St Peter's EYFS English Progression Map (Ages 2–5)

This term-by-term progression in Speaking & Listening, Reading and Writing is aligned to the EYFS Framework and Development Matters.

PRE-SCHOOL (Age 2–3)

Autumn Term

Speaking & Listening

- Responds to own name consistently.
- Shows interest in songs, rhymes and stories.
- Uses single words and emerging two-word phrases.
- Communicates wants and needs verbally or through gestures.
- Begins to take turns in simple interactions.
- Understands simple instructions.

Reading

- Holds books correctly with support.
- Looks at pictures and points to familiar objects.
- Joins in with repeated words and actions in stories.
- Shows enjoyment when sharing books with adults.
- Recognises familiar environmental print.

Writing

- Explores a range of mark-making materials.
- Makes random marks and scribbles.
- Develops gross motor movements needed for writing.
- Begins to give meaning to some marks.

Spring Term

Speaking & Listening

- Uses two- to four-word phrases.
- Begins to answer simple questions.
- Follows one-step instructions independently.
- Talks about familiar experiences.
- Uses language during play.

Reading

- Anticipates familiar events in stories.
- Identifies favourite books.
- Joins in with rhymes and repeated refrains.
- Recognises familiar pictures and symbols.

Writing

- Makes purposeful marks during play.
- Talks about what marks represent.
- Experiments with writing movements.
- Uses tools with increasing control.

Summer Term

Speaking & Listening

- Uses longer phrases and simple sentences.
- Begins to ask simple questions.
- Understands positional language.
- Retells aspects of familiar stories.
- Participates in small-group conversations.

Reading

- Recognises familiar story characters.
- Chooses books independently.
- Recalls key events from favourite stories.

- Demonstrates understanding through play.

Writing

- Creates marks with clear intention.
- Represents people and objects through drawings.
- Develops hand strength and control.
- Gives meaning to drawings and marks.

PRE-SCHOOL (Age 3–4)

Autumn Term

Speaking & Listening

- Follows two-part instructions.
- Participates in conversations and starts a conversation.
- Uses increasingly complex sentences.
- Shares ideas during play.
- Listens during group story times.
- Enjoys listening to longer and remember much of what happens
- Pay attention to more than one thing at a time

Reading

- Recognises rhyme.
- Understands that print carries meaning.
- Identifies favourite stories.
- Talks about events and characters.

Writing

- Uses drawing to represent ideas.
- Begins to form familiar shapes.
- Writes some letters from own name.
- Holds tools with increasing control.

Spring Term

Speaking & Listening

- Retells events from personal experience.
- Explains ideas using longer sentences.
- Uses topic-specific vocabulary.
- Begins to understand why/how questions.

Reading

- Identifies initial sounds.
- Joins in with repeated story language.
- Demonstrates understanding through discussion.
- Recognises some familiar letters.

Writing

- Writes identifiable letters.
- Attempts own name.
- Uses mark making purposefully.
- Creates labels in role play

Summer Term

Speaking & Listening

- Maintains conversations for several turns.
- Sing a large repertoire of songs
- Be able to tell a longer story
- Uses language in imaginative play.
- Gives explanations and descriptions.
- Uses widening vocabulary.
- Uses talk to organise play

Reading

- Shows awareness of alliteration and rhyme.
- Recognises letter shapes.
- Understands story sequence.
- Predicts what might happen next.

Writing

- Writes some recognisable letters correctly.
- Uses dominant hand consistently.
- Represents sounds with marks and letters.
- Creates labels and captions.
- Write some or all of their name

Reception

Autumn Term

Speaking & Listening

- Listens attentively during class teaching.
- Responds appropriately to questions.
- Speaks in clear sentences.
- Uses new vocabulary.
- Retells familiar stories.

Reading

- Begins systematic synthetic phonics.
- Recognises taught grapheme-phoneme correspondences.
- Blends and segments simple CVC words.
- Reads some high-frequency words.
- Demonstrates vocabulary understanding.

Writing

- Forms taught letters correctly.

- Writes own name independently.
- Uses phonics to record simple words.
- Writes labels and captions.
- Begins oral rehearsal before writing.

Spring Term

Speaking & Listening

- Explains thinking and reasoning.
- Participates confidently in discussions.
- Uses taught vocabulary accurately.
- Uses language collaboratively.

Reading

- Reads simple decodable books.
- Applies taught phonemes.
- Develops fluency in simple sentences.
- Answers questions about texts.
- Predicts and infers with support.

Writing

- Writes short phrases and sentences.
- Uses finger spaces increasingly consistently.
- Applies phonics in independent writing.
- Rereads work for meaning.

Summer Term

Speaking & Listening

- Sustains conversations.
- Explains, predicts and justifies.
- Speaks confidently in larger groups.
- Uses rich vocabulary.

Reading

- Reads simple books fluently.
- Applies phonics automatically.
- Recognises common exception words.
- Discusses characters, settings and events.
- Demonstrates secure comprehension.

Writing

- Writes simple sentences independently.
- Sequences several sentences.
- Uses phonetically plausible spelling.
- Forms letters correctly and consistently.
- Communicates ideas clearly in writing.

End of Reception Expectations (EYFS ELGs)

Speaking

- Expresses ideas and feelings using full sentences.
- Uses past, present and future forms accurately.
- Participates effectively in discussions.

Listening, Attention and Understanding

- Listens attentively in a range of situations.
- Makes comments about what has been heard.
- Follows instructions involving several ideas or actions.

Reading

- Says sounds for graphemes taught.
- Reads words consistent with phonic knowledge.
- Reads simple sentences fluently.
- Demonstrates understanding of what has been read.

Writing

- Writes recognisable letters.
- Uses phonic knowledge to spell words.
- Writes simple phrases and sentences independently.
- Rereads writing to ensure meaning.