

**EYFS SPECIFIC AREA: LITERACY**

**Intent: To develop secure foundations in communication, language, reading and writing. The curriculum aims to instil a love of books and reading, with the offer developing skills in both word reading and comprehension. Children will be able to listen to, and talk about stories, poems, rhymes and non-fiction, and develop secure foundations in decoding printed words. Equally as important, children will develop good language comprehension which will support the development of self and wider world. Reading, is crucial to the development of writing and direct and continuous opportunities to record will be offered provide a secure foundation in handwriting, spelling and writing for meaning in readiness for year 1.**

**By the end of nursery (based Development Matters) most children will be able to:**

- Engage in extended conversations about stories, learning new vocabulary.
- Recognise words with the same initial sound
- Spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Begin to join in with rhyming strings like 'hat' and 'cat'.
- Orally segment and blend
- Use some print and letter knowledge in their early writing.
- Write some or all their name

**By the end of reception (ELG) most children will be able to:**

**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.

**Word Reading**

- Say a sound for each letter of 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 common expectation words

**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

**READING AND WRITING: DIRECT TEACHING**

**\*\*Order to be determined by teaching staff\*\***

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery Word reading Comprehension</b>	Adults share books- how to hold, print has meaning, identify print in the environment Tuning into sounds through songs, rhymes, body sounds Copying sequences with your body and voice	share books in groups- name different parts of the book share books in groups- how follow text Engage in rhythm and rhyme to learn vocabulary and responses Learn that names and objects start with a sound Count/clap syllables in a word	Sounds effects and letter sounds using their voice Orally segment and blend – using objects then pictures Introduce RWI pictures Recognise words with the same initial sound
<b>Nursery Writing</b>	Adding marks to their pictures to show meaning	Adding marks to their pictures to show meaning Begin to create individual marks to represent meaning	Begin to form some letters correctly in their name
<b>Reception Word reading Comprehension</b>	Begin 1:1 reading Read individual letters by saying the sound (SET 1) Blend sounds into words (SET 1 and begin blending)	Read some letter groups that represent one sound (SET 1 Photocopy ditty) Read simple phrases and sentences (SET 1 Red)	Read simple phrases and sentences with some CEW (SET 1 Red ditty/SET 2 Green) Read simple phrases and sentences with some CEW (SET 2 Green/purple)
<b>Reception Writing</b>	Form lower case letters correctly Write cvc words Write lists using known sound-letter correspondence	Write cvcc words and some red words Write captions using known sound-letter correspondence Write phrases/ short sentences	Write short sentences using a capital letter and full stop Reread what they have written to check it makes sense