

Literacy

By the end of EYFS,

Comprehension ELG 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

Word reading ELG 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

Writing ELG 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

Autumn Term

<u>Comprehension</u>	<u>Word Reading</u>	<u>Writing</u>
<ul style="list-style-type: none"> • Chn will know that books contain a series of words • Chn will know that words carry meaning • Chn will know that text moves left to right and words flow left to right • Chn will know that a group of words together makes a sentence and a sentence carries meaning • Chn will know where a sentence begins and ends • Chn will know that a sentence begins with a capital letter and ends with a full stop • Chn will know what rhyme is 	<ul style="list-style-type: none"> • Chn will understand the meaning of alphabet, letters, sounds and words • Chn will know that words are made with letters and letters make sounds • Chn will know and hear the initial sounds in words • Chn will know that each sound has a corresponding letter or letters • Chn will know and recognise the initial letter of their name • RWI set 1 sounds (see Strong start for order) • Chn will know the alphabet song 	<ul style="list-style-type: none"> • Chn will know how to make marks that represent their name • Chn will know how to form the letter that begins their name • Chn will form the letters of their name with support • RWI Letter formation (see Strong start) • Chn will know how to use Fred fingers to identify the number of sounds in a word • Chn will know that they can record sounds and words by writing • Chn will know how to use a sound mat to support with letter formation

<ul style="list-style-type: none"> • Chn will know and suggest simple words that rhyme • Chn will take an active part in predicting and suggesting what may happen next (supported) • Chn will know the component parts of a book: <ul style="list-style-type: none"> - Front and back cover, Illustration, Title & Blurb • Chn will begin to understand the meaning that print carries. They will answer questions about what they know and begin to use simple deduction using the text and using cues from the cover (supported) 		<ul style="list-style-type: none"> • Chn will know how to write CVC words using set 1 sounds
<u>Assessment</u>		
<ul style="list-style-type: none"> • Chn can turn the pages of a books left to right • Chn can move their finger along words left to right • Chn can name the component parts of a book • Chn are beginning to suggest what might happen next 	<ul style="list-style-type: none"> • Chn understand that sounds are represented by letters • Chn recognise most set 1 sounds • Chn can orally blend sounds • Chn can read CVC words containing set 1 sounds 	<ul style="list-style-type: none"> • Chn can correctly form set 1 sounds • Chn can write their first name • Chn can use Fred Fingers to spell CVC words containing set 1 sounds

Spring Term		
<u>Comprehension</u>	<u>Word Reading</u>	<u>Writing</u>
<ul style="list-style-type: none"> • Chn will know how to answer simple recall questions about a text • Chn will say what they think they know about a text using deduction • Chn will know how to retell stories by saying what happened in the beginning, middle and end when questioned • Chn will know and join in with repetitive texts • Chn will know how to predict what might happen next • Chn will know and use vocabulary from stories in their own roleplay (modelled) • Chn will know and say whether or not they enjoyed the story • Chn will know how to give a reason for their opinion (modelled) 	<ul style="list-style-type: none"> • Chn will know how to read simple phrases using their phonics knowledge (ditties) • Chn will know how to read simple sentences using their phonics knowledge (red books) • Chn will know the meaning of special friend/digraph • Chn will recognise set 1 special friends sh th ch qu ng nk & ll ss ck ff • Chn will know the above sounds and read them in words and phrases • Chn will know and read the red words by sight-put, I, the, no, of, my, for, he • Chn will know that red words cannot be sounded out 	<ul style="list-style-type: none"> • Chn will know how to describe an object to extend their idea eg red hat • Chn will know how to say a phrase/sentence • Chn will know how to hold a phrase/sentence in their head • Chn will know how to use Fred Fingers to find the sounds within a word • Chn will know how to read their work to identify what's next • Chn will write the correct number of words in their phrase/sentence • Chn will use finger spaces between each word • Chn will correctly form set 1 digraphs • Chn will write words containing set 1 digraphs
<u>Assessment</u>		
<ul style="list-style-type: none"> • Chn can answer simple recall questions about a text • Chn can join in with repetitive texts • Chn can say what might happen next in texts 	<ul style="list-style-type: none"> • Chn will know and recognise set 1 digraphs • Chn will blend set 1 digraphs in words to read • Chn will read simple phrases/sentences using their phonics knowledge 	<ul style="list-style-type: none"> • Chn can form set 1 digraphs correctly • Chn can use Fred Fingers to spell a CVC word containing a set 1 digraph • Chn can write a short phrase/sentence • Chn can use finger spaces between words

Summer Term		
<u>Comprehension</u>	<u>Word Reading</u>	<u>Writing</u>
<ul style="list-style-type: none"> • Chn will know and be able to explain their thoughts and opinions independently • Chn will know how to retell some stories using their own words and some key phrases from the text • Chn will know how to make predictions based on what has already happened in the story (modelled) • Chn will know how to retell stories including taught vocabulary using role play 	<ul style="list-style-type: none"> • Chn will know the set 2 sounds ay ee igh ow oo oo ar or air ir ou oy • Chn will know how to blend words containing set 2 digraphs • Chn will know and read the red words by sight-said, your, you, be, are (green) • Chn will know and read the red words by sight-baby, go, to, paint, me (purple) • Chn will read sentences independently using their phonics knowledge 	<ul style="list-style-type: none"> • Chn will know and understand what a sentence is • Chn will know that a sentence must make sense • Chn will know that a sentence starts with a capital letter and ends with a full stop • Chn will know what the capital letters look like and they may use a mat to support with this • Chn will know how to say a sentence and hold it in their heads • Chn will know how to use Fred Fingers to write their sentence • Chn will know how to write simple sentences