

Writing

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name
- Write some letters accurately.

Literacy – Writing
Literacy - Reading

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG's	Links to National Curriculum Key Stage 1	By the end of Year One:
<p>Write some letters from my name Orally segment single sound CVC words e.g. c-a-t.</p> <p>Say and hear the initial sounds in most words. Hear and write some initial sounds using alphabet mat/visual clues for prompts.</p> <p>Write my own name.</p>	<p>Write some lower case letters correctly in a simple CVC word independently.</p> <p>Write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc.) Identify known letters to match initial sounds.</p> <p>Match known letters and sounds correspondence.</p> <p>Write CVC words and labels e.g. c-a-t</p> <p>Write simple labels hearing and identifying the sounds in the correct order.</p> <p>Say a simple sentence for writing (oral and count words)</p> <p>Start to write simple captions with simple CVC words.</p>	<p>Write most lower case letters correctly in a simple CVC word sentence.</p> <p>Write some upper case letters correctly at the beginning of a sentence and my name.</p> <p>Use a tripod grip</p> <p>Match known letters and sound correspondence.</p> <p>Write CVC words and labels.</p> <p>Write CVCC words and labels. Spell some tricky words in a sentence independently. Write simple captions using the correct finger spaces.</p> <p>Write short sentences in meaningful context in my play.</p> <p>Read sentences back to a friend or a teacher. Orally discuss what they have written to a friend or teacher.</p> <p>Begin to use full stops correctly.</p> <p>Begin to use capital letters for the beginning of a sentence.</p>	<p>Write most upper and lower case letters correctly, in the correct context.</p> <p>Hold my pencil in a good tripod grip.</p> <p>Write words using taught sounds in simple sentences independently.</p> <p>Write taught tricky words in a sentence independently.</p> <p>Write simple sentences using finger spaces and full stops.</p> <p>Begin to read my own sentences.</p> <p>My teacher can read my sentences.</p>	<p>Begin to write words and sentences linked to story retelling and their own narratives, orally rehearsing and memorising these before attempting to write them. Know that a sentence tells a whole idea. Orally rehearse and attempt to write simple persuasive sentences using phonetic knowledge and known tricky words. Use labels and captions on simple diagrams e.g. parts of the body. Write simple sentences which can be read by themselves and others following a practical activity .e.g. 'How to look after a mini beast'. Describe something or someone, developing description to prompts and questions base on the learning environment. Write sentences to match pictures or sequences of pictures illustrating an event. Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>To form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters and to begin joining these letters by the Spring term.</p> <p>To form capital letters consistently and accurately.</p> <p>To understand which letters belong to which handwriting 'families' and to practise these.</p> <p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>	<p>Write own version of a familiar story using a series of sentences to sequence events. Use patterns and language from familiar stories in own writing. Write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters. Write simple examples of persuasion e.g. in the form of a letter to a character in a book. Produce simple persuasive leaflets/posters which make something sound appealing. Write a series of sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, life cycle of a frog. Contribute to class composition of instructions with teacher scribing. Write consecutive instructions with support and the use of word banks. Describe something or someone, developing description to prompts and questions. Assemble information about a subject from their own experience, writing sentences to describe different aspects of the subject. Write simple first person recounts linked to events of interest/study or to personal experience incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person.</p>

Literacy - Specific Area

Reading - Comprehension

Prior Knowledge - Development Matters – 3 – 4 Year Olds

Engage in extended conversations about stories, learning new vocabulary.

