

LITERACY

Writing, Comprehension and Reading.

Early Years Framework

- Hold a pencil comfortably in a tripod grip
- Follow lines with pencil and trace over letters
- Write their own name independently
- Write to communicate with purpose, using a range of shapes and patterns
- Begin to form shapes that look like recognisable letters
- Can tell an adult what their writing says (meaningful mark making)
- Talk about the pictures in a book
- Answer simple questions about what is happening, using basic retrieval based on the pictures.
- Read individual letters by saying the sounds for them.
- Retell stories

AUTUMN 1

1

AUTUMN 2

- Begin to write CVC words using the letter-sounds they have been taught.
- Make predictions about what might happen next
- Begin to relate what they are reading to their own experiences
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read simple phrases and sentences made up of words with known letter-sound
- Read some letter groups that each represent one sound and say sounds for them.
- Re-read books to build confidence and fluency of individual letter-sounds.

2

SPRING 1

- Write CVC words confidently
- Begin to write simple phrases and captions e.g. a cat sat
- Read some letter groups that each represent one sound and say sounds for them.
- Re-read books to build up their confidence in work reading, their fluency and their understanding and enjoyment.
- Read a few common exception words matched to the school's phonic programme.
- Anticipate - where appropriate - key events in stories.
- Retell stories injecting newly learnt vocabulary.

3

SPRING 2

- Write simple phrases using letter sounds they have been taught
- Children begin to use common exception words in phrases e.g. the cat sat
- Form lower-case and capital letters correctly.
- Recall events from a well known story and retell in the correct sequence
- Children are able to anticipate key events and use the words as well as pictures
- Ask questions about the book to gain information

4

SUMMER 1

- Write a simple sentence using common exception words and letter-sounds (including digraphs) they have been taught e.g. I go to the parc; the hat floo off
- Re-read what they have written to check that it makes sense.
- Use capital letters and full stops.
- Reading increasing in fluency linked to sounds learnt.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

5

SUMMER 2

- Write simple sentences using common exception words and letter sounds(including digraphs)they have been taught e.g. the frog jump off the log. He fell in the pond.
- Children are enjoying an increasing range of books. They know that books can be enjoyed as stories and used to find factual information.
- They are able to: Use and talk about new vocabulary introduced in the book e.g. the worm has a 'saddle' on it like a horse does.
- Re-read sentences automatically to check they make sense, although this may not always be accurate

6

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END POINT

Early Years Framework

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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.