



Westleigh Methodist Primary School

Reception Literacy LTP Progression of Skills and Knowledge

With God, all things are possible – Matthew 19:26

Love Teamwork Thankfulness Generosity Peace Forgiveness Equality Justice



Statutory Guidance from the EYFS Framework (2021) for Literacy:

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).

	Autumn 1 Amazing Me	Autumn 2 Into the Woods	Spring 1 Places: Home and Away	Spring 2 Change and Growth	Summer 1 Adventures	Summer 2 Journeys
Potential curriculum Themes Interests of children	Starting School Comparing family life/homes Working together to build friendships SCARF: Me & My Relationships All about me What makes me special Me and my special people Who can help me? My feelings	Celebrations & festivals Nature SCARF: Valuing Difference I'm special, you're special Same and different families Same and different homes I am caring I am a friend	The world around us Comparing countries Animals SCARF: Keeping myself safe What's safe to go onto my body Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Food- growing and tasting People who help us: Dentist SCARF: Rights & responsibilities Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world/ life cycles Looking after money Healthy eating Healthy Teeth: Dentist visit	Transport/ Travel How can we travel? Where can we go? Space and Earth SCARF: Being my best Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating Move your body A good night's sleep Importance of exercise Being kind to living creatures Taking care of animals	Exploring maps Using our senses Farm animals Trip to the farm SCARF: Growing and changing Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Transition into Year 1
Important Dates Celebrations & Experiences	4 th -8 th : School Induction 29 th : Stay & Play/Teddy Picnic 23 rd Sept: Season: Autumn 18 th October: Term finish	30 th Oct: School re-opens 5 th Nov: Bonfire Night 11 th Nov: Remembrance Day 12 th Nov: Diwali 13 th -17 th Nov: World Nursery Rhyme Week. 18 th Nov: Children in Need 22 nd Dec: Season: Winter 22 nd Dec: Term finish	8 th Jan: School re-opens 2 nd Feb: NSPCC Number day 6 th Feb: Safer Internet Day 10 th Feb: Lunar New Year 13 th Feb: Pancake Day 14 th Feb: Valentine's Day 16 th Feb: Term finish	26 th Feb: School re-opens 7 th March: World Book Day, 10 th March: Mother's Day 20 th March: Season: Spring 28 th March: Term ends 28 th March: Good Friday 31 st March: Easter Sunday	10 th April: School re-opens 6 th May: Bank Holiday 24 th May: Term finish	10 th June: School re-opens TBC: Farm trip 16 th June: Father's Day 20 th June: Summer TBC: Sports Day, 23 rd July: Term finish
Christian Value: Teamwork	Working together to make bread	Working together to perform a play	Working together to clean the garden for Spring	Working together to care for the plants and animals	Working together to build a model	Working as a team on sports day



Development of Reading Comprehension	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	<p>Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end. Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books.</p>	<p>Children begin to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions.</p>	<p>Children having favourite books and rhymes – they may know these books from memory. Children will say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction.</p>	<p>When children are playing they are adapting, role playing or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Children will give a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.</p>	<p>Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York.</p>	<p>Converses about books talking about the events, the parts they liked and disliked and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their role play to involve the storylines of the books read to them. Recalls many parts of a text with accuracy.</p>
Vocabulary	<p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</p>	<p>Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</p>	<p>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</p>	<p>Story, order, sequence, retell, end, repeat.</p>	<p>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p>	<p>Vocabulary, words, recall, retell, next, after that, why, when, like.</p>

