

# Literacy: Overview



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nursery 2</p>	<ul style="list-style-type: none"> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and responds to the pictures or the words.</li> <li>• Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception</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 known letter– sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nursery 3-4</p>	<ul style="list-style-type: none"> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>◦ print has meaning</li> <li>◦ print can have different purposes</li> <li>◦ we read English text from left to right and from top to bottom</li> <li>◦ the names of the different parts of a book</li> <li>◦ page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can:               <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> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">ELG</p>	<p><b>ELG: Comprehension</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>ELG: Word Reading</b> Children at the expected level of development will:</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>ELG: Writing</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds</li> </ul>



# Literacy: Termly Milestones



## Decoding and Word Reading (1/3)

		Linked to Core Texts and Rhymes	Discrete Phonics Sessions	
N2	Aut	<ul style="list-style-type: none"> <li>• Relate some key vocabulary to real experiences.</li> <li>• Listen to nursery rhymes and songs with interest, sometimes dancing, clapping or singing along.</li> </ul>		
	Spr	<ul style="list-style-type: none"> <li>• Repeat words and phrases from familiar stories.</li> <li>• Join in with longer repeated refrains from familiar stories e.g.: 'I'll huff and I'll puff and blow your house down.'</li> <li>• Join in with selected parts of nursery rhymes and songs.</li> </ul>		
	Sum	<ul style="list-style-type: none"> <li>• Use core text to develop vocabulary.</li> <li>• Recall and retell stories in core texts using visual prompts.</li> <li>• Join in with nursery rhymes and songs, sometimes independently.</li> <li>• Join in with repeated phrases when reading stories.</li> <li>• Identify animal sounds when reading core texts.</li> </ul>		
N3-4	Aut	<ul style="list-style-type: none"> <li>• Develop their phonological awareness:                             <ul style="list-style-type: none"> <li>• Join in with nursery rhymes</li> <li>• Sing some nursery rhymes independently</li> <li>• Explore body percussion</li> <li>• Tuning into voice sounds</li> <li>• Talking about sounds</li> <li>• Spot and suggest rhymes</li> </ul> </li> </ul>	<b>Autumn 1</b> <ol style="list-style-type: none"> <li>1. General sound discrimination - environmental</li> <li>2. General sound discrimination - instrumental sounds</li> <li>3. General sound discrimination - body percussion</li> </ol>	<b>Autumn 2</b> <ol style="list-style-type: none"> <li>4. Rhythm &amp; rhyme</li> <li>5. Alliteration</li> <li>6. Voice sounds</li> </ol>
	Spr	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:                             <ul style="list-style-type: none"> <li>• Distinguish between environmental sounds.</li> <li>• Exploring speech sounds</li> <li>• Spot and suggest rhymes-</li> <li>• Experience and appreciate rhythm and to develop awareness of rhythm in speech</li> </ul> </li> </ul>	<b>Spring 1</b> <ol style="list-style-type: none"> <li>1. General sound discrimination - environmental</li> <li>2. General sound discrimination - instrumental sounds</li> <li>3. General sound discrimination - body percussion</li> </ol>	<b>Spring 2</b> <ol style="list-style-type: none"> <li>4. Rhythm &amp; rhyme</li> <li>5. Alliteration</li> <li>6. Voice sounds</li> </ol>
	Sum	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:-                             <ul style="list-style-type: none"> <li>• <i>Spot and suggest rhymes</i></li> <li>• <i>Develop awareness of sounds made with instruments</i></li> <li>• <i>Orally blend and segment words</i></li> <li>• <i>Count or clap syllables in a word</i></li> <li>• <i>Recognise words with the same initial sound, such as money, mother</i></li> </ul> </li> </ul>	<b>Summer 1</b> <ol style="list-style-type: none"> <li>1. General sound discrimination - environmental</li> <li>2. General sound discrimination - instrumental sounds</li> <li>3. General sound discrimination - body percussion</li> <li>4. Rhythm &amp; rhyme</li> <li>5. Alliteration</li> <li>6. Voice sounds</li> </ol>	<b>Summer 2</b> <ol style="list-style-type: none"> <li>7. Oral blending and segmenting</li> </ol>



