

United Learning

EYFS Curriculum: Progress

Literacy



Literacy

Literacy		
Development Matters N3/4	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> 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; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.
Development Matters Reception	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
ELG	<p>ELG: Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. with a letter or letters; 	<p>ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds

Literacy: Termly Milestones Nursery

Nursery Literacy			
Year Group	Decoding and Word Reading	Reading Comprehension	Writing
Nursery Autumn	Linked to Core Texts/Rhymes <ul style="list-style-type: none"> Develop their phonological awareness: <ul style="list-style-type: none"> -Join in with nursery rhymes -Sing some nursery rhymes independently -Explore body percussion -Tuning into voice sounds -Talking about sounds -spot and suggest rhymes 	CL: <ul style="list-style-type: none"> Be able to talk about familiar books: <ul style="list-style-type: none"> -Sit and listen to a story -Answer simple question about what they have heard Enjoy listening to longer stories and can remember much of what happens. Literacy: <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about print: <ul style="list-style-type: none"> -print has meaning -names of the different parts of a book 	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. -tell an adult about the marks they make Write some of their name.
	Discrete Phonics Sessions Autumn 1 Aspect 1 - General sound discrimination - environmental Aspect 2 - General sound discrimination - instrumental sounds Aspect 3 - General sound discrimination - body percussion Autumn 2 Aspect 4 - Rhythm and rhyme Aspect 5 - Alliteration Aspect 6 - Voice sounds		
Nursery Spring	Linked to Core Texts/Rhymes <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> -Distinguish between environmental sounds. -Exploring speech sounds -spot and suggest rhymes- -experience and appreciate rhythm and to develop awareness of rhythm in speech 	CL: <ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Suggest how a story might end -Join in repeated refrains from stories -Make simple predictions. -Retell a familiar story. <ul style="list-style-type: none"> Use vocabulary in their play, that reflects their experiences of books. Literacy: <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> 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.
	Discrete Phonics Sessions Spring 1 Aspect 1 - General sound discrimination - environmental Aspect 2 - General sound discrimination - instrumental sounds Aspect 3 - General sound discrimination - body percussion Spring 2 Aspect 4 - Rhythm and rhyme Aspect 5 - Alliteration Aspect 6 - Voice sounds		



Literacy: Termly Milestones Nursery

Nursery Literacy			
Year Group	Decoding and Word Reading	Reading Comprehension	Writing
Nursery Summer	<p>Linked to Core Texts/Rhymes</p> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can:- -spot and suggest rhymes -Develop awareness of sounds made with instruments -Orally blend and segment words -count or clap syllables in a word -recognise words with the same initial sound, such as <i>money and mother</i> 	<p>CL:</p> <ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes, be able to talk about familiar books, and be able to tell a long story. <p>Literacy</p> <ul style="list-style-type: none"> Understand the five key concepts about print: -print has meaning -the names of the different parts of a book (Begin to talk about the features and purpose of non-fiction texts) -page sequencing -we read English text from left to right and from top to bottom Engage in extended conversations about stories, learning new vocabulary: -key events, characters and setting from familiar stories. -answer who, what and where questions from stories. 	<ul style="list-style-type: none"> 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.
	<p>Discrete Phonics Sessions</p> <p>Summer 1</p> <p>Aspect 1 - General sound discrimination - environmental</p> <p>Aspect 2 - General sound discrimination - instrumental sounds</p> <p>Aspect 3 - General sound discrimination - body percussion</p> <p>Aspect 4 - Rhythm and rhyme</p> <p>Aspect 5 - Alliteration</p> <p>Aspect 6 - Voice sounds</p> <p>Summer 2</p> <p>Aspect 7-Oral Blending and Segmenting</p>		

Literacy: Termly Milestones Reception

Reception Literacy			
Year Group	Decoding and Word Reading	Reading Comprehension	Writing
Reception Autumn	<ul style="list-style-type: none"> 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. 	<p>CL</p> <ul style="list-style-type: none"> Engage in story times Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding. <p>Literacy</p> <ul style="list-style-type: none"> Answer 'what' questions related to a story Answer who, what and where questions about a book. Sequence the main events in a story Retell the main events in a story 	<ul style="list-style-type: none"> Write their first name without a reference Orally plan a sentence for an adult to scribe Spell words by identifying the sounds and then writing the sound with letter/s. <ul style="list-style-type: none"> <i>write the correct initial sounds of words</i> <i>write the correct initial sounds of words / write CVC words using the sounds they have been taught</i>
	<p>Letters and Sounds</p> <p>Autumn 1 Phase 1 Aspect 7 - Oral blending and segmenting</p> <p>Autumn 2 Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>Read Write Inc Phase 1 Aspect 7 - Oral blending and segmenting cont Set 1 - Ditties Know sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, z, x,</p>		
<p>Letters and Sounds</p> <p>Spring 1 Phase 3 Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng</p> <p>Spring 2 Phase 3 Vowel digraphs: ai, ee, igh, oa, oo, ar, or</p> <p>Read Write Inc Set 1 - Red Know sounds ck, ng, nk, qu, th, ss, ll, ff, tt, zz</p>			



Literacy: Termly Milestones Reception

Reception Literacy			
Year Group	Decoding and Word Reading	Reading Comprehension	Writing
Reception Summer	<ul style="list-style-type: none"> 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. 	<p>CL</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. -<i>Link events in a story to their own experiences.</i> Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> 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. Form lower-case and capital letters correctly.
	<p>Letters and Sounds</p> <p>Summer 1 Phase 3 Vowel digraphs: ur, ow, oi, er Trigraphs: ear, air, ure</p> <p>Summer 2 Phase 4 Adjacent consonants:</p> <ul style="list-style-type: none"> delete phoneme from a given word e.g. say feet, now say it again without /c/ (lip) add a phoneme to a word e.g. say top, now say it again with /s/ in front of it CVCC sets 1-7 letters: went, help, tent, belt CCVC sets 1-7 letters: from, stop, spot, frog, step, plan CCVCC sets 1-7 letters: stand, crisp, trend, trust, spend, glint <p>Polysyllabic words</p> <ul style="list-style-type: none"> divide spoken words into syllables delete a syllable from a word e.g. say blackboard, now say it again but don't say black. <p>Read Write Inc Set 2 – Green/ Purple Know sounds ay, ee, igh, ow, oo, oo,</p>		
Y1 Links	<p>Read Write Inc Set 2 – Orange Know sounds: ar, or, air, ir, ou, oy, -ing, -ed, -</p>	<p>National Curriculum Year 1 Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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 	

