



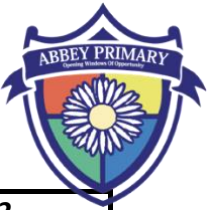
Abbey Primary School  
Complete EYFS – Knowledge and Skills in Literacy



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Starting Point	'Magical Me'	'Sparkle & Shine'	'What is your superpower?'	'Once upon a time'	'Our Wonderful World'	'Imagine'
Nursery Skills	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p>	<p>To begin to attempt writing familiar letters, e.g letters in their name.</p> <p>Adults will consistently model correct formation.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To identify the pictures linked to RWI sound.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p>	<p>To identify the pictures linked to sound.</p> <p>Children will begin to identify some sounds during oral blending games.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p>	<p>Lots of games focussing on oral blending.</p> <p>Children are able to identify initial sounds and blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To mark make for a purpose and be able to talk about the marks.</p>
Nursery Knowledge	<p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p>	<p>To know that letters are used to make up words.</p> <p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To learn that stories have a sequence; beginning, middle and end.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To begin to acknowledge initial sounds and their relevance in the environment</p>	<p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>To be able to talk about their marks with confidence.</p> <p>To talk about the sounds they have identified.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To know that blending sounds makes words.</p> <p>To identify the pictures with corresponding.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>To identify CVC words orally.</p> <p>To be able to segment sounds in CVC words.</p> <p>To know that letters make sounds.</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>
Phonics	<p>Tuning into sounds.</p> <p>Auditory discrimination.</p>		<p>Listening and remembering sounds.</p> <p>Auditory memory and sequencing.</p>		<p>Developing vocabulary and language comprehension.</p> <p>Talking about sounds.</p>	



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Reception Skills	<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>

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Starting Point	'Magical Me'	'Sparkle & Shine'	'What is your superpower?'	'Once upon a time'	'Our Wonderful World'	'Imagine'
Reception Knowledge	Knowing that words can be written.	Knowing that words can be written.	Knowing that words can be written.	Knowing the sounds that the taught phonemes make.	Knowing the sounds that the taught phonemes make.	Knowing the sounds that the taught phonemes make.
	Knowing the sounds that the taught letters make.	Knowing the sounds that the taught letters make.	Knowing the sounds that the taught letters make.	Knowing what the taught phonemes look like.	Knowing what the taught phonemes look like.	Knowing what the taught phonemes look like.
	Knowing what the taught letters look like.	Knowing what the taught letters looks like.	Knowing what the taught letters looks like.	Knowing how to write the taught letters.	Knowing how to write the taught letters.	Knowing how to write the taught letters.
	Knowing how to write the taught letters.	Knowing how to write the taught letters.	Knowing how to write the taught letters.	Recognising taught HFW in text.	Recognising taught HFW in text.	Recognising taught HFW in text.
	Knows how to sequence familiar stories.	Recognising taught HFW in text.	Recognising taught HFW in text.	To know that a sentence starts with a capital letter and ends with a full stop.	To know that a sentence starts with a capital letter and ends with a full stop.	To know that a sentence starts with a capital letter and ends with a full stop.
	Knowing that words can be written.	Knows how to sequence familiar stories.	Knows how to spell some familiar words.	Knows how to spell some familiar words.	Knowing that sentences can be extended by using a connective	Knowing that sentences can be extended by using a connective.
	Knowing the sounds that the taught letters make.	Knowing that words can be written.			Uses learnt words and phrases to discuss familiar stories or during role play.	Uses learnt words and phrases to discuss familiar stories or during role play.
	Knowing what the taught letters look like.	Knowing the sounds that the taught letters make.				
	Knowing how to write the taught letters.	Knowing what the taught letters looks like.				
	Knows how to sequence familiar stories.	Knowing how to write the taught letters.				
		Recognising taught HFW in text.				
		Knows how to sequence familiar stories.				