

# Literacy Reception - Long Term Plan



## Statutory Guidance from the EYFS Framework (2021) for Literacy:

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).

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Potential Themes/ Interests of children</b>	Starting School Autumn Family	Harvest - Pumpkins Christmas Around the World, Celebrations including Diwali	Winter, Kenya, The world, Chinese New Year	Growing up - babies, generations Health inc. oral health Spring, Easter	Life Cycles - butterflies, beans, sunflower Outdoors Gardening	Summer, Hot environments, Rock pools Pirates Seaside
<b>Possible Celebrations &amp; Experiences</b>	Class rules and routines Starting School, Autumn, Black History Month	Diwali, Harvest, Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NSPCC Numbers day, Safer Internet Day	World Book Day, Comic Relief, Mother's Day, Pancake Day, World Art Day, Easter	Nell Bank trip	Father's Day, Sports Day, Transition, Reception Graduation, Buddy celebration
<b>Suggested Texts – Fiction and Non-Fiction</b>						

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	<p><b>Children will read in groups of no more than six children. They will read at least three times a week to an adult before taking their book home. The focus of the first lesson is decoding, the second is prosody and the final session is comprehension.</b></p>					
<p><b>Development of Reading Comprehension</b></p> <p>Intent</p> <p>Vocabulary Implementation</p>	<p>Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books.</p> <p>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</p> <p>Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems.</p>	<p>Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions liked to the books read to them. Children using texts and images to answer simple questions.</p> <p>Texts, books, story, non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</p> <p>Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking ‘ye’ and ‘no’ questions about texts, model using puppets to act out stories.</p>	<p>Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction.</p> <p>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</p> <p>Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask</p>	<p>When children are playing they are adapting, roleplaying or using vocabulary from stories they’ve read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.</p> <p>Story, order, sequence, retell, end, repeat.</p> <p>Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.</p>	<p>Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use ‘because’ to give reason when answering ‘why’ questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York.</p> <p>Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me.</p> <p>Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to</p>	<p>Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy.</p> <p>Vocabulary, words, recall, retell, next, after that, why, when, like.</p> <p>Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.</p>

	(link to themes and books suggested above)		questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.		explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.	
<b>Development of Reading Words</b>	Throughout the year both adults and children will re-read books to build up their confidence in word reading. Through repetition and the revisiting of texts, children are able to build their fluency of both the story sequence and the text as well as further developing their understanding. As part of their Reading development and Phonetic development children will read books consistent with their phonic knowledge as outlined in the Department for Education's Reading Framework 2021 and National Curriculum (2014).					
<b>Intent Vocabulary Implementation</b>	Children can discriminate sounds (Phase 1 Phonics) such as instruments and cars. Children are beginning to be able to orally blend and segment. (Phase 1 Phonics). Hearing, listening, sound, phoneme, three sounds, two sounds, put it together, what can you hear?	Phonics lessons/ First sound reading books introduced and children read graphemes (letter sounds) s,a,t, p, i... Begin to blend some simple words Children read a few common exception words matched to the phonic programme. Letters, phonemes, read, sounds, tricky words.	Continue to read individual graphemes (letters sounds). Blend simple sounds into VC or CVC words. Children read a few common exception words matched to the school's phonic programme. Letters, phonemes, read, sounds, tricky words.	Continue to read graphemes as well as some digraphs. Children reading simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Digraph, read, sounding out, tricky word, CVC, sound buttons.	Children read some graphemes, digraphs, simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Digraph, read, sounding out, tricky word, CVC, sound buttons.	Children beginning to read some tricky words from Phase 4 e.g. said, like, have, so. Children can re-read what they have written to check that it makes sense Tricky words, re-read, check, sense, edit, change, adapt, improve.

