

Literacy Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Starting Point - 'Magical Me'	Starting Point - 'Sparkle & Shine'	Starting Point - 'What is your superpower?'	Starting Point - 'Once upon a time'	Starting Point - 'Our Wonderful World'	Starting Point - 'Imagine'
Nursery Skills	To be able to mark make and identify their marks. To recognise familiar logos and labels within the environment.	To begin to identify familiar letter shapes e.g. letters in their names. To talk about and retell a range of familiar stories. To begin to explore initial sounds in familiar words.	To begin to attempt writing familiar letters, e.g. letters in their name. (Adults will consistently model correct formation using directional vocabulary). To identify familiar letters, e.g. letters in their names,	To be able to mark make and give meaning to their marks. To identify the pictures linked to LWLS sound cards. To begin to form some letters correctly, e.g.	To identify the pictures linked to sound. Children will begin to identify some sounds during oral blending games. To begin to make predictions about, and discuss, a story, sometimes	To be able to show increasing confidence with oral blending. Children are able to identify initial sounds and blend familiar CVC words. To show an increased understanding of

			<p>through oral blending activities.</p> <p>To count or clap syllables in a word.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>letters in their name.</p> <p>To begin to spot and suggest rhymes.</p>	<p>supported by an adult with vocabulary.</p> <p>To recognise words with the same initial sound, such as money and mother.</p>	<p>rhyme.</p> <p>To engage in extended conversations about a story using the relevant vocabulary with independence.</p> <p>To mark make for a purpose and be able to talk about the marks.</p>
<p>Nursery Knowledge</p>	<p>To know that text can be used as a form of identification.</p> <p>To know that text has a</p>	<p>To know that letters are used to make up words.</p> <p>To know that each letter makes a sound - focussing on sounds in their names.</p>	<p>To know that each letter makes a sound - focussing on sounds in their names.</p> <p>To join in with</p>	<p>To be able to talk about their marks with confidence.</p> <p>To talk about the sounds they have identified.</p>	<p>To know that blending sounds makes words.</p> <p>To identify the pictures with corresponding spoken sounds.</p>	<p>To identify CVC words orally.</p> <p>To be able to segment sounds in CVC words.</p> <p>To identify rhyming</p>

	<p>meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To learn a range of</p>	<p>To learn that stories have a sequence (beginning, middle and end).</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To begin to acknowledge initial sounds and their relevance in the environment.</p>	<p>repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p> <p>To understand that rhyming words have the same end sound.</p>	<p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p> <p>To show an awareness of alliteration.</p>	<p>words.</p> <p>To know that letters make sounds.</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>
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	Nursery Rhymes.					
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We follow the Little Wandle Letters and Sounds Foundation for Phonics program.

This program focuses on three elements: tuning into sounds, phonemic awareness and oral blending and rhyme time. Each element is delivered to the children in short, interactive sessions three times each week.

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	Starting Point - 'Magical Me'	Starting Point - 'Sparkle & Shine'	Starting Point - 'What is your superpower?'	Starting Point - 'Once upon a time'	Starting Point - 'Our Wonderful World'	Starting Point - 'Imagine'
Reception Skills	To listen to and identifying sounds in the environments.	To listen to and hearing sounds in CVC words. Blend	To hear and write initial sounds/sounds/	To think of and write a short, simple sentence.	To think of and write a short, simple sentence.	To be able to spell words by identify the sounds and

	<p>To listen to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>To listen to familiar stories and able to recall some facts.</p> <p>To begin to recognise some of the graphemes to match the phonemes.</p> <p>To begin to read individual letters by saying the sounds for them.</p>	<p>these sounds to read words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>To listen to familiar stories and able to recall facts.</p> <p>To begin to sequence stories using the vocabulary first, then, next and finally.</p> <p>To begin to form letters correctly using formation</p>	<p>end sounds for words.</p> <p>To think of and write simple words as labels.</p> <p>To begin to recognise and read a few common exception words.</p> <p>To listen to and hearing sounds in CVC and CVCC /CCVC words.</p> <p>To read some letters groups which each represent one sound and say the sounds for them.</p>	<p>To listen to and hearing sounds in CVC and CVCC/CCVC words.</p> <p>To identify sounds, including phonemes and other digraphs on a sound mat.</p> <p>To listen to stories and is beginning to anticipate what may happen next.</p> <p>To re-read books building up their confidence with word reading, fluency,</p>	<p>To listen to and hearing sounds in CVC and CVCC/CCVC words.</p> <p>To read simple phrases and sentences made up of words with known letters.</p> <p>To form lower case and capital letters correctly.</p> <p>To identify sounds, including phonemes and other digraphs on a sound mat.</p>	<p>then writing them.</p> <p>To think of and write a short, sentence with words with known sound-letter correspondence using a capital letter and full stop.</p> <p>To read known common exception words.</p> <p>To listen to and hearing sounds in CVC and CVCC words.</p> <p>To identify sounds, including phonemes and</p>
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		rhymes to support. To begin to form lower case and capital letters correctly.	To identify sounds on a sound mat. To listen to stories and begin to anticipate what may happen next.	understanding and enjoyment.	To check written work and making any changes where necessary. To listen to stories and is beginning to anticipate what may happen next.	other digraphs on a sound mat. To check written work and making any changes where necessary.
Reception Knowledge	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters look like.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught

	<p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p>	<p>looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p>	<p>looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p>	<p>letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knows how to spell some familiar words.</p>	<p>letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>	<p>letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>
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					Knows how to spell some familiar words.	
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