



EYFS Literacy Long Term Progression Plan: Christopher Rawlins CE Primary School

"Stand firm and be deeply rooted in love" Ephesians 3:17



| EYFS Year A | Autumn | | Spring | | Summer | |
|----------------------------------|--|--|---|---|--|---|
| Theme | All about me | Books, Books, Books | Houses and Homes | All Things Bright and Beautiful | Explorers | Sea Adventures |
| Core Books | <p>The Colour Monster Goes to School Let's make Faces The Colours of Us Funnybones We Are Family Oliver's Vegetables Little Goose's Autumn People who help us: Doctors/Dentists/Vets (non-fiction) Autumn Poems</p> <p>Nursery Specific Owl Babies Goat Goes to Playgroup</p> | <p>Goldilocks and the Three Bears The Gingerbread man Leaf Man Stick Man The Jolly Christmas Postman The Christmas Story</p> <p>Nursery Specific We're Going on A Bear Hunt Once Upon a time Each Peach Pear Plum</p> | <p>Squirrel's New Year's Resolution Lost and Found Penguins (non-fiction) The Three Little Pigs In Every House on Every Street All Kinds of Homes I Love Chinese New Year</p> <p>Nursery Specific Polar Bear Polar Bear What do you Hear? Maisy's Chinese New Year</p> | <p>Mr Wolf's Pancakes <i>Flotsam (WBD Whole School Wordless Book)</i> The Secret Sky Garden How Many Legs? What the Ladybird Heard Butterfly Bouquet Pip and Egg The Easter Story</p> <p>Nursery Specific The Hungry Caterpillar</p> | <p>Explorers of the Wild The Tiger Who Came to Tea Zoo Day Harry and his Bucketful of Dinosaurs Katie and the Dinosaurs Rumble in the Jungle (poems)</p> <p>Nursery Specific Dear Zoo</p> | <p>The Snail and the Whale Meet The Oceans The Storm Whale Pirate Pete Someone Swallowed Stanley Commotion in the Ocean (poems)</p> <p>Nursery Specific Rainbow Fish</p> |
| Nursery Rhymes and Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry |
| PSHE Linked Stories | Stories about starting School/Nursery Story books related to feelings and emotions. | Valuing Difference All Kinds of Families The Same but Different | Keeping Safe The Invisible String | Rights and Respect | Being my Best Giraffes Can't Dance Only One You Incredible Me | Growing and Changing When I Grow Up! |

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| EYFS Year B | Autumn | | Spring | | Summer | |
|----------------------------------|--|--|--|---|--|--|
| Theme | All About Me and People Who Help Us | Celebrations | Where in the World? | Castles | Animal Homes | On the Move |
| Core Books | The Colour Monster Goes to School The Lost Penguin A Superhero Like You Real Superheroes Oliver's Vegetables Pumpkin Soup People who help us: Doctors/Dentists/Vets (non-fiction) Autumn Poems Nursery Specific Owl Babies Lulu Loves Nursery | Meg and Mog Room on a Broom Ava's Poppy Binni's Diwali The Best Diwali Ever Little Glow Mog's Birthday The Snowflake A Christmas Story/Nativity Nursery Specific Kipper's Birthday Elmer and the Rainbow | Winnie Love Winter Martha's Maps The Lights that Dance in the Night Handa's Surprise I Love Chinese New Year Mr Wolf's Pancakes Mama Panya's Pancakes Nursery Specific Maisy's Chinese New Year | The Very Last Castle Zog In the Castle (non-fiction) Jack and the Beanstalk <i>Little People Big Dreams - King Charles III (non-fiction - for WBD Whole School Theme)</i> The Easter Story Nursery Specific George and the Dragon | Ergo Norman the Slug with the Silly Shell Home (non-Fiction) The Bug Collector Millie Gives Milk The Three Billy Goats Gruff The Little Red Hen Meerkat Mail Farmyard Hullabaloo (Poems) Nursery Specific Walking Through the Jungle Look What I Found on the Farm | The Runaway Train The Hundred Decker Bus Emma Jane's Aeroplane How to Catch a Star Whatever Next Astro Girl Little People Big Dreams (Neil Armstrong/Amelia Earhart) Nursery Specific Jump In! Mr Gumpy's Motorcar |
| Nursery Rhymes and Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry | Various Nursery Rhymes and Number Rhymes Seasonal/themed Poetry |
| PSHE Linked Stories | Stories about starting School/Nursery Story books related to feelings and emotions. | Valuing Difference All Kinds of Families The Same but Different | Keeping Safe The Invisible String | Rights and Respect | Being my Best Giraffes Can't Dance Only One You Incredible Me | Growing and Changing When I Grow Up! |

