

Literacy Development

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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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' |
| 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 |

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| | | | <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>understanding of 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>To know that text can be used as a form of identification.</p> | <p>To know that letters are used to make up words.</p> <p>To know that each letter makes a sound</p> | <p>To know that each letter makes a sound - focussing on sounds in their names.</p> | <p>To be able to talk about their marks with confidence.</p> | <p>To know that blending sounds makes words.</p> <p>To identify the pictures with</p> | <p>To identify CVC words orally.</p> <p>To be able to segment sounds in CVC words.</p> |

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| <p>Nursery Knowledge</p> | <p>To know that text has a 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>- focussing on sounds in their names.</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</p> | <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p> | <p>To talk about the sounds they have identified.</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>corresponding spoken sounds.</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>To identify rhyming 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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| | To learn a range of Nursery Rhymes. | relevance in the environment. | | | | |
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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.