# Literacy: Termly Milestones



## Decoding and Word Reading (2/3)

		Linked to Core Texts and Rhymes	Discrete Phonics Sessions	
Reception	Aut	<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 known letter-sound correspondences</li> </ul>	<u>Letters and Sounds</u> <b>Autumn 1</b> <ul style="list-style-type: none"> <li>• Phase 1 Aspect 7 - Oral blending and segmenting</li> </ul> <b>Autumn 2</b> <ul style="list-style-type: none"> <li>• Set 1: s, a, t, p</li> <li>• Set 2: i, n, m, d</li> <li>• Set 3: g, o, c, k</li> <li>• Set 4: ck, e, u, r</li> <li>• Set 5: h, b, f, ff, l, ll, ss</li> </ul>	<u>Read Write Inc</u> <b>Phase 1</b> <ul style="list-style-type: none"> <li>• Aspect 7 - Oral blending and segmenting cont</li> <li>• Set 1 - Ditties</li> <li>• Know sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, z, x,</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>• Read and write simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Continue a rhyming string.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<u>Letters and Sounds</u> <b>Spring 1 - Phase 3</b> <ul style="list-style-type: none"> <li>• Set 6: j, v, w, x</li> <li>• Set 7: y, z, zz, qu</li> <li>• Consonant digraphs: ch, sh, th, ng</li> </ul> <b>Spring 2 - Phase 3</b> <ul style="list-style-type: none"> <li>• Vowel digraphs: ai, ee, igh, oa, oo, ar, or</li> </ul>	<u>Read Write Inc</u> <ul style="list-style-type: none"> <li>• Set 1 - Red</li> <li>• Know sounds ck, ng, nk, qu, th, ss, ll, ff, tt, zz</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<u>Letters and Sounds</u> <b>Summer 1 - Phase 3</b> <ul style="list-style-type: none"> <li>• Vowel digraphs: ur, ow, oi, er</li> <li>• Trigraphs: ear, air, ure</li> </ul> <b>Summer 2- Phase 4</b> <ul style="list-style-type: none"> <li>• Adjacent consonants:                             <ul style="list-style-type: none"> <li>• delete phoneme from a given word e.g. say clip, now say it again without /c/</li> <li>• add a phoneme to a word e.g. say top, now say it again with /s/ in front of it</li> </ul> </li> <li>• CVCC sets 1-7 letters: went, help, tent, belt</li> <li>• CCVC sets 1-7 letters: from, stop, spot, frog, step, plan</li> <li>• CCVCC sets 1-7 letters: stand, crisp, trend, trust, spend, glint</li> </ul> <li>• Polysyllabic words:                             <ul style="list-style-type: none"> <li>• divide spoken words into syllables</li> <li>• delete a syllable from a word e.g. say blackboard, then say board.</li> </ul> </li>	<u>Read Write Inc</u> <ul style="list-style-type: none"> <li>• Set 2 – Green/ Purple</li> <li>• Know sounds ay, ee, igh, ow, oo, oo,</li> </ul>





## Decoding and Word Reading (3/3)

		Linked to Core Texts and Rhymes	Discrete Phonics Sessions	
Year 1	Aut		<u>Letters and Sounds</u> <b>Autumn 1</b> <ul style="list-style-type: none"> <li>• Revisit Phase 4</li> <li>• Phase 5                             <ul style="list-style-type: none"> <li>• Practise recognition and recall of Phase Two, Three and Five graphemes as they are learned</li> <li>• Teach new graphemes for reading</li> <li>• Learn new phoneme /zh/ in words such as treasure</li> </ul> </li> </ul>	<u>Read Write Inc</u> <ul style="list-style-type: none"> <li>• Set 2 – Orange</li> <li>• Know sounds: ar, or, air, ir, ou, oy, -ing, -ed, -</li> </ul>



