

*Early Years Foundation Stage
Progression in Literacy and Mathematics*



	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
<i>Reading</i>	<p>Continue a rhyming string Listen to stories with increasing attention and recall Join in with repeated refrains Describe main story settings Recognise familiar words and signs eg. name Handle books carefully and independently Hear and say initial sounds in words Oral blending of CVC words Say the first and the last sound in words Writing CVC words</p> <p>Recognise and sound out: Jolly Phonics Set 1: s, a, t, i, p, n Set 2: c, k, e, h, r, m, d Set 3: g, o, u, l, f, b ff, ll, ss</p> <p>Read common exception words by sight: a, l, no, is, his, and, the</p>	<p>Sound out CVC words and blend consistently Read common exception words explicitly and within text Read captions and simple sentences Begin to read words with learnt digraphs in Know that information can be retrieved from computers and books</p> <p>Recognise and sound out: Jolly Phonics Set 4: ai, j, oa, ie, ee, or Set 5: z, w, ng, v, oo/oo Set 6: y, x, ch, sh, th Set 7: qu, ou, oi, ue, er, ar</p> <p>Read common exception words by sight: of, go, to, we, she, he, me, be, so</p>	<p>Link sounds to letter, naming and sounding the letters in the alphabet Read and understand simple sentences with confidence Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking with others about what I have read</p> <p>Recognise and sound out: Letters and Sounds Phase 3 Trigraphs: air, ear, igh, ure</p> <p>Read common exception words by sight: do, said, you, was, has, my, by, put, are, ask</p>
<i>Writing</i>	<p>Give meanings to the marks when drawing and painting Ascribe meanings to marks in different places Write name independently Use some clearly identifiable letters to communicate meaning Represent sounds correctly and in sequence Eg. the first and last sound in words Segment the sounds in CVC words and blend them together</p> <p>Handwriting - Form single letters correctly: s, a, t, i, p, n</p>	<p>Use my phonics fist to segment words and represent sounds correctly and in sequence Write a caption Leave spaces between words Start with a capital letter Finish with a full stop Apply correct single letter formation independently</p> <p>Handwriting - Form single letters correctly: j, z, w, v, y, x</p> <p>Learn to join digraphs correctly: ai, oa, ie, ee, or</p>	<p>Use phonic knowledge to write words in ways which match spoken sounds Write some irregular common words independently Write simple sentences that can be read by myself and others Spell some words correctly Write some words phonetically</p> <p>Practise joining learnt digraphs during independent tasks: ai, oa, ie, ee, or ng, oo</p>

	<p>c, k, e, h, r, m, d g, o, u, l, f, b</p> <p>Write common exception words with support of a word wall: a, l, no, is, his, and, the</p>	<p>ng, oo ch, sh, th qu, ou, oi, ue, er, ar</p> <p>Write common exception words with support of a word wall: of, go, to, we, she, he, me, be, so</p>	<p>ch, sh, th qu, ou, oi, ue, er, ar</p> <p>Write common exception words with support of a word wall: do, said, you, was, has, my, by, put, are, ask</p>
Number	<p>Recite numbers in order to 10 Count backwards from 10 Match numeral and quantity correctly to 10 Count different things eg. Steps, claps, Count actions or objects that cannot be moved Use the language of 'more' and 'fewer' to compare two sets Recognise numerals 1 to 10 Select the correct numeral to represent 1-10 objects Find one more than a group of objects to 10 Find one less than a group of objects to 10 Count objects to 10 with accuracy Count an irregular arrangement of up to 10 objects Count up to 10 objects from a larger group Order numbers 1-10</p>	<p>Recite numbers in order to 20 Count backwards from 20 Order numbers 1-15 Count in 2s Estimate how many objects there are and check by counting them Find a total number of items in two groups by counting them all Use the vocabulary used in adding during practical activities Use the vocabulary used in subtracting during practical activities Record, using marks that I can interpret and explain</p>	<p>Count forwards and backwards from any given number to 20 Order numbers 1-20 Find one more/less than a number to 20 Count in 5s, 10s Share a number of objects out equally Double a number of objects Halve a number of objects Write number sentences Add two single-digit numbers together using quantities and objects Subtract two single-digit numbers together using quantities and objects Count on to find an answer Count back to find an answer Solve problems that include doubling, halving and sharing</p>
Shape, Space & Measure	<p>Identify simple 2D shapes – circle, triangle, square, rectangle Use the language of 'big' and 'small' to compare size Use the language of 'tallest' and 'shortest' to compare height Use the language of 'longest' and 'shortest' to compare length Use the language of 'heaviest' and 'lightest' to compare weight Use positional language eg. next to, behind Create a repeating pattern Order and sequence familiar events</p>	<p>Compare two items by capacity Name and select a range of flat 2D shapes Name and select simple solid 3D shapes Identify coins up to 10p Use every day language linked to time</p>	<p>Name and select any 2D/3D shape Measure short periods of time in simple ways eg. stopwatch for a minute Measure and compare distances Solve problems using money eg. $5p + 1p = 6p$ Solve problems in relation to size, weight, capacity, position, distance and time Use mathematical language to describe shapes eg. sides and corners</p>