



Early Years Foundation Stage Literacy Progression

Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Federation Core Experiences and Entitlement

- Daily story, singing and rhyme times - promoting joy, fun, immersion and engagement
- Access to high quality books throughout the day
- Welcoming book corners and areas - inside and out
- Daily book talk and discussion
- Systematic phonics programme from Reception onwards
- Access to books at home - both 'real' high quality texts and reading scheme books (when appropriate)

Poetry and Rhymes

10 Core Rhymes

Nursery have created resources for a set of 10 core rhymes they believe all children should know by the end of their Nursery Year. These are used in small groups and as a whole class.

Reception and Year 1 - 'I am the Seed that Grew the Tree: A Nature Poem for Everyday'

Our Reception and Year 1 classes each have a copy of this book because we want children to hear and engage with wonderful poetry. This book enables children to hear and enjoy a beautiful range of nature poetry that explores the wonderful world of animals, plants, trees and weather. We chose this anthology for it's diverse and ambitious collection of nature poems including much-loved classics, contemporary favourites, traditional rhymes and poetry in translation. We also love the illustrations which help engage our pupils in the wonder of the natural world.



	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
Reception ELG: Comprehension Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling	Daily reading - exposing children to a wide range of different books. Exposure to print and familiar signs in the environment	Teach rhyme and alliteration. Teach rhythm in words. Listen to range of stories and develop favourite.	Retelling stories. Developing own narratives by connecting ideas. Learning new vocabulary from stories.	Enjoy a range of books including non-fiction and poems Answering how and why questions. Discuss vocabulary and it's meaning	Ask and answer questions about books. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Demonstrating understanding when talking to others about what they have read. Recall instructions/ recipes

<p>stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>		<p>Understanding structure of stories, talk about and recall of characters, settings, events.</p> <p>Repeated refrains.</p> <p>Talk for Writing.</p>		<p>Vocab word wall?</p>	<p>Discuss vocabulary and it's meaning</p>	
<p>Reception ELG: Word Reading</p> <p>Phonics</p> <p>Children at the expected level of development will:</p> <p>Say a sound for each letter in the</p>	<p>Singing familiar songs and rhymes</p> <p>Listening activities</p>	<p>Say and recognise some initial sounds</p> <p>Teach rhyme and alliteration</p> <p>Teach rhythm in words</p> <p>Understand the five key concepts about print (pg 47 Non-Stat Guidance)</p>	<p>Teach oral blending and segmenting.</p> <p>Continuing rhyming string</p> <p>Introduce Phonics International actions for unit 1 sounds</p>	<p>Phonics International</p> <p>Unit 1 (s-r) 12 sounds</p> <p>Unit 2a (m-ai) 14 sounds</p> <p>Phase 2 tricky words- l, the, to, go, no, into</p>	<p>Phonics International</p> <p>Unit 2b (ay-le) 7 sounds</p> <p>Phase 3 tricky words he, she, me, we, be</p>	<p>Phonics International</p> <p>Unit 3 ee, or, z, zz</p> <p>Unit 4 v, x, sh, ch, oo, th</p> <p>Tricky words- was, put and incidental teaching</p>

<p>alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>				<p>Read individual letters by saying sounds for them.</p> <p>Sound out and blend CVC words</p> <p>Send phonics books home with reading record book</p>		
<p>Reception ELG: Writing</p> <p>Children at the expected level of development will:</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Opportunities for gross motor mark making.</p> <p>Fine motor strengthening activities</p>	<p>Fine motor skills and opportunities for mark making across the provision.</p> <p>Giving meaning to marks as they draw, write and paint.</p>	<p>Pencil control and grip.</p> <p>Writing/mark making in meaningful contexts (eg labels, cards, lists etc)</p> <p>Name writing.</p>	<p>Handwriting, shared writing and independent writing - Daily Phonics International Sessions</p> <p>Mark making opportunities</p> <p>Write name</p> <p>Write labels</p>	<p>Handwriting, shared writing and independent writing - Daily Phonics International Sessions</p> <p>Write captions</p> <p>Write simple sentences</p>	<p>Handwriting, shared writing and independent writing - Daily Phonics International Sessions</p> <p>Write short sentences using tricky words, capital letters and a full stop.</p>

<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>				<p>Write CVC words</p> <p>Write phase 2 tricky words</p> <p>Begin to write simple captions</p>	<p>Form lowercase and capital letters</p> <p>Write lists</p>	<p>Write instructions</p> <p>Design information signs/posters</p> <p>Begin to write own stories</p> <p>Re-read what has been written and check that it makes sense.</p> <p>Make changes and corrections to work after learning conversations</p>
<p>Talk for Writing</p>		<p>Use Talk for writing actions for daily routines.</p> <p>Retell familiar stories</p> <p>Books</p> <p>Dear Zoo</p>	<p>Story inventions</p> <p>Books</p> <p>Goldilocks and the Three Bears</p>	<p>Imitation stage</p> <p>Introduce story map and learn story together</p> <p>Use actions to retell story</p> <p>Books</p> <p>The Gingerbread man</p> <p>The Enormous Turnip</p>	<p>Retell a range of stories</p> <p>Draw own story-map</p> <p>Innovation stage</p> <p>Class/group</p> <p>Books</p> <p>Mr Gumpy's Outing</p>	<p>Innovate- change main character etc</p> <p>Use imagination to re-create the story</p> <p>Invention stage</p> <p>Books</p> <p>Jack and the Beanstalk</p> <p>Superworm</p>

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