



0-3years	3-4years	Reception	ELG	End of Year1
Word Reading				
<p>Enjoy sharing books with an adult.</p> <p>Pay attention and responds to the pictures or the words.</p> <p>Core texts which are read regularly.</p> <p>Sharing fiction and non-fiction books during focus teach time.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Inviting reading area available for children to use during child led time.</p> <p>Children sometimes able to choose books for story session.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Core texts which are read regularly children are encouraged to join in.</p>	<p>Understand the five key concepts about print:</p> <ol style="list-style-type: none"> <li>1. Print has meaning</li> <li>2. Print can have different purposes</li> <li>3. we read English text from left to right and from top to bottom</li> <li>4. the names of the different parts of a book</li> <li>5. page sequencing</li> </ol> <p>Core texts which are read to the children regularly. Five key concepts taught during these sessions.</p> <p>Sharing of fiction and non-fiction texts during focus teach times.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> <p>Targeted daily phonics sessions to teach rhyme,</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Daily RWI lessons - an individual letter/sound taught each day.</p> <p>Blend sounds into words, so they can read short words made up of known letter -sound correspondences.</p> <p>Use FRED fingers during RWI to blend sounds together to read short words (using only sounds/letters taught previously).</p> <p>Read some letter groups that each represent one sound and say sounds for them e.g. th, ch, sh, ee or igh.</p> <p>After learning speed sounds set 1 individual letters in RWI, special friends are introduced and taught (th,ch,qu,ng,nk,sh) so children can read letter groups that are one sound but are represented by two letters being put together.</p> <p>Once speed sounds set 1 have all be taught/learnt, speed sound set 2 letters/sounds are taught including</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Daily RWI lessons - including a b c d e f g h I j k l m n o p q r s t u v w x y z ck, ff, ll, ss, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Use FRED fingers during RWI to blend sounds together to read words appropriate to their ability (green words/story books).</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Using the RWI story books linked to the speed sound lessons, children read simple sentences and books using</p>	<p>Apply phonic knowledge (Read, Write Inc Systematic synthetic phonics) and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes 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>

<p>Sharing fiction and non-fiction books during focus teach time children encouraged to join in.</p> <p>Develop play around favourite stories using props.</p> <p>Focus time teaching- acting out stories with props or with small world. Role play area, small world area, dressing up inside and outside to develop play with props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Name cards to encourage children to recognise their name.</p> <p>Logo hunt inside and outside. Print, handwritten labels and numbers inside and outside of Nursery.</p>	<p>clapping syllables and recognising initial sounds in words.</p> <p>Activities include  Rhyiming books  Learning rhymes and songs  Rhyiming soup  Rhyiming bingo  Playing with words</p>	<p>further special friends (ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy).</p> <p>Read a few common exception words matched to the schools phonic programme.</p> <p>During RWI red words are taught - using MTYT.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Using the RWI story books linked to the speed sound lessons, children read simple phrases and sentences using their phonic knowledge of already taught letters/sounds and red words appropriate to their ability.</p>	<p>their phonic knowledge of taught letters/sounds and red words.</p>	<p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter(s)</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>Re-read these books to build up their fluency and confidence in word reading</p> <p>Read words with contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not</p>
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require them to use other strategies to work out words

Re-read these books to build up their fluency and confidence in word reading

Being encouraged to link what they read or hear read to their own experiences

Discussing the significance of the titles and events

Checking that the text makes sense to them as they read and correcting inaccurate reading

#### Poetry

Listening to and discussing a wide range of poems, stories, non-fiction at a level beyond that at which they can read independently