Implementation	<ul style="list-style-type: none"> • Reading together • Pointing to the words • Talking about the pictures in books • Retell stories • Point out words • Sing nursery rhymes, songs and read poems. (link to themes and books suggested above) 	<ul style="list-style-type: none"> • Reading together • Exploring a wide range of books and discussing their features • Asking questions about books we have read • Asking 'yes' and 'no' questions about texts <p>Model using puppets to act out stories</p>	<ul style="list-style-type: none"> • Model using pictures to infer clues about the text • Ask children to predict what is happening by using the pictures in different texts • Discuss different vocabulary and phrase meanings • Ask questions about phrases used • Ask children to vote for stories or say if they liked or disliked a story 	<ul style="list-style-type: none"> • Give picture cards of stories, create story maps or provide small world areas with the characters from read stories • Discuss and display new vocabulary • Ask children for their predictions of how a story is going to end • Ask children if they liked or disliked a story and to give a reason 	<ul style="list-style-type: none"> • Children to sequence a story in their writing • Ask children questions about what will happen next and to give a reason • Children to explain the kind of text the class is reading and how they know e.g. non-fiction books have information • Ask 'why' questions about texts. 	<ul style="list-style-type: none"> • Provide resources for children to access linked to read texts • Literacy tasks based on innovating known stories e.g. Going on a fish hunt. • Asking children to reason how they feel about a text • Discussing and explaining new vocabulary used in texts shared with them.
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Development of Reading Words	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014).					
	Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars. Children are beginning to be able to orally blend and segment. (Phase 1 Phonics).	Phonics lessons/ First sound blending books introduced and children read graphemes (letter sounds) s,a,t, p, i... Begin to blend some simple words Children read a few common exception words matched to Read, Write Inc.	Continue to read individual graphemes (letters sounds) and special friends. Blend simple sounds into VC or CVC words. Progress onto Ditty Sheets Children read a few common exception words. Red words matched to Read, Write, Inc.	Continue to read graphemes as well as some digraphs/ special friends. Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Red words matched to Read, Write, Inc.	Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Red words matched to Read, Write, Inc.	Children beginning to read some tricky words e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense Red words matched to Read, Write, Inc.
Vocabulary	Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear?	Letters, phonemes, read, sounds, Tricky words: I, go, to, the, no, into,	Letters, phonemes, read, sounds, tricky words. My Turn Your turn, Fred talk, special friends,	Digraph/ trigraph read, sounding out, tricky word, CVC, sound buttons.	Digraph, read, sounding out, tricky word, CVC, sound buttons.	Tricky words, re-read, check, sense, edit, change, adapt, improve.

	My Turn Your turn, Fred talk, special friends,	My Turn Your turn, Fred talk, special friends	Fred in your head	My Turn Your turn, Fred talk, special friends, Fred in your head	My Turn Your turn, Fred talk, special friends, Fred in your head	My Turn Your turn, Fred talk, special friends, Fred in your head
Implementation	<ul style="list-style-type: none"> Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t. 	<ul style="list-style-type: none"> During Phonics lessons children shown the graphemes and children saying the corresponding phonemes. During reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read. 	<ul style="list-style-type: none"> During Phonics lessons children shown the graphemes and children saying the corresponding phonemes, during reading time children saying the phonemes in their books to match the graphemes seen. Children encouraged to segment and then blend the sounds together in both phonics lessons, literacy lessons and reading time. Children introduced to tricky words to sight read. 	<ul style="list-style-type: none"> During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read. 	<ul style="list-style-type: none"> During Phonics lessons children shown digraphs, children to read the two graphemes as one phoneme. Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to more 'tricky words' to sight read. 	<ul style="list-style-type: none"> Children shown tricky words to sight read. Children reminded to re-read their work to check for fluently.
Development of Phonics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Intent	<p>Phase 1 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Introduction of Read, Write Inc: Set 1</p>	<p>Read, Write Inc Set 1 Know grapheme phoneme correspondence. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words First tricky words (the, to, no, go)</p>	<p>Set 2: Consolidate learning. Recognise digraphs/ special friends ck + ff, ll, ss. Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC.</p>	<p>Set 2: Consolidate set 2. Know the grapheme -phoneme correspondence for j, v, w, x, z, zz, qu. Know the consonant digraphs – sh, th, ch, ng. Know digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi, ee Know trigraph igh. Know tricky words, the, to, he, she, we, me, be, was, my. Write graphemes and digraphs.</p>	<p>Set 2 / 3: Consolidate set 2 and 3 knowledge. Know trigraphs ear, air. Read tricky words they, her, all, are. Continue to apply knowledge of blending and segmenting to reading and spelling for words and captions. Write graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Set 2/ 3 Consolidate set 2 and 3 knowledge. Read tricky words do, when, out what, said, have, like, so. Represent each phoneme by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, write digraphs and trigraphs.</p>
Vocabulary	Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees. My Turn Your turn, Fred talk, special friends,	Grapheme, phoneme, blend, sound, say, segment, special friends My Turn Your turn, Fred talk.	Grapheme, phoneme, blend, sound, say, segment, read. My Turn Your turn, Fred talk, special friends, Fred in your head	Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph. My Turn Your turn, Fred talk, special friends, Fred in your head	Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, syllable, sentence. My Turn Your turn, Fred talk, special friends, Fred in your head	Grapheme, phoneme, blend, sound, say, segment, digraph, trigraph, syllable, sentence. My Turn Your turn, Fred talk, special friends, Fred in your head