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG's	Links to National Curriculum Key Stage 1	By the end of Year One:
<p>Talk about their favourite story that they share with family member at home or stories they have heard.</p> <p>Talk about their favourite story from home and answer what happens next question.</p> <p>Join in with familiar rhymes and songs (and some patterned stories).</p> <p>Say all the words to a nursery rhyme independently.</p>	<p>Retell the key events in stories that have been read to them.</p> <p>Start to recall facts from non-fiction texts.</p> <p>Listen to and discuss how a poem makes them feel and why.</p> <p>Link what they have read or what has been read to them, by linking it to their own experiences.</p> <p>Begin to ask what words mean in the text which is read to them.</p> <p>Talk about stories they have heard and sequence the story in the correct order (using picture clues or a story board).</p> <p>Predict what will happen in the story looking at the pictures clues on the front cover.</p> <p>Infer using picture clues.</p> <p>Listen carefully to stories, rhymes, non-fiction and songs and listen to how new words are being used in the story.</p> <p>After an adult has explained what the new word is, they can give them an example of their own with the new word.</p>	<p>Retell key events from stories they have read.</p> <p>Describe the key events in detail and answer why and how questions about what they have just read.</p> <p>Recall facts from a non-fiction book and find the information from the text.</p> <p>Name the different features of a non-fiction text and how they use them.</p> <p>Ask a question when they do not understand a word and ask what the meaning is, so they can understand what has been read to them or what they have just read.</p> <p>Say what might happen next linked to other similar stories</p> <p>Predict what will happen in the story when reading the title and talking about their reasons.</p> <p>Infer using words from the text and what they have just read.</p> <p>Talk about stories, rhymes, non-fiction and songs.</p> <p>Ask an adult to help them understand a word that they are not sure of.</p> <p>After an adult has explained what the new word is, they can give them an example of their own with the new word.</p>	<p>Explain what they have read or has been read to them.</p> <p>Retell simple stories naming the characters and how the characters felt in the story.</p> <p>Recall facts from information</p> <p>Use the new vocabulary that they have learnt through the text when retelling or acting out the story to their friends or teacher.</p> <p>Say what they think might happen next and why.</p> <p>Share their idea about what will happen at the end of the story and give reasons why. They can connect their ideas to what they have just read and give sensible reasons for their answers.</p> <p>Change the ending of the story and give reasons for their choice of ending.</p> <p>Understand new vocabulary in the correct context.</p> <p>Use new vocabulary throughout their play.</p> <p>Make a vocabulary sketch of new words that they have explored and learnt to show that they understand what they mean.</p>	<p>Show interest in illustrations and print in books and print in the environment.</p> <p>Look and handle books independently (holds book the correct way to turn pages).</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Understand humour. E.g nonsense rhymes, jokes</p> <p>Begin to understand 'why' and 'how' questions.</p> <p>Describe main story settings, events and principal characters.</p> <p>Answer 'why' and 'how' questions about their experiences and in response to stories or events.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>Begin to be aware of the way stories are structured.</p> <p>Suggest how a story might end.</p> <p>Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Joins in with repeated refrains and anticipates key events.</p> <p>Describe main story settings, events and principal characters.</p> <p>Listens to stories with increasing attentions and recall.</p> <p>Begin to be aware of the way stories are structured.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>	<p>Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary</p> <p>Anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Use vocabulary given by the teacher.</p> <p>Discuss the significance of the title and events.</p> <p>Link what they have read or heard to their own experiences.</p> <p>Explain clearly their understanding of what has been read to them.</p> <p>Answer a question about what has just happened in a story.</p> <p>Recognise characters, events, titles and information.</p> <p>Retell familiar stories orally.</p> <p>Sequence events of a story they are familiar with.</p> <p>Predict what might happen based on what has happened so far.</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>Link what they hear to their own experiences.</p> <p>Explain clearly what they understand about what has been read to them.</p> <p>Begin to explain these ideas verbally or through pictures.</p> <p>Learning to appreciate rhymes, poems and to recite some by heart.</p> <p>Explain clearly, what they understand about what has been read to them.</p> <p>Take part in discussions about books they have read or listened to</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Use vocabulary given by the teacher.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Join in with predictable phrases.</p> <p>Use vocabulary given by the teacher.</p> <p>Children make basic inferences about characters' feelings by using what they say as evidence.</p> <p>Infer basic points with direct reference to the pictures and words in the text.</p> <p>Discuss the significance of the title and events.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>Begin to explain these ideas verbally or through pictures. Adults might scribe their ideas. Give their opinion including likes and dislikes (not nc objective).</p> <p>Link what they read or hear to their own experiences.</p> <p>Explain clearly their understanding of what has been read to them.</p> <p>Answer a question about what has just happened in a story.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Recognise characters, events, titles and information.</p> <p>Recognise differences between fiction and non-fiction texts.</p> <p>Retrieve information by finding a few key words.</p> <p>Retell familiar stories orally e.g fairy stories and traditional tales.</p> <p>Sequence the events of a story they are familiar with.</p> <p>Begin to discuss how events are linked.</p>

Literacy - Specific Area

Word Reading -

Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Develop their phonological awareness, so that they can: -
- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	By the end of Reception:	ELG's	Links to National Curriculum Key Stage 1	By the end of Year One:
<p>Hear and say initial sounds for words</p> <p>Say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.)</p> <p>Orally segment words (e.g. adult says cat and child says c-a-t)</p> <p>Orally blend words (e.g. adult says m-a-n and child says man)</p>	<p>Match most of the phase 2 letters and phonemes.</p> <p>Say the phase 2 phonemes in words.</p> <p>Read all phase 2 phonemes.</p> <p>Blend phase 2 phonemes into words orally.</p> <p>Read: Words with –s /s/ added at the end (hats sits). Words ending in s /z/ (his) and with –s /z/ added at the end (bags sings).</p> <p>Read the phase 2 tricky words: is I the put pull full as and has his her go no to into she push he of we me be</p>	<p>Match all phase 3 graphemes to phonemes.</p> <p>Segment the sounds in CVC and CVCC words for reading.</p> <p>Blend the sounds in CVC and CVCC words for reading.</p> <p>Blend sounds to read words.</p> <p>Read simple sentences containing phase 2 and 3 phonemes.</p> <p>Read: Words with double letters. Longer words. Words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words. Words with s /z/ in the middle. Words with –s /s/ /z/ at the end. Words with –es /z/ at the end.</p> <p>Read phase 3 tricky words: was you they my by all are sure pure</p>	<p>Read words with short vowels with adjacent consonants, CVCC CCVC CCVCC CCCVC CCCVCC.</p> <p>Read longer words and compound words.</p> <p>Read words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est.</p> <p>Read phase 3 long vowel graphemes with adjacent consonants, CVCC CCVC CCCVC CCV CCVCC.</p> <p>Read words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est.</p> <p>Read longer words.</p> <p>Read simple sentences and books matched to my phonics ability.</p> <p>Read the phase 4 tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>Enjoy rhyming and rhythmic activities.</p> <p>Show awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words.</p> <p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Apply phonic knowledge and skills as the route to decode words</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p>