writing cvc words correctly with</p>	<p>Writing simple sentences to describe</p> <p>Writing phonetically plausible words</p> <p>Writing CVC words CVVC and CCVC words using level 3 sounds</p>	<p>Writing simple sentences to describe</p> <p>Write CVVC and CCVC words</p> <p>Writing a simple list</p>	<p>Write correctly formed letters.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter/s.</p>	<p>Write correctly formed letters.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter/s.</p>

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		correct letter formation	HA: Begin to write simple sentences with visual aids to support. E.g- The green tree. Using finger spaces.	Writing simple sentences using finger spaces.  HA: Write simple sentences.  Begin adding capital letters and full stops.	Write simple phrases and sentences that can be read by others.  HA: Write sentences, writing on the line, using full stops, capital letters and finger spaces.	Write simple phrases and sentences that can be read by others.  HA: Write sentences, writing on the line, using full stops, capital letters and finger spaces.
<b>Reading Outcomes</b>	<p>Demonstrate understanding of what has been read to them by retelling stories.</p> <p>Say level 2 sounds correctly</p> <p>Hear the initial sounds in words</p> <p>Matching initial sound to objects/pictures</p>	<p>Demonstrate understanding of what has been read to them by retelling stories.</p> <p>Say level 2 sounds correctly</p>	<p>To retell stories.</p> <p>To sequence events in stories.</p> <p>To learn and use new vocabulary.</p> <p>Say a sound for level 3 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>To retell stories.</p> <p>To sequence events in stories.</p> <p>To learn and use new vocabulary.</p> <p>Say a sound for level 3 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Use and understand new vocabulary during discussions and during role play.</p> <p>Say a sounds for level 3 digraphs and read words with level 4 blends correctly.</p> <p>Read aloud simple sentences consistent with phonic knowledge, including some common exception words</p>	<p>Use and understand new vocabulary during discussions and during role play.</p> <p>Say a sounds for level 3 digraphs and read words with level 4 blends correctly.</p> <p>Read aloud simple sentences consistent with phonic knowledge, including some</p>

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