Implementation	<ul style="list-style-type: none"> Support to listen out for and hear sounds in the environment such as outside and inside – wind, cars, talking. Listening to stories, poems and teachers modelling sounds. Support and modelling of hearing initial sounds Using Fred Fingers to break down a word into the phonemes e.g. cat – c/a/t. 	<ul style="list-style-type: none"> During phonics, literacy and reading time children to match the graphemes to the phonemes Words given to children to read with VC and CVC during reading and phonics lessons. Tricky words introduced and recapped – opportunities to write. 	<ul style="list-style-type: none"> During phonics, literacy and reading time children to match the graphemes to the phonemes Words given to children to read with VC, CVC and CVCC during reading and phonics lessons. Tricky words introduced and recapped – opportunities to write. 	<ul style="list-style-type: none"> During phonics, literacy and reading time match the graphemes to the phonemes Words given to read during reading and phonics lessons. Writing digraphs and graphemes in writing lessons and phonics lessons. Tricky words introduced and recapped – opportunities to write. 	<ul style="list-style-type: none"> During phonics, literacy and reading time match the graphemes to the phonemes Words given to read during reading and phonics lessons. Write digraphs, trigraphs, graphemes in sentences or captions. Tricky words recapped. 	<ul style="list-style-type: none"> Children given sentences to read and write to match the taught graphemes. Children given tricky words to read and write.
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Early Development in Writing	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.	Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds.	Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.	Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.	All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.	Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.
Vocabulary	Listen, speak, speaking, writing, mean, explain, what.	Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing.	Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end.	Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay.	Writing, sounds, letter sounds, graphemes, phonemes, mark making.	Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops.
Implementation	<ul style="list-style-type: none"> Carpet time Use of the role play area Small group work 	<ul style="list-style-type: none"> Role playing resources, Mark making area and access to paper and writing tools 	<ul style="list-style-type: none"> Children given opportunities during writing lessons and during choosing time 	<ul style="list-style-type: none"> CVC writing activities during guided group work and as independent 	<ul style="list-style-type: none"> New phonemes and graphemes introduced during phonics lessons 	<ul style="list-style-type: none"> Children writing for a range of different purposes such as

	<ul style="list-style-type: none"> Modelling speaking skills reminders to listen to and join in Reading books as a class Using the class book area Model writing during class inputs Name boards, write their name on sheets and in their writing book. 	<ul style="list-style-type: none"> Modelling writing during shared inputs and writing sounds 'out loud'. Children have access to sound boards and phonics mats in the class. 	<p>to write the initial sounds they can hear</p> <ul style="list-style-type: none"> Modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready. 	<p>challenges in the classroom</p> <ul style="list-style-type: none"> Modelled during shared inputs Role play and relevant areas to have writing materials linked to texts and themes e.g. garden centre, 	<ul style="list-style-type: none"> Sound mats used in literacy lessons and within class provision A range of literacy tasks and writing activities during guided group work drawing on previously read texts. 	<p>fact files, stories, recipes, instructions.</p> <ul style="list-style-type: none"> Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially.
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Development of Compositional skills	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	Forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions.	Understands that thoughts and stories can be written down from what has been modelled to them. Use talk to link ideas during conversation and play as well as clarify their thinking and feelings.	Orally sounding out CVC words. Breaking down words to ensure they've remembered all of the sounds.	Orally compose a caption and hold it in memory before attempting to write it.	Write a simple sentence. Firstly focusing on including finger spaces.	Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop.
Vocabulary	Experiences, events, Compose, talk, describe, tell, birthday, party, Christmas, role-play, mums and dads, babies.	Role-play, feelings, happy, sad, story, message, stories, text	Oral, out loud, sentence, rehearse, repeat, check, re-read	Oral, out loud, sentence, rehearse, repeat, check, re-read.	Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space.	Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces.
Implementation	<ul style="list-style-type: none"> Listening to stories Joining in with class discussions Talking to friends or in guided groups. Key Person groups 	<ul style="list-style-type: none"> Listening to stories Joining in with class discussions Talking to friends or in guided groups Key Person groups. 	<ul style="list-style-type: none"> Modelling composing words and breaking them down into CVC words. Writing activities based on CVC words. 	<ul style="list-style-type: none"> Modelling composing captions with the guidance of the class Children repeating sentence back to you as a whole class 	<ul style="list-style-type: none"> Modelling composing simple sentences with the guidance of the class 	<ul style="list-style-type: none"> Writing activities based around a class story Retelling and innovating

