

Literacy

Educational Programme – statutory guidance

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

We will achieve this by supporting the children to-

- Show a genuine love of books.
- Experience daily story times, drama and role play
- Talk about their reading experiences – sharing their likes, dislikes, thoughts and ideas, retelling stories through play.
- Confidently read simple sentences using their knowledge of letters and sounds and words from phase 2 and 3.
- Confident, happy and willing to 'have a go' to communicate their ideas through drawing and writing.
- Write words and simple sentences using their knowledge of phonics that they can read back to others – and feel proud!

EYFS Area of learning	Autumn	Spring	Summer
Comprehension	-Engages in extended conversations about stories, learning new vocabulary	-Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment	-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. -Anticipate – where appropriate – key events in stories; -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
Vocabulary	Stories, opinion, question, answer, refrain, characters, retell, events, beginning, middle, end, sequence, fiction, non-fiction, information		
How this is covered:	-Enjoys stories and can join in with repeating phrases -Can give a favourite story and talk about it -Discuss characters in the stories that they hear	-Can read some high frequency words that appear in the Read, Write Inc. books -Able to read some short phrases/sentences in Read Write Inc books -Re-read RWI books at home and in school to build confidence -Speedy read green words in second and third reading of a RWI book	-Joins in with singing the A,B, C song -Answer questions about RWI books -Use small world and puppets to re-tell stories
Checkpoints	-Listen to a story and comment on the events. -Name the characters from a familiar story. -Identify the characters and setting of a familiar book. -Join in with the repeated refrain from a familiar story. -Begin to use language from the story when discussing it.	-Sequence a familiar story using images or objects. -Tell the story to another person using the book or images. -Make a simple prediction based on the events of a story so far. -Use the language from a story within role play and discussions.	ELG-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG-Anticipate – where appropriate – key events in stories. ELG-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

EYFS Area of learning	Autumn	Spring	Summer
Word Reading	<ul style="list-style-type: none">-Understands that print has meaning-Understands that print can have different purposes-Understands that we read English text from left to right and from top to bottom-Understands the names of the different parts of a book-Understands page sequencing-Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes-Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word-Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother	<ul style="list-style-type: none">-Reads individual letters by saying the sounds for them-Is beginning to be able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences-Can read some letter groups that each represent one sound and say the sounds for them-Can read a few common exception words matched to the school's phonic programme-Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	<ul style="list-style-type: none">-Confidently reads individual letters by saying the sounds for them-Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences-Can read some letter groups that each represent one sound and say the sounds for them-Can read a few common exception words matched to the school's phonic programme-Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words-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 some common exception words.
Vocabulary	Sounds, loud, quiet, initial sounds, stretchy sounds, bouncy sounds, curved, zig-zag, straight, grip, tripod, dash, dot, straight, outline, letters, formation, posture		
How this is covered:	<ul style="list-style-type: none">-Can clap/count syllables in a word-Joins in with rhymes, including Nursery Rhymes-Can hear if 2 words rhyme-Can suggest another rhyming word-Will look at books independently	<ul style="list-style-type: none">-Recognises Set 1 and some Set 2 sounds-Can read some high frequency words that appear in the Read, Write Inc. books-Able to read some short phrases/sentences in Read Write Inc books	<ul style="list-style-type: none">-Recognises Set 1, set 2 and some set 3 sounds-Able to decode 3, 4 and 5 phoneme words-Reads some high frequency words
Checkpoints	<ul style="list-style-type: none">-Identify an object when given the initial sound.-Say the initial sound in a given word.-Clap the syllables in a word.-Say a sound for all Phase 2 GPCS.-Blend CVC words orally.-Begin to blend a cvc word	<ul style="list-style-type: none">-Say a sound for each letter in the alphabet.-Recognise some digraphs.-Blend and read CVC and CCVC words.-Blend and read words containing some digraphs	<ul style="list-style-type: none">ELG-Say a sound for each letter in the alphabet and at least 10 digraphs;ELG-Read words consistent with their phonic knowledge by sound-blending;ELG-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

EYFS Area of learning	Autumn	Spring	Summer
Writing	<ul style="list-style-type: none">-Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy-Writes some or all of his/her name-Writes some letters accurately	<ul style="list-style-type: none">-Is able to spell words by identifying the sounds and then writing the sound with letter/s	<ul style="list-style-type: none">-Can form lower-case and capital letters correctly-Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop-Re-reads what he/she has written to check that it makes sense-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.
Vocabulary	Straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements, Lower-case, capital letters, formation, finger spaces, full stops, digraphs, trigraphs, sound fingers, letter, word, phrase, sentence, tripod grip		
How this is covered:	<ul style="list-style-type: none">-Draw a face-Colour in carefully-Make marks on paper - crosses-Beginning to write some recognisable letters-Recognise name and initial letter-Joins in with listening games-Recognises most Set 1 sounds-Beginning to blend cvc words-Can hold a book the correct way up-Copy and write name	<ul style="list-style-type: none">-Draws a recognisable person-Able to write their name which is recognisable-Writing many recognisable letters-Writing cvc words correctly-Hearing and writing main sounds in words-Beginning to write some words containing some familiar digraphs-Beginning to write a phrase/sentence	<ul style="list-style-type: none">-Writes name independently-Draw a person-Copy a picture from instructions-Can copy shapes - triangles, circles, squares-Make diagonal and line marks-Can colour in within the lines-Can write on a line-Forming most letters correctly-Writing ccvc/cvcc words correctly-Writing words containing some familiar digraphs correctly-Writing at least 1 phrase/sentence which can be read by others
Checkpoints	<ul style="list-style-type: none">-Attempt to write their name in a way that they or others can recognise.-Discuss the marks they make, e.g. "this is a car"-Write their name with correct formation.-Writes some recognisable letters.-Segment CVC words verbally.-Begin to write a cvc word with some support.	<ul style="list-style-type: none">-Forms many letters of the alphabet correctly.-Writes cvc words independently.-Writes some words containing set 1 digraphs.-Beginning to write a caption/sentence with support.	<ul style="list-style-type: none">ELG-Write recognisable letters, most of which are correctly formed;ELG-Spell words by identifying sounds in them and representing the sounds with a letter or letters;ELG-Write simple phrases and sentences that can be read by others.-Beginning to use capital letters, full stops and fingers spaces when writing a sentence.