



Reception

Literacy

Literacy		Educational Programmes: 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).					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	Knowledge and Skills	Listens to and joins in with stories and poems, when reading one-to-one and in groups.	Show awareness of the way stories are structured.	Describe main story settings, events and principal characters in increasing detail.	Suggest how a story might end or provide alternative endings to familiar stories.	Follow a story without any picture or props.	Demonstrate understanding when talking with others about what they have heard.
		Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	Use vocabulary that is increasingly influenced by their experiences of books and poems.	Re-enacts and reinvents stories they have heard in their play.	Accurately anticipates key events and responds to what they have heard with relevant comments, questions or actions.	Understand and respond to 'why' and 'how' questions linked to key events within a story or non-fiction text.	Respond to 'how' and 'why' questions about their experiences and feelings in response to stories.

Word Reading	Knowledge and Skills	<p><u>Read Write Inc.</u> Read single-letter Set 1 sounds. 16 sounds known.</p> <p>Know that print carries meaning.</p> <p>Recognises own name and familiar logos.</p>	<p><u>Read Write Inc.</u> Read all Set 1 sounds; blend sounds into words orally. 25 sounds known.</p> <p>Know that print is read from left to right, top to bottom.</p>	<p><u>Read Write Inc.</u> Blend sounds to read words; read short Ditty stories. 31 sounds known.</p> <p>Recognise familiar words such as family names or that of their friends.</p>	<p><u>Read Write Inc.</u> Read Red Storybooks. 35 sounds known.</p> <p>With an adult, reads books to build confidence and enjoyment.</p>	<p><u>Read Write Inc.</u> Read Green Storybooks; read some Set 2 sounds. 35 sounds known.</p> <p>Reads books to build confidence, fluency, understanding and enjoyment.</p>	<p><u>Read Write Inc.</u> Read Green or Purple Storybooks. 41 sounds known.</p> <p>Independently engages with books and reading materials, drawing on their phonic knowledge to decode words.</p>
Writing	Knowledge and Skills	<p>Give meaning to the marks they make when drawing or painting.</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p>	<p>Write their own name and simple VC, CVC words.</p> <p>Write recognisable lowercase letters using the correct formation rhyme from the sounds known.</p> <p>Write for a purpose including greeting cards.</p>	<p>Write recognisable lowercase letters using the correct formation rhyme of the sounds known.</p> <p>Write for a purpose including lists and invitations.</p>	<p>Write recognisable lowercase letters that have the correct start point from the known sounds.</p> <p>Write for a purpose including creating their own stories and books.</p>	<p>Write recognisable letters that have the correct start point and direction, both upper and lowercase.</p> <p>Letters are of an appropriate size for the purpose.</p> <p>Write simple sentences.</p>	<p>Write recognisable lowercase and uppercase letters that have the correct start point and direction.</p> <p>Write short sentences using a capital letter and a full stop.</p>

Implementation

- Deliver the Read Write Inc. phonics programme with consistency and fidelity daily.
- Deliver 'Talk Through Stories', alongside additional quality texts.
- Classroom environments should all have a clear Read Write Inc. display with a simple/complex speed sounds chart (according on the needs of the children).
- Make 'reading for pleasure' books available for children to share at school and at home.
- Ensure home reading books are in-line with children's current rate of progress and match their in school Read Write Inc. storybook using the 'book-bag' books.
- Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.
- Teach formation as children learn the sounds for each letter using the Read Write Inc. memorable phrase.
- When forming letters, the starting point and direction are more important initially than the size or position of the letter on a line. This should be developed once children are confident writers.
- Strategies such as 'Fred Fingers' will be explicitly taught to children to support when writing words.
- Provide scaffolds when children are learning to write such as RWI sound mats for tables.
- Ensure children have access to a wide-ranging programme of physical skills development, inside and outdoors, to support with core muscle control.
- Motivate children to write by providing opportunities in a wide range of ways, both inside and outside.
- Choose books which reflect diversity.

Early Learning Goal

Comprehension:

Children at the expected level of development will:

- 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.

Word Reading:

Children at the expected level of development will:

- 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.

Writing

Children at the expected level of development will:

- 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;
- Write simple phrases and sentences that can be read by others

Religious education within Literacy: Religious education stories as part of a lifelong love of reading.
Teaching and learning through...*wonder, awe, playing, exploring, active learning, creating, and thinking critically.*

What will I see and hear to help me understand?	How will I find out more?	What can I do now?
- Talk with children about the stories found in the Bible and in religious stories.	- Explore the stories they have heard and how they can be linked to the world around them.	- Confidently speak in a familiar group and talk about their ideas.
- Read simple age-appropriate scripture and psalms with children. Enjoy hymns that tell the Scripture stories they have heard.	- Read aloud key religious words that will enable children to recognise key religious people and events.	
- Repeat and enjoy phrases from Scripture, including psalms and hymns.	- Recognise and retell Bible and religious stories they have heard with hymns and songs.	- Express themselves effectively, showing awareness of listeners' needs. - Give their attention to what others say and respond appropriately.
	- Begin to use key religious words to label, match, sort, and use in sentences.	

RELG: Religious Education Learning Goal

Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling Bible and religious stories and using their own words and recently introduced religious vocabulary.
- Anticipate – where appropriate – key events in Bible and religious stories.
- Use and understand recently introduced key religious vocabulary during discussions about Bible and religious stories, or during times of prayer, liturgy and role-play.

Word Reading

Children at the expected level of development will:

- Begin to recognise and read key religious words.
- Read aloud their own sentences using key religious words about Bible and religious stories they have heard.
- Read aloud in a group or individually simple phrases/sentences from age-appropriate Scripture.

Writing

Children at the expected level of development will:

- Recognise and begin to spell key religious words.
- Write simple phrases and sentences about Bible and religious stories or simple prayers.