

EYFS Literacy Progression Map
Little Learners (pre-nursery standards)

	Reading - Comprehension	Reading – Word Reading	Writing	Physical Development
Autumn 1	Interested in books.	Interested in books.	Makes marks but can't describe them	Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.
Autumn 2	Interested in books.	Interested in books.	Makes marks but can't describe them	Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.
Spring 1	Interested in books and rhymes and may have favourites	Interested in books and rhymes and may have favourites	Makes marks but can't describe them	Makes connections between their movement and the marks they make.
Spring 2	Interested in books and rhymes and may have favourites	Interested in books and rhymes and may have favourites	Makes marks but can't describe them	Makes connections between their movement and the marks they make.
Summer 1	Has some favourite stories, rhymes, songs, poems or jingles.	Repeats words or phrases from familiar stories.	Distinguishes between the different marks they make.	Imitates drawing simple shapes such as circles and lines. Beginning to use three fingers (tripod grip) to hold writing tools.
Summer 2	Has some favourite stories, rhymes, songs, poems or jingles. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.	Repeats words or phrases from familiar stories.	Distinguishes between the different marks they make.	Beginning to use three fingers (tripod grip) to hold writing tools. May be beginning to show preference for dominant hand.

	Reading - Comprehension	Reading – Word Reading	Writing	Physical Development
Autumn 1	Interested in books.	Interested in books.	Makes marks but can't describe them	Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.
Autumn 2	Listens to stories with increasing attention and recall	Interested in books and rhymes and may have favourites	Ascribes meanings to marks that they see in different places.	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Draws lines and circles using gross motor movements.
Spring 1	Has some favourite stories, rhymes, songs, poems or jingles.	Repeats words or phrases from familiar stories.	Distinguishes between the different marks they make.	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Draws lines and circles using gross motor movements.
Spring 2	Has some favourite stories, rhymes, songs, poems or jingles. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.	Repeats words or phrases from familiar stories.	Distinguishes between the different marks they make.	Imitates drawing simple shapes such as circles and lines. Beginning to use three fingers (tripod grip) to hold writing tools
Summer 1	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Enjoys rhyming and rhythmic activities.	Sometimes gives meaning to marks as they draw and paint.	Imitates drawing simple shapes such as circles and lines. Beginning to use three fingers (tripod grip) to hold writing tools.
Summer 2	Describes main story settings, events and principal characters. Recognises familiar words and signs such as own name and advertising logos.	Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages. Enjoys stories.	Sometimes gives meaning to marks as they draw and paint.	Holds pencil near point between first two fingers and thumb and uses it with good control.



EYFS Literacy Progression Map – Reception

	Reading – Comprehension	Reading – Word Reading	Writing	Physical Development
Autumn 1 40-60	Enjoy an increasing range of books.	Hear and say initial sound in words. Phase 1 Phonics: Listening skills.	Marks being used to represent meaning. Begin to use identifiable letters when mark making.	Shows a preference for a dominant hand. Holds pencil near point between first two fingers and thumb and uses it with good control.
Autumn 2 40-60	Use vocabulary and forms of speech that are increasingly influenced by experiences of books.	Hear and say the initial sound in words. Segment the sounds in simple words and blend them together. Link sounds to letters. Begin to read words. Phase 2 Phonics	Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Begin to break speech into words. Write CVC words. Hear initial sounds.	Shows a preference for a dominant hand. Begins to form recognisable letters.
Spring 1 40-60	Talk about what they have read.	Begin to read simple sentences. Know the sounds for all the letters of the alphabet. Know the sounds of some digraphs. Phase 3 Phonics	Write labels and captions. Break speech into words. Begin to write a simple sentence (using CVC words).	Uses a pencil and holds it effectively to form recognisable letters.
Spring 2 40-60/ELG	Demonstrate understanding when talking to others about what has been read to them.	Use phonic knowledge to decode regular words and read them aloud accurately. Read and understand simple sentences. Revise Phase 2 & 3 Phonics	Write simple sentences. Use phonic knowledge to write words in ways that match spoken sounds. Begin to write words with digraphs.	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
Summer 1 & 2 ELG	Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary; Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems; Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.	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 common exception words.	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.	Holds a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.