



## Literacy

It is crucial for children to develop a life-long love of reading and writing. 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).

### Writing



### Development Matters and Early Learning goals

Reception Development Matters

Spell words by identifying the sounds and then writing the sound with the letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name

- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Develop the foundations of a handwriting style which is fast, accurate and efficient.

- Begins to form recognisable letters independently

- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed writing recognisable letters in sequence, such as in their own name

Articulate their ideas and thoughts in well-formed sentences.

Form lower case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with the letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Re-read what they have written to check it makes sense.

Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats

Gives meaning to the marks they make as they draw, write

Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name

Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

#### Early Learning Goals

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

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

### Writing



### Talk 4 writing

Fiction: Little Red Hen – 3 weeks

Instructions: pizza – 1 week

Rhymes and poems: Fireworks- 1 week

Linked Text: How to catch a Star



Poetry- walking through the jungle- 1 week




Linked Text: Little Red Riding Hood + Writing around Little Red Riding Hood – 5 weeks

Easter shopping list/ Easter card – 1 week




Linked Text: The 3 Little Pigs + Writing around The 3 Little Pig- 5 weeks

Linked Text: Mr Gumpy's Outing + Writing around Mr Gumpy's Outing- 6 weeks

	Writing initial sounds and simple captions.	+ Writing around How to Catch a Star – 5 weeks  Christmas list/ Christmas letter- 1 week	Linked Text: Elmer + Writing around Elmer- 6 weeks			
<p><b>Writing</b></p>  <p><b>Skills and knowledge Writing</b></p>	<p>give meanings to the marks they make.</p> <p>Experiment with mark making and patterns in a range of mediums</p> <p>begin to develop a dominant hand and work towards a tripod grip</p> <p>begin to write letters from their names. practise writing their name</p>	<p>form some letters correctly.</p> <p>write initial sounds</p> <p>Oralling telling stories with a story map</p> <p>Use a Substitution table to support my writing</p>	<p>write words representing the sounds with a letter/letters.</p> <p>Writing some of the tricky words introduced so far.</p> <p>Writing CVC words</p> <p>Guided writing based around developing short sentences</p>	<p>Writing CVC words</p> <p>Drawing and labelling our own story maps</p> <p>writing simple captions and labels</p> <p>writing simple sentences with support</p>	<p>write labels/[phrases representing the sounds with a letter/letters.</p> <p>Form lower-case and capital letters correctly.</p>	<p>write words which are spelt phonetically.</p> <p>writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>
<p><b>Writing</b></p>  <p><b>Daily opportunities</b></p>	<p><b>Writing areas</b>  <i>Range of mark making tools- different thickness pens</i>  <i>Variety of things to write on- envelopes, card, lined, squared and plain paper, post it notes,</i>  <i>Interesting stationary: hole punch, prit stick, scissors, highlighters, stamps</i>  <i>Variety of writing frames; lists, recipes, posters- evolves with class topic</i>  <i>modelled text in a variety of formats,</i>  <i>phoneme mats and alphabet strips</i></p> <p><b>Continuous Provision: Writing</b>  <b>Mark making opportunities in all areas:</b> <i>maths, science, construction- tool boxes and design sheets, Clipboards, whiteboards, blackboards Mark making in glitter, sand, foam, mud</i>  <b>Phonics area:</b> <i>gel, Velcro and magnetic letters</i>  <b>ICT:</b> <i>lpad phonic games, writing apps, interactive whiteboard</i> <b>Outdoor</b> <i>writing caddies, chalking , water painting</i></p> <p><b>Writing Through Topics:</b>  <b>Ourselves-</b> <i>labelling bodies, writing and drawing about families, shopping list, birthday cards</i>  <b>Space:</b> <i>fact sheets, design and label an alien, space packing list, postcards</i>  <b>Animals-</b> <i>fact sheets, descriptions, animal lists, speech bubbles</i>  <b>Traditional tales-</b> <i>wanted posters, design a castle, invitations, wedding card, potion ingredients, letters</i>  <b>Homes:</b> <i>designs, labels</i>  <b>Places:</b> <i>maps, luggage labels, passport, postcards</i></p> <p><b>Homework</b></p>					