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<p><b>Development of Phonics</b></p> <p><b>Intent</b></p> <p><b>Vocabulary Implementation</b></p>	<p><b>Phase 1/2:</b> Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. s a t p i n m d g o c k c k e u r l h b f l Common Exception Words (Tricky Words) l the is <b>Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees, phonics, grapheme, phoneme.</b> <b>Support to listen out for and hear sounds in the environment such as outside and inside – wind, cars, talking. Listening to stories, poems and teachers modelling sounds. Support and modelling of hearing initial sounds and using phonics fingers to break down a word into the phonemes e.g. cat – c/a/t.</b></p>	<p><b>Phase 2:</b> Know grapheme phoneme correspondence. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words. Recognise digraphs ff ll ss j v w x y z zz qu ch sh th ng nk Words with s added at the end. Common Exception Words (Tricky Words) as and has his her go no to into she he of we me be <b>Grapheme, phoneme, blend, whisper blend, sound, sound talk say, segment, segmenting fingers, shuffle time,</b> <b>During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC and CVC during reading and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.</b></p>	<p><b>Phase 2:</b> Consolidate learning. Recognise digraphs ai ee igh oa oo oo ar or ur ow oi ear air er. Longer words Words with double letters dd mm tt bb rr gg pp ff Common Exception Words (Tricky Words) was you they my by all are sure pure Blend and segment known sounds for reading and spelling VC, CVC, CVCC. <b>Grapheme, phoneme, blend, whisper blend, blend in your head, sound, say, segment, segmenting fingers, read, shuffle time,</b> <b>During phonics, literacy and reading time children to match the graphemes to the phonemes, words given to children to read with VC, CVC and CVCC during reading and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.</b></p>	<p><b>Phase 2/3:</b> Consolidate Phase 2. Begin Phase 3. Know the grapheme - phoneme correspondence ai ee igh oa oo ar or ur oo ow oi ear. Review phase 3: er, air, words with double letters and longer words. Words ending in -ing. Compound words. Longer words, words with s in the middle; words ending -s Words ending -es.  Review all tricky words taught so far for secure spelling.  <b>Grapheme, phoneme, blend, whisper blend, blend in your head, sound, say, segment, segmenting fingers, digraph, trigraph, shuffle time</b> <b>During phonics, literacy and reading time match the graphemes to the phonemes, words given to read during reading and phonics lessons. Writing digraphs and</b></p>	<p><b>Phase 3:</b> Consolidate Phase 2 and 3 skills. Short vowel CVCC, short vowel CVCC CCVC Short Vowel CCVCC CCCVC CCCVCC Longer words, compound words. Root words ending in: -ing - ed - est Common Exception Words (Tricky Words) said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today. Continue to apply knowledge of blending and segmenting to reading and spelling for words and captions. Write graphemes from memory and write a simple sentence using phonic knowledge. <b>Grapheme, phoneme, blend, whisper blend, blend in your head, sound, say, segment, segmenting fingers, digraph, trigraph, syllable, sentence, shuffle time, chunk it up.</b></p>	<p><b>Phase 3/4:</b> Consolidate Phase 2 and 3 skills. Beginning to learn Long vowel sounds CVCC CCVCC Long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s - es Root word ending in: -ing - ed Phase 4 words ending in -s – es Review all tricky words taught so far for secure spelling. Represent each phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Read sentences using phonic knowledge, write digraphs and trigraphs. <b>Grapheme, phoneme, blend, whisper blend, blend in your head, sound, say, segment, segmenting fingers, digraph, trigraph, syllable,</b></p>

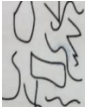
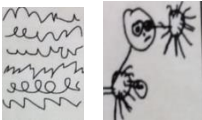
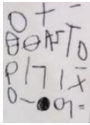
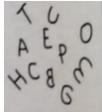
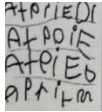
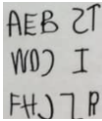
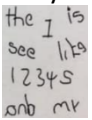
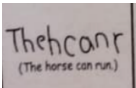
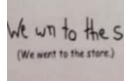
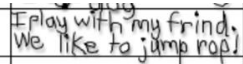
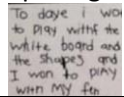
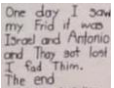
				graphemes in writing lessons and phonics lessons. Tricky words introduced and recapped – possibly opportunities to write.		sentence, shuffle time, chunk it up.
<p><b>Early Development in Writing</b></p> <p><b>Intent</b></p> <p><b>Vocabulary Implementation</b></p>	<p>Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.</p> <p>Listen, speak, speaking, writing, mean, explain, what.</p> <p>Carpet time, use of the role play area, small group work modelling speaking skills, reminders to listen to and join in, reading books as a class, using the class book area, model writing during class inputs, name boards, write their name on sheets and in their writing book.</p>	<p>Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds.</p> <p>Copy, trace, same, drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing.</p> <p>Roleplaying resources, a mark making area or access to paper and writing tools, modelling writing during shared inputs and writing sounds 'out loud'.</p> <p>Children have access to grapheme mats in the class.</p>	<p>Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.</p> <p>Writing, initial sounds, hear, phoneme, listen, tune in, end sound, sound at the end.</p> <p>Children given opportunities during writing lessons and during choosing time to write the initial sounds they can hear, modelling writing initial sounds during shared inputs. Children moving onto hearing end sounds once ready. Children moving onto CVC words once ready.</p>	<p>Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.</p> <p>Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay.</p> <p>CVC writing activities during guided group work and as independent challenges in the classroom, modelled during shared inputs, roleplay areas to have writing materials</p>	<p>All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.</p> <p>Writing, sounds, letter sounds, graphemes, phonemes, mark making.</p> <p>New phonemes and graphemes introduced during phonics lessons, sound mats used in literacy lessons and within class provision, a range of literacy tasks and writing activities during guided group work drawing on previously read texts.</p>	<p>Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.</p> <p>Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops.</p> <p>Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation – children reminded to include this verbally or pictorially.</p>

