

EYFS Guidance to support changes to provision across the year

Agreed Non-negotiables from on-entry (B40-60) – ready to write skills	Birth to 3 (On entry) Sometimes gives meaning to marks as they draw and paint Application: Ascribe meaning to marks as they see them in different places Application: Functional grip of writing implement – pincer grip	Try	Use	Prove
Setting up provision (continuous throughout the year)				
Know that print has meaning				
Know that print can have different purposes				
Know that we read English text from left to right and from top to bottom				
Know that pages of a book are sequenced				
Know the names of the different parts of a book				
Engage in extended conversations about stories, learning new vocabulary.				
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.				
Term 1 Provision				
spot and suggest rhymes				
count or clap syllables in a word				
Know that print has meaning				
Know that print can have different purposes				
Begin to break down the flow of speech into words				
Hears and say the initial sounds in words				
Links sounds to letters, naming and sounding the letters of the alphabet.				
Writes own name				
Write some letters accurately.				
Term 2 Provision				
Continues a rhyming string.				
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.				
Write labels, captions and other forms of writing				
Read some letter groups that each represent one sound and say sounds for them.				
Term 3 Provision				
Attempts to write short sentences in meaningful contexts (not necessarily punctuated correctly)				
Read a few common exception words matched to the school’s phonic programme.				
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.				
Term 4 Provision				
Form lower-case and capital letters correctly.				
Spell words by identifying the sounds and then writing the sound with letter/s.				
Begin to write a series of sentences that link				
Term 5/6 Provision				
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.				
Re-read what they have written to check that it makes sense.				
ELG (Term 6)				
- 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.				