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|------------------------------------|--|--|--|--|--|--|
| Bible and Religious Stories | Jesus Feeds the 5,000 | Noah's Ark The Nativity | The Shepherd and The Lost Sheep | Jesus Washes the Feet of His Disciples The Easter Story | Jonah and the Whale | Parable of the Mustard Seeds |
| Role Play Opportunities | Home Corner Doctors/Dentist Vet/Police/Fire Service | Birthday Party Diwali Celebration Post Office Nativity | Small worlds- town/Arctic/jungle animals Explorers/maps outdoors | Castles Small World Storytelling Using puppets | Small worlds- animal homes Farm shop Bug Explorers | Bus/train station Airport Space Station |
| Mark Making Opportunities | Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club | Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club | Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club | Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club | Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club | Mark making tools and resources in CP Big paper Painting and craft Messy play Big chalks Malleable play and Dough Gym Name cards Whiteboard/IWB Wiggles and Squiggles Drawing Club |

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| Nursery Skills/Outcomes Year A&B | Autumn | | Spring | | Summer | |
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| Pre-Writing Outcomes | <p>Marks are the result of gross motor movements. Random marks going in any direction. Enjoy drawing freely. Begin to make marks on their picture to stand for their name.</p> | <p>Marks are the result of gross motor movements. Random marks going in any direction. Enjoy drawing freely. Make marks on their picture to stand for their name.</p> | <p>Begin to form lines/shapes that represent their name. Begin to use a grip that they find comfortable when holding pens and pencils. Begin to improve control over mark making implements. Using lines and shapes in drawing/paintings. Begin to recognise what they may be drawing. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> | <p>Begin to form lines/shapes that represent their name. Begin to use a grip that they find comfortable when holding pens and pencils. Begin to improve control over mark making implements. Using lines and shapes in drawing/paintings. Begin to recognise what they may be drawing. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> | <p>Writes some or all their name using a letter card or from memory. Use variety of lines. Begin to attempt circular patterns and repeated marks on a page. Show preference for a dominant hand.</p> | <p>Begin transition towards tripod grip. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Writes all their name using a letter card or from memory. May write some other letters accurately. Objects in drawings are recognisable and contain details. Show different emotions in their drawings and paintings, like happiness, sadness.</p> |
| Physical Development Linked to Pre-Writing Outcomes | <p>Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately. We encourage pre-writing movements with whole body in physical play and movement sessions and over time aim to develop children's balance, core stability, strength and ability to cross the mid-line. We use pre-writing shape movements below as a guide for children's development over time.</p> | | | | | |
| | Up and down movements | Upwards/downwards lines | Side to side lines | Wavy lines | Zig-zag lines | Arches/Circles |

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| <p>Communication and Language</p> <p>Skills and Outcomes</p> | <p>Enjoy listening to longer stories and remember what happens. Use wide range of vocabulary. Understand simple two-part question or instruction. Begin to understand why questions. Sing large repertoire of songs and rhymes. Talk about familiar books and stories. Retell familiar stories. Begin developing communication and grammar in relation to tenses. Develop sound pronunciation and multisyllabic words. Use longer sentences of four to six words. Express their point of view using words or actions. Use talk to organise themselves and their play. Start simple conversation with peers and staff. Take turns in conversation with peers and staff.</p> | | | | | |
| <p>Nursery Phonics</p> | <p>Phase 1 Listening and Attention Environmental Sounds Instrumental Sounds Body Percussion</p> | <p>Phase 1 Listening and Attention Environmental Sounds Instrumental Sounds Body Percussion</p> | <p>Phase 1 Rhythm and Rhyme Alliteration</p> | <p>Phase 1 Rhythm and Rhyme Alliteration</p> | <p>Phase 1 Voice Sounds Oral Blending</p> | <p>Phase 1 Voice Sounds Oral Blending Begin to introduce letter sounds as part of ELS Phase 1.</p> |

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| Reception Skills/Outcomes Year A&B | Autumn | | Spring | | Summer | |
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| <p>Core Writing Outcomes</p> | <p>Composition: Use talk to link ideas, clarify thinking and feelings. Write own name by copying it from name card or try to write from memory. Begin to write some initial sounds such as 'm' for mum.</p> <p>Spelling: Orally segment sounds in simple words, e.g. c-a-t. Say initial sounds in most words.</p> <p>Handwriting: Draw lines and circles. Write some recognisable letters from name</p> | <p>Composition: Segment CVC words and attempt to write them using phonic sounds that have been taught. Begin to write labels and short phrases with support. Know there is a sound/symbol relationship. Write letters and strings, sometimes in clusters like words.</p> <p>Spelling: Write own name. Identify known letters to match initial sounds (phase 2). Match some phase 2 letters and sounds (GPC) Write VC and some CVC words and labels e.g. c-a-t.</p> <p>Handwriting: Form letters from name correctly. Focus on modelling comfortable pen grip. Begin to form other recognisable letters from Phase 2 phonics: will be learning the correct route when writing using a handwriting phrase.</p> | <p>Composition: Orally compose a label, phrase or caption and hold it in memory before attempting to write it (with support).</p> <p>Spelling: Spell to write VC and CVC words independently using taught Phase 2 graphemes.</p> <p>Handwriting: Show a dominant hand. Write from left to right and top to bottom. Form recognisable letters. Developing use of tripod finger grasp when writing, painting, chalking etc. Able to retrace vertical lines and improving anticlockwise movements. Begin to control their letter size. Developing core strength and posture when working at tables: forearms on the table and feet flat on the floor.</p> | <p>Composition: Write short captions independently. Begin to write a simple sentence with support.</p> <p>Spelling: Spell to write words independently using Phase 2 and some taught Phase 3 digraphs. Spell some Harder to Read words e.g. the, to etc independently.</p> <p>Handwriting: Hold a pencil effectively to form recognisable letters (all lowercase letters). May start to use some capital letters (uppercase) when writing. Knows how to form clear ascenders and descenders. Developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to write when writing. Anticlockwise movements focussed; children should be able to retrace vertical lines.</p> | <p>Composition: Developing ability to write captions and short sentences independently. Can read writing back to themselves.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. May begin to include spaces between words.</p> | <p>Composition: Write short sentences with words with known GPCs. May use a capital letter and full stop. Write different text forms for different purposes (e.g. lists, simple stories, instructions). Can read own sentences and so can teachers.</p> <p>Spelling: Spell words by drawing on knowledge of known GPCs. Make phonetically plausible attempts when writing more complex unknown words. Spell Harder to Read Words e.g. he, she, we, me, etc independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. Children may be using finger spaces between their words independently.</p> |

