

Literacy Development

EYFS Area of learning		Where this is found in the curriculum planning/ Assessment Opportunities
Comprehension	-Engages in extended conversations about stories, learning new vocabulary	Biscuit Bear, Naughty Bus, Jolly Postman, Drawing club Activities linked to PoR – pictures annotated by CT and LSAs, Observations during Carpet Time. RWI Phonics Sessions.
	-Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment	RWI Phonics Sessions. Notes taken in RWI groups.
	-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;	Various Books inc Errol's Garden, Here's a Little Poem, Somebody Swallowed Stanley, Surprising Sharks, Commotion in the Ocean- Activities linked to PoR, Observations During Carpet Time, Super Learning Time and RWI sessions. Biscuit Bear, Blue Penguin, No Dinner, The Way Back Home. Activities linked to PoR – pictures annotated by CT and LSAs, Observations during Carpet Time. Biscuit Bear, Blue Penguin, Jack and the Beanstalk Annotated Story Maps, Retells to Class Teachers and LSAs
Word Reading	-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	All Strands covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments. } *Ensure these 3 strands are explicitly taught and assessed when introducing Ditty Books. } (Include Non-Fiction texts here) } Assessment sheet given to groups starting Ditties. Ensure rhyming activities at the start of phonics sessions for Autumn/ bottom/ Ditty Groups. Above Assessment sheet. Ensure counting and clapping syllable activities in phonics sessions for Autumn/ bottom/ Ditty Groups. Above Assessment sheet. Above Assessment sheet.
	-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	Covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments.
	-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.	Covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments. *Ensure specific teaching and assessment of capital letters
Writing	-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	Covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments.
	-Is able to spell words by identifying the sounds and then writing the sound with letter/s	Covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments.
	-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.	Covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments. *Ensure specific teaching and assessment of capital letters