<p><b>Development of Compositional skills</b></p> <p><b>Intent</b></p> <p><b>Vocabulary Implementation</b></p>	<p>Forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions.</p> <p>Experiences, events, Compose, talk, describe, tell, birthday, party, Christmas, roleplay, mums and dads, babies. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher. Introduce the write stuff and compose sentences together.</p>	<p>Understands that thoughts and stories can be written down from what has been modelled to them. Use talk to link ideas during conversation and play as well as clarify their thinking and feelings.</p> <p>Roleplay, feelings, happy, sad, story, message, stories, text. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher, Roleplaying with others and acting out stories, modelling writing down ideas as a shared input. Follow the write stuff planning and compose sentences,</p>	<p>Orally sounding out CVC words. Breaking down words to ensure they've remembered all of the sounds.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read. Modelling composing words and breaking them down into CVC words. Writing activities based on CVC words. Higher ability children challenged to put their CVC word into a sentence.</p>	<p>Orally compose a caption and hold it in memory before attempting to write it.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read. Modelling composing captions with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.</p>	<p>Write a simple sentence. Firstly focusing on including finger spaces.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space.</p> <p>Modelling composing simple sentences with the guidance of the class, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks.</p>	<p>Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop.</p> <p>Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, story, capital letters, finger spaces.</p> <p>Writing activities based around a class story – retelling and innovating, modelling the use of capital letters, finger spaces and full stops and verbally or pictorially reminding children to use these.</p>
<p><b>Development of Spelling</b></p> <p><b>Intent</b></p> <p><b>Vocabulary Implementation</b></p>	<p>Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations. 'Robot talk' to segment sounds in words, writing their names on sheets or in books.</p>	<p>Orally spell VC and CVC words by identifying the sounds. Write their own name.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons. Phonics lessons based on orally segmenting words and writing into phonic books, writing</p>	<p>Sounding out to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Segmenting, phonemes, graphemes, sounds, name writing, copy, trace, formations, three sounds, sound buttons, spelling.</p> <p>Literacy activities based on writing VC and CVC words. Phonics writing</p>	<p>Sounding out to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes. Children can spell some tricky words e.g. the, to, no, go* independently.</p> <p>Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words.</p>	<p>Children using the knowledge and understanding of phoneme – grapheme correspondence to spell words. Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge.</p>	<p>Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Spelling Phase 4 words if ready. Spell tricky words e.g., he, she, we, be, me* independently.</p> <p>Segmenting, phonemes, graphemes,</p>