	<p><i>Includes recap of the phonemes learned that week, projects to apply writing: make a Diwali card, draw and label a rocket</i></p> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Print rich environment- handwritten and typed text, key questions</li> <li>• Phonics boards: display phonemes and tricky words taught.</li> <li>• English board displays T4W story, map and key vocabulary</li> <li>• Celebrating children's writing: displaying on the wall and in writing portfolios</li> <li>• Writing displayed in different formats- menus, lists, labels, recipes- linked to topics</li> <li>• alphabet bunting</li> <li>• name cards accessible</li> </ul> <p><b>Role of the adult</b></p> <ul style="list-style-type: none"> <li>• Model writing daily</li> <li>• teach correct letter formation</li> <li>• value all mark making attempts</li> <li>• scribe children;s narratives</li> <li>• Provide purposes for writing</li> </ul>					
<p><b>Writing</b></p>  <p>vocabulary</p>	<p>Writing materials and media, stationary, posture, story language, phonemes, digraph, trigraph, grapheme, word, letter, segment, chunk, sound, hear, listen</p>					
<p>Reading: word reading</p>  <p>Development Matters and Early Learning Goals</p>	<p><b>Reception Development Matters</b></p> <ul style="list-style-type: none"> <li>- Read individual letters by saying the sounds for them.</li> <li>- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>- Read some letter groups that each represent one sound and say sounds for them.</li> <li>- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul> <p><b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>					
<p><b>Little Wandle</b></p>  <p>Children assessed each half term and targeted for daily keep up as needed</p>	<p><b>Phase 2</b></p> <p><b>Phonics sounds:</b> s a t p i n m d g o c k c k e u r l h b f l</p> <p><b>Tricky words:</b> is l the</p>	<p><b>Phase 2</b></p> <p><b>Phonics sounds:</b> ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p><b>Tricky words:</b> put* pull* full* as and has his her go no to into she push* he of we me be</p> <p><b>Reading:</b></p>	<p><b>Phase 3</b></p> <p><b>Phonics sounds:</b> ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p><b>Tricky words:</b> was you they are sure my by all pure</p> <p><b>Reading:</b></p>	<p><b>Phase 3</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Review all taught so far</li> <li>-words with double letters</li> <li>-longer words</li> <li>-words with two or more digraphs</li> <li>-words ending in -ing</li> <li>compound words</li> <li>-longer words</li> </ul>	<p><b>Phase 4</b></p> <p><b>Tricky words:</b> said so have like some come love do were here little says there when what one out today</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-short vowels</li> <li>- CVCC CCVC CCCVCC</li> <li>-longer words</li> </ul>	<p><b>Phase 4</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Review all taught so far</li> <li>-Secure spelling of tricky words</li> <li>-long vowel sounds</li> <li>-CCVC CCCVC</li> <li>-words with -s /s/ at the end</li> <li>-Phase 4 words with -s /z/ at the end</li> </ul>

		-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)	-words with double letters: dd mm tt bb rr gg pp -longer words	-words with s /z/ in the middle -words with -s /s/ /z/ at the end -words with -es /z/ at the end	-compound words -root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	-Phase 4 words with -es /z/ at the end -longer words -root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -root words ending in: -er, -est
<p><b>Reading: comprehension</b></p>  <p><b>Development Matters and Early Learning Goals</b></p>	<p>Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care.</p> <p>Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.</p> <p>Know that text in English is read top to bottom and left to right.</p> <p>Know the difference between text and illustrations.</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme,</p>	<p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play</p>	<p>Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books</p> <p>Innovate a well-known story with support.</p>	<p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>