	<ul style="list-style-type: none"> Wesley Bear weekend Diary 	<ul style="list-style-type: none"> Role playing with others and acting out stories Modelling writing down ideas as a shared input. 	<ul style="list-style-type: none"> Challenges to put their CVC word into a sentence. 	<ul style="list-style-type: none"> Supporting children to orally compose a sentence during guided literacy tasks. 	<ul style="list-style-type: none"> Children repeating sentence back as a whole class Supporting children to orally compose a sentence during guided literacy tasks. 	<ul style="list-style-type: none"> Modelling the use of capital letters, finger spaces and full stops Verbally or pictorially reminding children to use these.
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Development of Spelling	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory.	Orally spell VC and CVC words by identifying the sounds. Write their own name.	Sounding out to write VC and CVC words independently using set 1 & 2 graphemes.	Sounding out to write VC, CVC and CVCC words independently using Set 1 & 2 and some set 3 graphemes. Children can spell some tricky words e.g. the, to, no, go* independently.	Children using the knowledge and understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only set 1, 2 and 3 knowledge.	Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only set 2 and 3 knowledge. Spelling tricky words if ready. Spell tricky words e.g., he, she, we, be, me* independently.
Vocabulary	Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations.	Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons/ dots and dashes	Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons, dots and dashes	Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, dots and dashes, tricky words	Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, dots and dashes tricky words.	Segmenting, phonemes, graphemes, sounds, sound buttons, dots and dashes, tricky words, independent.
Implementation	<ul style="list-style-type: none"> 'Fred talk' to segment sounds in words Writing their names on sheets or in books. 	<ul style="list-style-type: none"> Phonics lessons based on orally segmenting words 	<ul style="list-style-type: none"> Literacy activities based on writing VC and CVC words 	<ul style="list-style-type: none"> Literacy and Phonics writing activities Writing words with known graphemes 	<ul style="list-style-type: none"> Literacy and Phonics writing activities Writing words with known graphemes 	<ul style="list-style-type: none"> Literacy and Phonics writing activities Writing words with known graphemes

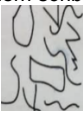
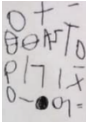
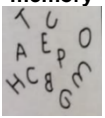
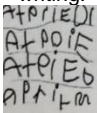
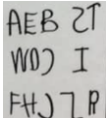
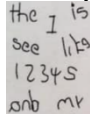
		<ul style="list-style-type: none"> • Writing names on sheets and in books during all activities. 	<ul style="list-style-type: none"> • Phonics writing activities • Writing words with known graphemes. 	<ul style="list-style-type: none"> • Sentence writing including tricky words. 	<ul style="list-style-type: none"> • Sentence writing including tricky words. 	<ul style="list-style-type: none"> • Sentence writing including tricky words.
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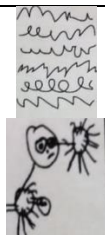
Development of Handwriting	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Intent	<p>Know that words around me mean something and can be written by my classroom adults and me.</p> <p>Notices the direction English is written - left to right and top to bottom.</p> <p>Children draws lines and circles, basic shapes and pictures.</p> <p>Children writing their name with the beginning of some correct formations.</p>	<p>Children form letters from their name mostly correctly.</p> <p>Children understand that we write from left to right and top to bottom.</p> <p>Children can be introduced to using 'pinch and flick' as a method to hold their pencil in a supportive grip for effective writing.</p>	<p>Children are beginning to show a dominant hand.</p> <p>Children begin to form more recognisable letters – although they may not 'start' in the correct place.</p> <p>Use Read, Write Inc letter formation rhymes to support.</p>	<p>Children hold their pencil effectively to form recognisable letters.</p> <p>Children building a repertoire of correct formations through weekly handwriting formation lessons.</p>	<p>Children now form most lower-case letters correctly, starting and finishing in the right place.</p> <p>Children are beginning to include spaces between words.</p>	<p>Children using a tripod grip to confidently write letters that can be clearly recognised.</p> <p>Children are forming some capital letters correctly.</p>
Vocabulary	<p>Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles.</p>	<p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces.</p>	<p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page.</p>	<p>Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right, tall letters, on the line, under the line.</p>	<p>Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations.</p>	<p>Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing.</p>