		names on sheets and in books during all activities.	activities writing words with known graphemes.	Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	Segmenting, phonemes, graphemes, sounds, copy, trace, formations, three sounds, sound buttons, tricky words. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.	sounds, sound buttons, tricky words, independent. Literacy and Phonics writing activities writing words with known graphemes, Sentence writing including tricky words.
<b>Development of Handwriting</b>  Intent Vocabulary Implementation	Know that words around me mean something and can be written by my classroom adults and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations. Story, print, text, illustration, pictures, reading, left to right, drawing, making, marks, lines, circles. Daily writing of taught phonics sounds in books, daily reminders and recaps on how to hold a pencil.	Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom. Children using 'pinch and flick' as a method to hold their pencil in a supportive grip for effective writing. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces. Daily writing of taught phonics sounds in books, daily reminders and recaps on how to hold a pencil.	Children are beginning to show a dominant hand. Children begin to form more recognisable letters – although they may not 'start' in the correct place.. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, spaces, finger spaces, hand, left to right, follow the page. Daily writing of taught phonics sounds in books, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book.	Children hold their pencil effectively to form recognisable letters. Children building a repertoire of correct formations through weekly handwriting formation lessons. Pencil grip, pinch and flick, letters, formations, trace, copy, formation rhymes, hand, left to right,, lazy letters, tall letters, on the line, under the line. Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines.	Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words. Pencil grip, pinch and flick, letters, formations, trace, copy, spaces, correct formations. Weekly handwriting lessons based on letter formation progression, daily reminders and recaps on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces.	Children using a tripod grip to confidently write letters that can be clearly recognised. Children are forming some capital letters correctly. Pencil grip, pinch and flick, letters, formations, trace, copy, capital letters, correct, writing. Weekly handwriting lessons based on letter formation progression - to include capital letters, daily reminders and recap on how to hold a pencil, children wiring in a literacy book on lines and using finger spaces and capital letters.

Typical Writing development across the Reception Year and beyond.

	1. Pre writing	2. Letter strings	3. Early developmental spelling
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<p><b>Early Steps</b></p>	<p>I explore making marks, but I do not communicate meaning. Random scribbling.</p> 	<p>I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing. I assign meaning to the marks <b>Attempts to write name</b></p> 	<p>I write random letters with no connection between letters and sounds. I talk about my writing. <b>Writes name from memory</b></p> 	<p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say.</p> 
<p><b>Developing Writing Words</b></p>	<p>I am beginning to hear initial sounds and attempt to write these down. <b>m - mum letter for name</b></p>	<p>I can hear initial sounds in words and write the letters down to match. <b>c - cat d - dog p - pig</b></p>	<p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. <b>muy - mummy sbr - strawberry</b></p>	<p>I can spell out and write down vc cvc words by matching letters and sounds. <b>at in up cat dog pig</b></p>	<p>I can write High Frequency decodable and tricky words from memory. <b>mum dad. and can I go to the no into</b></p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs. <b>buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.</b></p>	<p>I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Plausible attempts <b>Phase 2, 3 and 4 HF words Adjacent consonants</b></p>
<p><b>Developing Writing Sentences</b></p>	<p>I can formulate and say a simple sentence for writing.</p>	<p>I can orally compose a sentence and hold it in my memory before I start to write it.  <b>Repeats &amp; recalls</b></p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.</p> 	<p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p> 	<p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p> 	<p>I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p> 	<p>I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.</p> 
<p><b>Text forms and purposes</b></p>	<p>I attempt to write simple labels.</p>	<p>I can write simple labels</p>	<p>I can write simple lists.</p>	<p>I can write short captions and messages.</p>	<p>I can write captions I can write instructions.</p>	<p>I can write simple stories with a beginning, middle and end.</p>	<p>I can write stories with narratives and storytelling language.</p>



				I can write lists, greeting cards and menus.	I can write postcards.	I can write a letter.	I can write at length.
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The Year 1 expectations in Literacy/English from the National Curriculum.	Phonics Phase 3/4	Phonics Phase 4	Phonics Phase 4/5	Phonics Phase 5	Phonics Phase 5	Phonics Phase 5/6 (Y1 Phonics Screening)
Where are children going?	<p><b>Year 1 – Reading (Word Reading) :</b>            -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading</p> <p><b>Year 1 – Reading (Comprehension):</b>            -Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases - Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them.</p> <p><b>Year 1 – Writing (Transcript):</b>            Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b>Year 1 – Writing (Composition):</b>            Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives - Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Year 1 – Writing (Handwriting):</b></p>					

Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting 'families' and to practise these

**Year 1 – Writing (vocabulary, grammar and punctuation)**

Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark –Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.

**Genres covered in Y1:** Instructional- e.g. Recipes, Instruction writing Narrative- e.g. Stories, Fairy tales Informative – e.g Fact Files, Recounts