Becoming very familiar with key stories, fairy stories and

				<p>traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems</p> <p>Recite poems by heart</p>
<b>Comprehension</b>				
<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Phonics sessions taught on a daily basis which include rhyme and song teaching. Sessions include Nursery rhyme bag. Old MacDonald Action songs</p> <p>Group time songs and actions.</p> <p>Brain gym songs and actions.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Children engage with story text during story time sessions and during focus teach times.</p>	<p>Re-reads books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>Using the RWI story books linked to the speed sound lessons, children reread the story for 3 days to build their confidence, fluency and understanding of the story.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>In role play, children re-enact stories they have heard using vocabulary from the story. Children can answer questions about the story read to them. Children can explain the meaning of new vocabulary on retelling of stories as it was explained in the first read.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>Predicting what might happen on the basis of what has been read so far</p> <p>Making inferences on the basis of what has been read so far</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>

<p>Copy finger movements and other gestures.</p> <p>Focus teach time Group time Brain gym</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Child led time.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Core texts which are read regularly children are encouraged to join in. Sharing fiction and non-fiction books during focus teach time children encouraged to join in.</p>			<p>Children are able to remember key events in the stories and explain what will happen next as they are retold regularly.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Children can explain the meaning of new vocabulary on retelling of stories as it was explained in the first read. This is then used correctly during role-play and discussions.</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p>
Writing				
<p>Enjoy drawing freely.</p> <p>Focus teach activities to learn how to access the art and writing area. Children are given a range of tasks to try.</p>	<p>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; write 'm' for mummy.</p> <p>Opportunities for writing during child led sessions.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Daily RWI lessons - an individual letter/sound taught each day with explanation of handwriting rhyme to aid the children to form the letter correctly.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Independently write the taught letter/sound during daily RWI lessons - and be able to remember the handwriting rhymes linked to that letter and other known letters/sounds.</p>	<p>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</p>

<p>Weekly opportunities to write during story time sessions.</p> <p>Access to writing and art area during child led time.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Focus teach activities to learn how to access the art and writing area.</p> <p>Weekly opportunities to write during story time sessions.</p> <p>Children are encouraged to write name at every available opportunity.</p> <p>Make marks on their picture to stand for their name.</p> <p>Focus teach activities to learn how to access the art and writing area.</p> <p>Weekly opportunities to write during story time sessions.</p>	<p>Weekly opportunity to write about core text.</p> <p>Write some or all of their name.</p> <p>Daily opportunities to practise name writing, focus teaching for letters in name. RWI letter formation used sayings used. Initial letters taught first.</p> <p>Write some letters accurately.</p> <p>Daily opportunities to practise name writing, focus teaching for letters in name. RWI letter formation used sayings used. Initial letters taught first.</p> <p>RWI letter writing in summer term.</p>	<p>Daily handwriting lesson, using scheme linked to RWI to practice forming letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Use FRED fingers during RWI to identify the sounds in unknown words and then use handwriting rhymes to write the sounds with letters. Write dictated words.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>During daily RWI literacy lessons, short sentences are written by orally rehearsing the sentence first, identifying how many words are in each sentence. Then words are written using FRED fingers to identify the sounds/letters. Encouragement to remember a capital letter and full stop using RWI signs/actions. Dictate sentences to ensure they contain only the taught letter-sound correspondence.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Daily handwriting lesson, using scheme linked to RWI to demonstrate letters are formed correctly.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Use FRED fingers during RWI to identify the sounds in unknown words and then use handwriting rhymes to write the sounds with letters. Write dictated words.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>During daily RWI literacy lessons, sentences are written by orally rehearsing the sentence first, which has been dictated to them, to identify how many words are in each sentence. Next the teacher models how to write the sentence. Then words are written using FRED fingers to identify the sounds/letters. Using a capital letter, finger space and full stop consistently.</p>	<p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher</p>
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<p>Children are encouraged to write name at every available opportunity.</p>		<p>During daily RWI lessons, children are encouraged to reread what they have written to check they have included all the words in the sentence. They are then asked to tick or fix their sentence to check it is correct and makes sense.</p>	<p>Extend sentences using grammar (and/but). Encouragement to reread the sentence to make sure it makes sense and it can be read by others.</p>	
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