# Literacy: Termly Milestones



## Reading Comprehension (1/2)

N2	Aut	<ul style="list-style-type: none"> <li>Identify objects in story tray/story sack related to core texts.</li> <li>Can make comments on what happens in core text once this has been read repeatedly.</li> </ul>	
	Spr	<ul style="list-style-type: none"> <li>Asks questions about books.</li> <li>Makes comments while reading books</li> <li>Shares own ideas about the book e.g.: if child likes/dislikes book, what happens in the story, if a part of the story is funny/scary.</li> <li>Make comments and ask questions about characters from a story (e.g.: during 'hot seating' activity).</li> </ul>	
	Sum	<ul style="list-style-type: none"> <li>Show understanding of core texts by bringing in storyline into pretend play.</li> <li>Recognise familiar signs in the setting. E.g.: snack, peg, door.</li> </ul>	
N3-4	Aut	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Understand the first of five key concepts about print:                             <ul style="list-style-type: none"> <li>print has meaning</li> <li>names of the different parts of a book</li> </ul> </li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>Be able to talk about familiar books:                             <ul style="list-style-type: none"> <li>Sit and listen to a story</li> <li>Answer simple questions about what they have heard</li> </ul> </li> <li>Enjoy listening to longer stories and can remember much of what happens.</li> </ul>
	Spr	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>print has meaning</li> <li>the names of the different parts of a book</li> <li>print can have different purposes</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ul> </li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story (Suggest how a story might end; Join in repeated refrains from stories; Make simple predictions; Retell a familiar story).</li> <li>Use vocabulary in their play, that reflects their experiences of books.</li> </ul>
	Sum	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>print has meaning</li> <li>the names of the different parts of a book (Begin to talk about the features and purpose of non-fiction texts)</li> <li>page sequencing</li> <li>we read English text from left to right and from top to bottom</li> </ul> </li> <li>Engage in extended conversations about stories, learning new vocabulary:                             <ul style="list-style-type: none"> <li>key events, characters and setting from familiar stories.</li> <li>answer who, what and where questions from stories.</li> </ul> </li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> </ul>



# Literacy: Termly Milestones



## Reading Comprehension (2/2)

Reception	Aut	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Answer 'what' questions related to a story</li> <li>• Answer who, what and where questions about a book.</li> <li>• Sequence the main events in a story.</li> <li>• Retell the main events in a story.</li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> </ul>
	Spr	<p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• Record and retell stories in simple ways: story maps, role play, retelling.</li> </ul>	<p><b>Communication &amp; Language:</b></p> <ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Make simple predictions about what will happen next when reading or listening to a text.</li> <li>• Answer why and how stories about a text .</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Understand and use new vocabulary introduced through non-fiction texts and stories.</li> </ul>
	Sum		<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Describe events in some detail.</li> <li>• Listen to and talk about stories to build familiarity and understanding.-<i>Link events in a story to their own experiences.</i></li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>
Year 1		<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	



# Literacy: Termly Milestones



## Writing (1/2)

N2	Aut	<ul style="list-style-type: none"> <li>• Has a sensory approach to mark making</li> <li>• Will use hands, feet and body to make marks.</li> <li>• Sometimes uses mark making tools e.g.: sticks, feathers, pens.</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>• Draws freely either in sensory play, outside or using mark making equipment.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>• Can identify their name at the top of each piece of work written by an adult.</li> <li>• Add marks to some drawings and give meaning e.g.: 'that says Mummy'.</li> <li>• Children make marks on work to stand for their name.</li> </ul>
N3-4	Aut	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing.                             <ul style="list-style-type: none"> <li>• tell an adult about the marks they make</li> </ul> </li> <li>• Write <b>some</b> of their name.</li> </ul>
	Spr	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Write some or all of their name.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>



# Literacy: Termly Milestones



## Writing (2/2)

Reception	Aut	<ul style="list-style-type: none"> <li>• Write their first name without a reference</li> <li>• Orally plan a sentence for an adult to scribe</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.                             <ul style="list-style-type: none"> <li>• write the correct initial sounds of words</li> <li>• write the correct initial sounds of words / write CVC words using the sounds they have been taught</li> </ul> </li> </ul>
	Spr	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.                             <ul style="list-style-type: none"> <li>• write CVC/ CCVC/CVCC words using the sounds they have been taught</li> </ul> </li> <li>• Create a simple narrative using vocabulary introduced through a text.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>
	Sum	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Form lower-case and capital letters correctly.</li> </ul>
Year 1	Aut	<ul style="list-style-type: none"> <li>• Developing Vocabulary &amp; Sentences (<i>Beegu</i>)</li> <li>• Writing Short Narratives (<i>The Lonely Beast</i>)</li> <li>• Writing Narratives (<i>Ralph Tells a Story</i>)</li> </ul>

