

Literacy – Specific Area.

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).

ELG Comprehension

*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.

Word Reading.

*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.

Writing.

*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.

	Autumn (See appendix for sounds and tricky words)	Spring	Summer	KS1 ready
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EYFS St Joseph's Reading Phonics – Little Wandle	<ul style="list-style-type: none"> Concepts of print, talking about favourite characters, using pictures to talk about books shared, learn and use new vocabulary in book talk, hear initial letter sounds. Phonics focus: Phase 2 graphemes. Initial sounds, oral segmenting and blending, read simple CVC words. 	<ul style="list-style-type: none"> Retelling stories using taught vocabulary through role play/pictures/actions, sequence stories (3 main events), engaging with nursery rhymes, talk about information read. Phonics focus: Phase 2 graphemes inc words ending in 's' ('s') and 's' ('z'), consonant diagraphs. CVC words, phase 2 common misconception words, Phase 2 sentences. Oral segmenting and blending. 	<ul style="list-style-type: none"> Read and share simple non fiction books, recognition of capital letters, awareness of full stops, rhyming strings. Phonics focus: Phase 3 graphemes. Alphabet, oral segmenting and blending, read sentences containing Phase 3 graphemes. 	<ul style="list-style-type: none"> Predict some key events in stories re-read books to show understanding, use taught vocabulary to talk about books in book talk and play. Phonics focus: Phase 3 graphemes inc longer words with two or more diagraphs, words ending in 'ing', compound words. Read sentences containing Phase 3 graphemes. 	<ul style="list-style-type: none"> Retelling stories using taught vocabulary through role play, draw story maps and use to tell a story, begin to describe story events in detail, predict events and respond to what is heard. Phonics focus: Phase 4 – short vowel sounds CVCC and CCVC, root words ending in 'ing', 'ed', 'est' 	<ul style="list-style-type: none"> Retelling stories using taught vocabulary through taught vocabulary through role play/pictures/actions, rhyming strings, talk confidently about information read, predict events and respond to what is heard. Phonics focus: Phase 4 – long vowel sounds CVCC, CCVC, CCCVC and CCVCC 	<p><u>Reading:</u></p> <ul style="list-style-type: none"> Developing phonemic knowledge through Little Wandle and other phonic opportunities. Developing a knowledge of stories including rhyme and identify the rhyming words within them. Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. Developing their skills and abilities in retelling familiar stories. Recognising that books have information that helps them to learn.
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EYFS St Joseph's Writing Mastery Keys	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Hear and say the initial sound in words. Write the initial letter sound in simple words (based on taught sounds). 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense Orally rehearse what is to be written. Begin to leave spaces between words. Begin to spell some Phase 2 common exception words e.g. I, the. Orally segment CVC words. To write name with a capital letter 	<ul style="list-style-type: none"> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences (full stop, capital letter, word spacing). Spell words by identifying the sounds and then writing the sound with letter/s using taught GPCs Phase 2 and some Phase 3. Re-read what they have written to check that it makes sense Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants. Begin to spell Phase 3 common exception words. Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs from Phases 2 and 3. Orally rehearse caption or sentence before writing. 	<ul style="list-style-type: none"> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences (full stop, capital letter, word spacing). Re-read what they have written to check that it makes sense Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants. Begin to spell Phase 3 common exception words. Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs from Phases 2 and 3. Orally rehearse caption or sentence before writing. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly 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 Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants. Develop oral rehearsal of sentences – hold sentence in memory. Spell Phases 2 and 3 common exception words. 	<p>Writing:</p> <ul style="list-style-type: none"> Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done
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EYFS Development Matters 2021: Reading: Word Reading and Comprehension	<ul style="list-style-type: none"> *Understand the key concepts about print - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - left to right and from top to bottom. * Continue to develop phonological awareness - rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting. *Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. *Read individual letters by saying the sounds for them – Phase 2 phonics. *Begin to read a few common exception words – Phase 2 (e.g. I, the). 	<ul style="list-style-type: none"> * Continue to develop phonological awareness - rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting. * To develop one to one correspondence when reading- tracking. * To be aware of when to continue to read onto a new line – return sweep. *Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. *Read individual letters by saying the sounds for them – Phase 2 phonics. *Blend sounds into words, so that they can read short words made up of known GPCs – Phase 2 VC and CVC. *Begin to read a few common exception words – Phase 2 (e.g. go, she). *Begin to read simple phrases/sentences – Phase 2 graphemes. 	