



## Subject : Literacy:

- Reading
- Writing

### Links to: English

*Communication & Language is referred to as it underpins the development of all areas of the curriculum including R&W.*

**Term: Autumn, Spring, Summer**

### Characteristics of Effective Learning

- Playing and exploring – engagement
- Active learning – motivation
- Creating and thinking critically - thinking

### 3-4 - Reading

Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

### Children in Reception - Reading

Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

### ELG – Reading

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 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.

### 3-4 - Writing

Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word -

recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • 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. • Write some or all of their name. • Write some letters accurately.

**Children in Reception Writing** • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound 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. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

### ELG – 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.

### 3-4 - CL

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### Children in Reception – CL

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### ELG – Communication & Language - Listening and attention

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### ELG – Communication & Language – Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.





|  <b>Vocabulary</b><br>Literacy<br>Reading<br>Writing  |  <b>Knowledge</b><br>Children will know that...  |  <b>Understanding</b><br>Children will understand   |  <b>Skills</b><br>What children will be able to do<br>Activities in FS at OWPS   |
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| <p><b>Phonics</b> –a method of teaching people to read by correlating sounds with symbols in an alphabetic writing system.</p> <p><b>Sound</b> – a thing that can be heard</p> <p><b>Listen</b> - to give attention with the ear</p> <p><b>Hear</b> – to listen to</p> <p><b>Story</b> - a narrative, either true or fictitious</p> <p><b>Letter</b> - a written mark that stands for a speech sound; specific character of an alphabet</p> <p><b>Capital letter</b>- a letter of the alphabet written or printed larger than and in a somewhat different form from its lower-case equivalent and used to designate a proper noun or initiate a sentence.</p> <p><b>Word</b> - a sound, group of sounds, or the symbols for such sounds in writing that have some meaning. Words are a basic unit of language.</p> <p><b>Sentence</b> - a complete unit of words in either writing or speech with a clear beginning and a full stop. A sentence usually has a subject and a verb. Sentences can state things, ask questions, give commands, or be exclamations.</p> <p><b>Punctuation</b> - the use of question marks, commas, full stops, and other</p> | <p>Sounds make up a word</p> <p>Words can be blended together to make a word</p> <p>Letter names are the alphabet; letter sounds are what we can hear in words</p> <p>A sentence is a sequence of words to state something.</p> <p>We can use the words we hear in books to retell and explain a story</p> <p>The marks we make can explain something.</p> <p>We can identify words that have the same rhyming string.</p> <p>We write labels, captions and sentences to give the reader more information.</p> <p>We add writing to our pictures to give more information about it.</p> | <p>When reading a text they can use a range of strategies to help them decode words.</p> <p>Looking at the pictures, rereading what they have read helps them to decipher the word.</p> <p>Sounds are made that represent what they hear at the beginning of their own names and other familiar words.</p> <p>Rhyming is when words sound the same but don't always have the same letter sound at the beginning of the word.</p> <p>How to listen carefully when an adult orally blends sounds to say a word.</p> <p>How to say a word then segment the sounds needed to make it into a word that can be read back.</p> <p>There are a variety of books to choose from (non-fiction, fiction and poetry).</p> | <p><b>Autumn term</b></p> <ul style="list-style-type: none"> <li>Enjoy a selection of stories during free flow play times with an adult and independently in the book corner.</li> <li>Listen to stories at least once a day. Adults stop and ask questions about the story, predict what might happen next and model comprehension skills.</li> <li>Rhymes included as phase 1 phonic activities during singing times.</li> <li>Daily free flow play activities to embed newly learned sounds, for example, phonic games, opportunities to read labels and signs in the classroom and outdoor environment.</li> <li>Name cards to encourage recognition moving onto writing.</li> <li>Funky finger activities to promote muscle development ready for writing.</li> <li>Mark making opportunities inside and outside.</li> <li>Wow Wednesday activities for children to learn new vocabulary.</li> <li>Phase 2 phonic lessons start when children are in full time.</li> <li>Children move onto reading scheme books when ready.</li> <li>Some children given extra support with blending and segmenting.</li> <li>Children begin to write cvc words.</li> <li>During guided reading and writing times model use of punctuation.</li> <li>Model use of shine a light during whole class teaching, for example when writing a tricky word that the children spot and highlighting.</li> <li>Shine a light for children's written work – for more able children, when written a tricky word or a sound we are focusing on, children to highlight to show their success.</li> <li>Weekly reading and writing guided sessions linked to topic.</li> <li>Begin to form letters using the percussive script and handwriting patter.</li> <li>Say out loud what they are going to write.</li> <li>Investigate a range of texts including non-fiction. Show children how to find out information.</li> </ul> |



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| <p>marks in writing to help make the meaning clear.</p> <p><b>Full stop</b> - a punctuation mark (.) used to indicate the end of a sentence or abbreviation.</p> <p><b>Question mark</b> - a punctuation mark (?). It is used at the end of a sentence that asks a question.</p> |  | <p>Marks can be made to represent something.</p> <p>How to segment a word into different sounds.</p> <p>How some words rhyme and what word could be added to the string.</p> <p>That sounds are at the beginning, middle and end of a word.</p> <p>How to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.</p> | <ul style="list-style-type: none"> <li>• Oral blending and segmenting, Floppy's gym games for blending and silly soup for segmenting.</li> <li>• Story sacks and puppets to enhance topic work and provide a link to CL and Literacy.</li> <li>• As children start to learn to blend words for reading scheme books to be sent home that match the sounds taught.</li> <li>• Children take part in Wow Wednesday reading activities.</li> <li>• Children have fortnightly individual reading with an adult – initially to share a book moving onto a scheme book.</li> </ul> <p><b>Spring term</b></p> <ul style="list-style-type: none"> <li>• Assess and begin to teach phase 3 phonics from the Letters and Sounds programme.</li> <li>• Daily opportunities through adult led and child initiated activities to blend and segment for reading and writing.</li> <li>• Daily rhyming and shared reading activities continue.</li> <li>• Word Wednesday- focusing on books and vocabulary.</li> <li>• Letter formation practice for those children who are finding handwriting challenging.</li> <li>• Children encouraged to write throughout the learning environment, for example adding labels in their play.</li> <li>• Children begin to write words and simple sentences with adult support.</li> <li>• Encourage children to use simple punctuation in their written work.</li> <li>• Continuation of the Autumn term. Daily opportunities for children to use their newly learned phonic sounds and strategies for reading and writing through adult led and child initiated opportunities.</li> <li>• Weekly reading and writing guided sessions linked to topic.</li> <li>• Individual reading sessions for some children.</li> </ul> <p><b>Summer term</b></p> <ul style="list-style-type: none"> <li>• Continuation of skills learned in autumn and spring, continually revisiting and revising.</li> <li>• Children move onto phase 4 phonics if ready.</li> <li>• Revisit and revise phase 3 phonics.</li> <li>• Read and write words with digraphs and trigraphs.</li> <li>• Write words and simple sentences that children can read independently.</li> </ul> |
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|  |  |  | <ul style="list-style-type: none"><li>• During guided writing tasks children encouraged to think of their own sentence and write independently.</li><li>• We 'Shine a light' on tricky words and particularly words linked to our learning.</li><li>• Children to use punctuation such as capital letters and full stops in their written work.</li><li>• Use purple pen of power to improve work.</li><li>• Weekly reading and writing guided sessions linked to topic.</li><li>• Individual reading sessions for all children.</li><li>• Sequence narratives to form simple sentences, moving on to add 'and' and 'because' for more able children.</li></ul> |
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