	story or poem being read aloud.					
<b>Daily Storytime</b> 	Funny bones Alfie's feet Starting school Titch 5 senses Kipper's birthday Winnie's birthday Farmyard hulabaloo what the ladybird heard, Rosies walk farmer duck Duck in the truck Leaf man, We're going on a leaf hunt, scarecrow wedding Vegetable soup, Olivers Vegetables, Julia Donaldson Scarecrow, enormous turnip	Where the poppies now grow A shoe for Nell Aliens in underpants How to catch a star Papa catch get the moon for me Whatever next Peace at last Owl babies The owl who was afraid of the dark Aliens in underpants Lost and found Room on the broom Winnie the witch	Rumble in the jungle Commotion in the ocean Farmyard hulabaloo Dear zoo Walking through the jungle Hungry caterpillar Enormous turnip Giraffes can't dance Rainbow fish Monkey puzzle Animal boogie	Red riding hood Jack and the beanstalk 3 billy goats Goldilocks Gingerbread man	5 minutes peace Goldilocks Peace at last 6 dinner sid The Gruffalo Tiger who came to tea Squash and a squeeze Tasty poemss	Where the wild things are The train ride Mr gumpy's motor car Duck in the truck Handa's surprise Handa's hen Katie Morag Where the wild thigs are Where's my teddy? Bear hunt
<b>Shared reading</b> 	3. Nursery rhymes 4. Your amazing body 5. Number rhymes 6. 5 little ducks 7. Little red hen	1. Winnie the witch 2. Whatever next 3. Our solar system 4. Funny bones 5. Can't you sleep 6. It's the weekend 7. This is the bear and the scary night	1. Poetry: Walking through the jungle 2. Non-fiction: Whose baby? 3. Non-fiction: minibeasts 4. Farmer duck 5. Elmer and the lost teddy 6. Elmer (T4W text) 7. The rainbow fish	1. 3 billy goats gruff 2. Rumpelstiltskin 3. The Enormous turnip 4. Goldilocks and the three bears 5. Jack and the beanstalk 6. Red riding hood (T4W text)	1. Peace at last 2. Non-fiction: Houses and homes 3. Non-fiction: All kinds of homes 4. 5. The Tiger who came to tea 6. The three little pigs (T4W text)	1. Suddenly – 2 copies 2. Handa's Surprise 3. Non fiction: its fun to eat vegetables (2 copies) 4. The train ride 5. Where's my teddy? 6. Poetry: Rumble in the jungle
<b>Guided reading</b> 	1 decoding 2 prosody 3 comprehension  Two groups reading daily Two groups skills work: cutting/ name writing/ fine motor/ pleasure for reading					

## Reading



### Daily Opportunities

New vocabulary identified before planning activities and displayed in the classroom using communication in Print  
Self-registration  
Travel Tracker  
Peg labels  
Visual timetable

**Nursery Rhymes and singing** *Weekly session Lyrics displayed*

**Home Reading-** *Big Cat matched to reading level + book of choice to go home*

**Work with Parents:** *Phonics, reading, library workshops*

**Pleasure for Reading chests:** *Comics, magazines, annuals, top trumps, brochures, catalogues, manuals, alphabet toys*

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#### Continuous Provision

**Reading areas** *inside and outside*

**Writing** *displayed in different formats- menus, lists, labels, recipes- linked to topics*

**Books** *displayed in learning areas-Science, maths, music linked to topics*

**Phonics areas-** *cards, phonemes, pointers*

**ICT-** *Ipad phonic games*

#### Role of the Adult

*Model reading daily with enthusiasm*

*Model blending, segmenting, and hearing sounds in words*

*Point out print in the environment*

*Model 'book vocabulary' (title, author, page number etc)*

#### Environment

- *Rich language environment: variety of handwritten and typed text, key questions, communication in Print*
- *Phonics boards: display phonemes and tricky words taught.*
- *English board displays T4W story, map and key vocabulary*
- *Topic board - big question, key vocabulary with visual images*
- *Labels on resources + pictures*
- *Book corners*
- *contain books of different genres and linked to our topic, phoneme cards*
- *indoor and outdoor*
- *some books in other languages*

### Reading vocabulary



Tricky words, phoneme, story language, phonemes, digraph, trigraph, grapheme, word, letter, segment, chunk, sound, hear, listen, character, setting, events, book cover, blurb, spine, contents, fiction, non fiction, narrator, illustrator, author, story map