



# Literacy

“Live life it’s all its Fullness”

## OUR CURRICULUM 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).

**Our early years vision** – At Leverton Church of England Academy we want our children to have the knowledge, skills and understanding to be able to read and write simple sentences by the time they leave EYFS. We want them to have a love of books and reading and be inspired to write their own stories. We want children to develop a bank of stories and rhymes they know well being able to re-tell and reciting these using familiar story language. We want our children to share a love of reading and writing that will enable them to flourish as they move into the national curriculum.

Little Acorns 2-3yrs	Squirrels 3-4yrs	Owls - Reception
<ul style="list-style-type: none"> <li>- To enjoy listening to rhymes</li> <li>- To show an interest in joining in with rhymes</li> <li>- To copy sounds and rhythms vocally, adjusting tune and tempo</li> <li>- To copy finger movements and gestures accompanying rhymes</li> <li>- To know and sing 5 rhymes</li> <li>- To show interest in story times</li> <li>- To pay attention when a story is read to them</li> <li>- To share a book with an adult, sustaining interest</li> <li>- To know pages are turned as the story continues</li> <li>- To show interest by pointing to pictures and interesting things in a book</li> <li>- To respond to pictures and words from a story</li> <li>- To select books independently</li> <li>- To seek out another child/adult to share a book with</li> <li>- To ask questions about the book</li> <li>- To make comments on what they have seen/heard in a book</li> <li>- To take part in role play for favourite stories</li> <li>- To notice print/labels</li> <li>- To know and recognise the first letter of their name</li> <li>- To know and recognise a familiar logo</li> <li>- To make marks using a comfortable pencil grip</li> <li>- To add meaning to marks made</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- To know that print carries meaning</li> <li>- To know print has different purposes (label, story, list)</li> <li>- To know the title is the ‘name’ of the book</li> <li>- To know books have a front and back cover</li> <li>- To know that the author is the person that writes the book</li> <li>- To know some books tell stories</li> <li>- To know some books tell us information</li> <li>- To be interested in and talk about stories</li> <li>- To engage in conversations about stories</li> <li>- To use new words they have learnt from stories/books</li> <li>- To be able to sequence the events of a well-known story</li> <li>- To re-tell 5 key stories</li> <li>- To know and sing at least 15 rhymes</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- To recognise print in the environment-</li> <li>- To know that we read left to right</li> <li>- To know how to open a book and turn pages carefully</li> <li>- To know and notice when words sound the same (rhyme)</li> <li>- To suggest words that rhyme</li> <li>- To know and notice when words have the same initial sound</li> <li>- To match words/objects with the same initial sounds</li> <li>- To know words can be split into syllables and be able to clap these</li> </ul>	<p><b>Comprehension</b></p> <p><b>ELG – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</b></p> <p><b>– Anticipate (where appropriate) key events in stories</b></p> <p><b>– Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</b></p> <ul style="list-style-type: none"> <li>- To know the main characters in a story read to them</li> <li>- To know the key events of a story read to them</li> <li>- To answer simple questions about a story read to them</li> <li>- To re-tell 10 key stories in their own words</li> <li>- To know and sing at least 25 rhymes</li> <li>- To use key vocabulary from the text when re-telling and talking about the story</li> <li>- To predict what will happen next in a story</li> <li>- To use new vocabulary introduced from stories, rhymes, books and poems</li> <li>- To know where the title, front and back cover can be found</li> <li>- To know that the blurb is on the back cover and tells us a little about the book</li> <li>- To know that books can be fiction or non-fiction and understand these terms</li> <li>- To know that non-fiction books have a contents page</li> </ul> <p><b>Word Reading</b></p>



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- To recognise their name
- To recognise familiar print such as supermarket/TV programme logos
- To orally blend simple words (Fred-talk)
- To join in with repetitive refrains in stories
- To use story language such as ‘Once upon a time / Happily ever after’

### Writing

- To make meaningful marks
- To use letters and print in their mark making
- To write some letters accurately
- To orally blend words together
- To write their name
- To write known letters accurately
- To use a comfortable pencil grip
- To use pencil with some control

**ELG – Say a sound for each letter in the alphabet and at least 10 diagraphs. 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.**

- To say the letters in the alphabet
- To read the letters and say the sounds for all set 1 sounds
- To orally blend sounds into words
- To fred-talk and read words using the set 1 sounds
- To know and read some special friends (th, sh, ch, qu, ee, ai, igh, ow)
- To read words with set 1 and the set 2 sounds taught
- To read red words from Red and Green books (Common exception words)
- To read simple phrases made up of words with set 1 and some set 2 sounds, along with red words taught
- To read simple sentences made up of words with set 1 and some set 2 sounds, along with red words taught
- To re-read books to build fluency and confidence
- To be able to talk about a book they have read

### Writing

**ELG – write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.**

- To write the letters for all set 1 sounds, forming letters correctly most of the time.
- To know that letters start and end in different places, *(using wide lines to support the ascenders and descenders)*
- To know that writing goes from left to right
- To know a sentence is a collection of words that when read, make sense
- To know that a word is a collection of letters together that can be read and understood
- To form lower case letters correctly
- To form Capital letters correctly
- To use fred-fingers to sound out words for spelling



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|  |  | <ul style="list-style-type: none"><li>- To write a word by sounding out and using the correct letter for each sound</li><li>- To know that a sentence starts with a capital letter</li><li>- To know a sentence needs gaps between words (finger spaces)</li><li>- To know a sentence needs a mark to show it has finished (full stop).</li><li>- To be able to write a simple sentence using capital letter, finger space and full stop.</li><li>- To be able to read back what they have written to check it makes sense</li><li>-</li></ul> |
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