<ul style="list-style-type: none"> * Continue to develop phonological awareness - rhythm & rhyme; oral blending and segmenting. *Begin to use and understand some recently introduced vocabulary. * To know where the beginning and of a sentence is. *To become aware of full stops at the end of sentences when reading. * To know when sentences do not make sense. *Know the names of letters of the alphabet. *Begin to match lower case letter and capital letters. * Begin to read letter groups that represent one sound and say the sounds correctly. * Blend sounds into words to read simple words containing known Phase 3 graphemes. *Read some common exception words – Phase 3 (e.g. was, you). *Read simple phrases / sentences – known Phase 3. 	<ul style="list-style-type: none"> * Continue to develop phonological awareness - rhythm & rhyme; oral blending and segmenting. *Begin to use and understand some recently introduced vocabulary. *Begin to anticipate some key events in stories. *Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * To know when sentences do not make sense. *Know the names of letters of the alphabet. *Begin to read letter groups that represent one sound and say the sounds correctly. * Blend sounds into words to read simple words containing known Phase 3 graphemes. *Read some common exception words – Phase 3. *Read aloud sentences containing known Phase 3 sounds and common exception words. 	<ul style="list-style-type: none"> *Retell stories and narratives using taught vocabulary. *Predict events in stories. *Use taught vocabulary (stories, poems, non fiction) during talk and play. * Recognise and say all Phase 2 sounds, the majority of Phase 3 diagraphs and apply all to Phase 4 words. * Securely know the names of most letters of the alphabet. *Read by sound-blending words (in line with phonics – see below). *Read aloud simple sentences and books that contain words linked with Phonic teaching (see below). * Read some Phase 4 common exception words. 	
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EYFS Development Matters 2021: Writing	<ul style="list-style-type: none"> *Understand directionality of print <ul style="list-style-type: none"> - Where to start writing (top to bottom) - Which way to continue writing (left to right) - Concept of a word and a letter - Correct orientation of letters and words. *Write name correctly using a capital letter to start. * Use some of their print and letter knowledge in their early writing – letters from name, squiggles, shapes. * Begin to form lower-case letters correctly. * Hear and say the initial sound in words. *Write the initial letter sound in simple words (based on taught sounds). 	<ul style="list-style-type: none"> *Understand directionality of print <ul style="list-style-type: none"> - Concept of a word and a letter - Correct orientation of letters and words - Where to go next (return sweep). * Begin to form lower-case letters correctly. * Continue a rhyming string e.g. at, en. * Begin to spell some Phase 2 common exception words e.g. I, the. * Orally segment CVC words. * Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs. * Orally rehearse what is to be written. * Begin to leave spaces between words. * Begin to write labels, lists and captions. * Begin to reread what they have written. 	<ul style="list-style-type: none"> * Form most lowercase letters with the correct formation. * Begin to form capital letters correctly. * Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants. * Spell Phase 2 common exception words. * Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs Phase 2 and some Phase 3. *Write captions and begin to write simple sentences using known GPCs (full stop, capital letter, word spacing). * Orally rehearse caption or sentence before writing. * Begin to write a variety of fiction and non-fiction captions or sentences e.g. message, speech bubbles, instructions, factual captions. 	<ul style="list-style-type: none"> * Form lowercase and capital letters correctly. * Orally segment CVC words with consonant digraphs, long vowel phonemes and some adjacent consonants. * Continue a rhyming string e.g. ng, ow. * Begin to spell Phase 3 common exception words. * Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs from Phases 2 and 3. *Write captions and begin to write simple sentences using known GPCs (full stop, capital letter, word spacing). * Orally rehearse caption or sentence before writing. * Re-read what they have written to make sure it makes sense. 	<ul style="list-style-type: none"> *Write recognisable letters (lower case letters and capital letters) most of which are correctly formed. *Spell words by identifying the sounds and representing the sound with letter/s, using taught GPCs from Phases 2 and 3 with some use of Phase 4. *Develop oral rehearsal of sentences – hold sentence in memory. * Spell Phases 2 and 3 common exception words. *Write short sentences using a capital letter at the beginning of a sentence and full stop at the end of the sentence. *Write sentences for a range of purposes (e.g. letters, stories, instructions, leaflet) that can be read by themselves and others. 	<ul style="list-style-type: none"> *Write recognisable letters (lower case letters and capital letters) most of which are correctly formed. *Spell words by identifying the sounds and then representing the sound with letter/s, using taught GPCs from Phases 2 and 3 with some use of Phase 4. *Develop oral rehearsal of sentences – hold sentence in memory. * Securely spell Phases 2 and 3 common exception words. *Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. *Write sentences for a range of purposes (e.g. postcards, recipes, stories) that can be read by themselves and others.
Skills	<ul style="list-style-type: none"> *Choose a book. * Retell. *Find information. *Talk about characters. * Talk about pictures. * Predict. *Handle a book. * Orally segment and blend. * Match phoneme to grapheme. * Grip pencil securely. * Form letters correctly. * Write words, applying phonic knowledge. *Use spaces between words. *Write sentences starting with a capital letter and ending with a full stop. 					
Vocabulary	phoneme, sound, grapheme, sound talk, segment, blend, read, pages, page numbers, title, beginning, middle, end, events, characters, setting, letters, words, sentence, retell, non-fiction, story, rhyme, poem, describe, where, what, when, who, write, form, spell, spaces, lower case, capital letter, full stop					