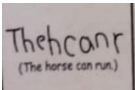
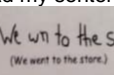
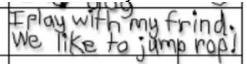
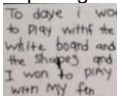
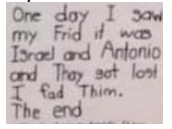
Implementation	<ul style="list-style-type: none"> Dough Disco Doodle Sticks Funky Fingers challenges Weekly handwriting lessons based on shapes and lines. Letter Join- Parent support Phonics books and Read, write Inc green letter formation book Daily reminders and recaps on how to hold a pencil. 	<ul style="list-style-type: none"> Dough Disco Doodle Sticks Funky Fingers Challenges Weekly handwriting lessons based on shapes, lines and level of progression. Letter Join- Parent support Phonics books and Read, Write Inc green letter formation book Daily reminders and recaps on how to hold a pencil Writing in a literacy book 	<ul style="list-style-type: none"> Dough Disco Doodle Sticks Funky Fingers Weekly Handwriting lessons Letter Join-Parent support Phonics books Letter formation books Daily reminders and recaps on how to hold a pencil Writing in a literacy book on the lines 	<ul style="list-style-type: none"> Dough Disco Doodle Sticks Funky Fingers Weekly Handwriting lessons Letter Join-Parent support Phonics books Letter formation books Daily reminders and recaps on how to hold a pencil Writing in a literacy book <i>on the lines and using finger spaces</i> 	<ul style="list-style-type: none"> Dough Disco Doodle Sticks Funky Fingers Weekly Handwriting lessons Letter Join-Parent support Phonics books Letter formation books Daily reminders and recaps on how to hold a pencil Writing in a literacy book on the lines and using finger spaces and capital letters
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Helicopter Story Writing Development	Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a CVC words and the adult continues to write the other parts of the story.	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.	Child confident to write a simple short story. May still need a phonics mat to support.
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Typical Writing development across the Reception Year and beyond.

	1. Pre writing		2. Letter strings			3. Early developmental spelling	
Early Steps	I explore making marks, but I do not communicate meaning. Random scribbling. 	I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.	I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name 	I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. 	I write letters with spaces between them to resemble the idea of words. 	I copy words that I see in the environment around me. I often do not know what the words say. 



Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig	I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy	I can spell out and write down vc cvc words by matching letters and sounds. at in up cat, dog, pig	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	I write more challenging words with a sound knowledge of set 1, 2 & 3 phonics. Plausible attempts HF words & adjacent consonants
Developing Writing Sentences	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others. 	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence. 	I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. 	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings. 	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 
Text forms and purposes	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, cards	I can write captions I can write instructions.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.

Early Learning Goals	<p>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.</p> <p>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.</p> <p>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.</p>
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<p>The Year 1 expectations in Literacy/English from the National Curriculum.</p> <p>Where are children going?</p>	<p>Year 1 – Reading (Word Reading) : -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -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 -Re-read these books to build up their fluency and confidence in word reading</p> <p>Year 1 – Reading (Comprehension): -Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them.</p> <p>Year 1 – Writing (Transcript): Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Year 1 – Writing (Composition): Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Year 1 – Writing (Handwriting): Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting ‘families’ and to practise these</p> <p>Year 1 – Writing (vocabulary, grammar and punctuation) Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark –Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Genres covered in Y1: <u>Instructional</u>- e.g. Recipes, Instruction writing <u>Narrative</u>- e.g. Stories, Fairy tales <u>Informative</u> – e.g. Fact Files, Recounts</p>
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