Literacy

Birth to 5 Matters [Range 4 (24-36 months), Range 5 (36-48 months), Range 6 (48-60 months, 60-71 months)]

Development Matters [Birth to three, 3 and 4 year olds, Children in Reception]

National Curriculum [Year 1]

EYFS Statutory Framework: *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** 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.

ELG: **Word Reading** 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.

ELG: **Writing** 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.

	Preschool	Nursery	Reception	KS1 Links
Comprehension	- Repeats and uses actions, words, or phrases from familiar stories - Fills in the missing word or phrase in a known rhyme, story or game, e.g., Humpty Dumpty sat on a… - Pay attention and respond to the pictures or the words. - Ask questions about the book. Make comments and shares their own ideas.	- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Begins to be aware of the way stories are structured, and to tell own stories - Talks about events and principal characters in stories and suggests how the story might end - Engage in extended conversations about stories, learning new vocabulary	- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading - Describes main story settings, events, and principal characters in increasing detail - Re-enacts and reinvents stories they have heard in their play - Can recall and discuss stories or information that has been read to them, or they have read themselves	Pupils should be taught to: - become very familiar with key stories, retelling them and considering their characteristics - recognise and join in with predictable phrases - discuss word meanings, linking new meanings to those already known - check that the text makes sense to them - discuss the significance of the title and events - predict what might happen

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				- explain clearly their understanding of what is read to them
Word Reading	- Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps	- Shows interest in illustrations and words in print and digital books and words in the environment - Recognises familiar words and signs such as own name, advertising logos and screen icons - Looks at and enjoys print and digital books independently - Handles books and touch screen technology carefully and the correct way up with growing competence - Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems, and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words - 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	- Enjoys an increasing range of print and digital books, both fiction and non-fiction - Knows that information can be retrieved from books, computers, and mobile digital devices - Begins to recognise some written names of peers, siblings, or "Mummy"/ "Daddy" for example - Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g., sh, th, ee - Read a few common exception words matched to the school's phonic programme (RWI). - Read simple phrases and sentences made up of words with known letter–sound	Pupils should be taught to: - 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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them

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		• the names of the different parts of a book • page sequencing	correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	to use other strategies to work out words – re-read these books to build up their fluency and confidence in word reading
Writing	- Distinguishes between the different marks they make - Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology	- Sometimes gives meaning to their drawings and paintings - Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right - Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words - Begins to make letter-type shapes to represent the initial sound of their name and other familiar words - 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.	- 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, paint and type using a keyboard or touch-screen technology - Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences(using a capital letter and full stop). - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sound with letter/s. - Re-read what they have written to check that it makes sense.	Pupils should be taught to: - spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week - name the letters of the alphabet: • 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 - write from memory simple sentences dictated by the teacher that include words using

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				the GPCs and common exception words taught so far