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| Physical Development linked to Pre and Core Writing Outcomes | Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors for cutting. Use and develop core muscle strength to achieve good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case and capital letters correctly. Develop ability to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Practise writing recognisable letters, most of which are correctly formed. We encourage pre-writing movements with whole body in physical play and P.E. sessions and over time aim to develop children’s balance, core stability, strength and ability to cross the mid-line. We use pre-writing shape movements below as a guide for children’s development over time. | | | | | |
| | Arches, circles and spirals Letter formation embedded within ELS phonics teaching. | | Spirals and figure of 8 (vertical and horizontal) Letter formation embedded within ELS phonics teaching. | | Squares, diagonal lines, triangles Letter formation embedded within ELS phonics teaching. | |
| Writing Opportunities | Mark Making Prewriting shapes Letter graphemes Names Portraits My family Drawings | CVC labels/word books Label models Party food list Birthday/Christmas Cards Writing to Father Christmas | Label animals Label maps/houses List of things to take to Arctic Chinese New Year animal mini books Mini books Handa’s Surprise- labels and captions | Label Castle Features Story Maps and sequencing Captions and sentences | Animal poetry What am I? Non-fiction writing Animal facts Captions and sentences Labelling animal parts Mini books | Transport labels Passports Tickets Story sequencing Space Journey Story Captions and sentences |
| Communication and Language Skills and Outcomes | Understand how to listen carefully. Learn and use new vocabulary. Engage in Storytimes Listen carefully to and learn songs, rhymes and poems. Engage in non-fiction books and talk about them to develop new vocabulary. Describe events in some detail. Articulate ideas and thoughts in well-formed sentences. Ask questions and use connectives. Ask questions and make comments to clarify thinking and understanding. Hold back and forth conversations with peers and staff. Listen and respond in a range of situations. Participate in discussions small group/whole class. Offer explanations of why things happen making use of new vocabulary learnt. Express ideas and feelings clearly using full sentences and correct tenses. | | | | | |
| Reception Phonics | Reception Phase 2 (following Essential Letters and Sounds) | Reception Phase 2/3 (following Essential Letters and Sounds) | Reception Phase 3 (following Essential Letters and Sounds) | Reception Phase 4 (following Essential Letters and Sounds) | Reception Phase 5 (following Essential Letters and Sounds) | Reception Phase 5 (following Essential Letters and Sounds) |

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| Other Books and Stories from the Reading Spine | Reading Spine Continued | Other Books, Stories and Rhymes |
|--|---|---|
| <p>What Makes Me a Me? What Happened To You? Guess How Much I Love You My Skin Your Skin Hello Harvest Moon We're Going to Find the Monster Hairy Maclary Sammy Spider's First Hannuka Dival's Diwali Remember Remember the Fifth of November A Poppy Is to Remember The Snowman Pink is For Boys The Gruffalo The Runaway Wok Guess How Much I Love You The Building Boy The House that Jack Built Rosie's Walk</p> | <p>Spinderella We're Going to Find the Monster Festival of Colours Lailah's Lunchbox We're Going on an Egg Hunt A First Book of Nature Amira's Picture Day Worm Loves Worm Dogger Farmer Duck Where the Wild Things Are Elmer Peace At Last Commotion in the Ocean The Blue Whale Deep Sea Dairy The Big Book of Blue On Sudden Hill On The Way Home Man On the Moon</p> | <p>Traditional Tales Nursery Rhymes and Counting Rhymes Nursery Rhymes and Songs - BBC Teach Counting Books and Stories Christmas/Celebration Themed Stories A list of recommended books for EYFS Topics (booksfortopics.com) Well-Known Authors: Julia Donaldson Oliver Jeffers Nick Sharett Eric Carle</p> |