

EYFS Literacy F0

	F0 Autumn 1	F0 Autumn 2	F0 Spring 1	F0 Spring 2	F0 Summer 1	F0 Summer 2
Word Reading	<p>Phonics Listens intently to stories they enjoy by joining in with repeated refrains. Treats and handles books with care, holding them correctly, turning the pages, etc.</p> <p>Phonological Awareness Joins in with rhymes and songs fluently, remembering the words.</p> <p>Engages with words, books, print and songs more independently during their play.</p>	<p>Phonics Listens intently to stories they enjoy by joining in with repeated refrains. Treats and handles books with care, holding them correctly, turning the pages, etc.</p> <p>Phonological Awareness Joins in with rhymes and songs fluently, remembering the words.</p> <p>Engages with words, books, print and songs more independently during their play.</p>	<p>Phonics Begins to access stories more independently, using phrases and refrains they know during their play. Develop play around favourite stories using props.</p> <p>Phonological Awareness Follows the rhythm of songs they know and adds familiar expression and intonation.</p> <p>Pays close attention to stories and rhymes when prompted</p>	<p>Phonics Begins to access stories more independently, using phrases and refrains they know during their play. Develop play around favourite stories using props.</p> <p>Phonological Awareness Follows the rhythm of songs they know and adds familiar expression and intonation.</p> <p>Pays close attention to stories and rhymes when prompted</p>	<p>Phonics Uses their knowledge of stories they enjoy to retell them in their own way. Show that I am interested in books and rhymes and may have favourites</p> <p>Phonological Awareness Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult.</p> <p>Listens intently most of the time and shows some</p>	<p>Phonics Uses their knowledge of stories they enjoy to retell them in their own way. Show that I am interested in books and rhymes and may have favourites</p> <p>Phonological Awareness Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult.</p> <p>Listens intently most of the time and shows some</p>
Comprehension	<p>Asks questions or makes comments about what they can see.</p> <p>Shows particular interest in stories or parts of stories.</p>	<p>Asks questions or makes comments about what they can see.</p> <p>Shows particular interest in stories or parts of stories.</p>	<p>Begins to link meaning to what they can see, for example pointing to a picture of Daddy Bear when the adult reads 'Daddy bear says who's been eating my porridge?'. Beginning to make links between what they can hear and what they can see.</p> <p>Makes marks inside and outside.</p>	<p>Begins to link meaning to what they can see, for example pointing to a picture of Daddy Bear when the adult reads 'Daddy bear says who's been eating my porridge?'. Beginning to make links between what they can hear and what they can see.</p> <p>Makes marks inside and outside.</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Begins to understand that print/words carry meaning.</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Begins to understand that print/words carry meaning.</p>
Writing	<p>Handwriting Can use large threading equipment with support. Uses gross motor (whole body) movements to make marks and explore mark making</p> <p>Composition Identifies the picture and where something might be in the picture.</p> <p>Spelling/Phonics Notices an adults marks and tries to copy.</p> <p>Mark making with a range of tools.</p>	<p>Handwriting Can use large threading equipment with support. Uses gross motor (whole body) movements to make marks and explore mark making</p> <p>Composition Identifies the picture and where something might be in the picture.</p> <p>Spelling/Phonics Notices an adults marks and tries to copy.</p> <p>Mark making with a range of tools.</p>	<p>Handwriting Copies over circle and spirals with increasing accuracy. Uses modified tripod.</p> <p>Spelling Scribbles but might start at any point on the page.</p> <p>Composition Makes marks on a page.</p>	<p>Handwriting Copies over circle and spirals with increasing accuracy. Uses modified tripod.</p> <p>Spelling Scribbles but might start at any point on the page.</p> <p>Composition Makes marks on a page.</p>	<p>Handwriting Copies over lines and diagonals with increasing accuracy.</p> <p>Spelling Enjoys drawing freely. Composition Distinguishes between the different marks I make.</p> <p>Shows more control in a range of tools.</p>	<p>Handwriting Copies over lines and diagonals with increasing accuracy.</p> <p>Spelling Enjoys drawing freely. Composition Distinguishes between the different marks I make.</p> <p>Shows more control in a range of tools.</p>

EYFS Literacy Nursery F1

	F1 Autumn 1	F1 Autumn 2	F1 Spring 1	F1 Spring 2	F1 Summer 1	F1 Summer 2
Word Reading	<p>Phonics: Listening and making sounds: I join in with, match and copy everyday sounds using my mouth to make different sounds and noises. Recalling and sequencing sounds: I name and match some animals/objects making their sounds in sequence Talking about sounds: I talk about stories making everyday sounds to go with the pictures Word reading Shows a strong interest in print in books. Phonological Awareness Identifies environmental sounds and can copy/repeat some. Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. <i>Identifies environmental sounds and can copy/repeat some.</i></p>	<p>Phonics: Listening and making sounds: I join in with, match and copy everyday sounds using my mouth to make different sounds and noises. Recalling and sequencing sounds: I name and match some animals/objects making their sounds in sequence Talking about sounds: I talk about stories making everyday sounds to go with the pictures Word reading Shows a strong interest in print in books. Phonological Awareness Identifies environmental sounds and can copy/repeat some. Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. <i>Identifies environmental sounds and can copy/repeat some.</i></p>	<p>Phonics: Listening and making sounds: I join in with clapping, tapping or stamping a steady beat when I join in with stories, songs and rhymes Recalling and sequencing sounds: I continue, repeat and make up a rhythm by clapping or using an instrument Talking about sounds: I clap the beats in my name and other familiar words Word reading Identifies signs and symbols in the environment and recalls what they mean. Phonological Awareness Explores different ways of making sounds with their bodies and repeats patterns. Count or clap syllables in a word. <i>Explores different ways of making sounds with their bodies, continues and repeats rhythms. Claps beat in name in familiar words</i> <i>Identifies environmental sounds and can copy/repeat some.</i></p>	<p>Phonics: Listening and making sounds: I fill in the rhyming gaps in a story, rhyme or song Recalling and sequencing sounds: I recognise when 2 words rhyme Talking about sounds: I say a string of words that rhyme with a given word Word reading Recognises their first name. Phonological Awareness Identifies and suggests rhymes. Uses alliteration phrases in their play, e.g., sizzling sausages/chunky chips. <i>Recognises when words rhyme and fills in rhyming gaps</i></p>	<p>Phonics: Listening and making sounds: I join in with tongue twisters and games where 2 or 3 words begin with the same sound Recalling and sequencing sounds: I remember and say two alliterative words which describe an object in a story, song or game Talking about sounds: I spot when two words don't begin with the same spoken sounds and when they do Word reading Recognises their full name. Phonological Awareness Joins in with alliterative games and tongue twisters Recognises words with the same initial sound, such as mum, mouse and money. <i>Explores and identifies alliteration</i></p>	<p>Phonics: Listening and making sounds: I join in with oral blending and segmenting activities Recalling and sequencing sounds: I hear and remember the separate spoken sounds in words, orally blending these together to say whole words matched to objects or actions Talking about sounds: I say whole words separating these into separate spoken sounds by orally segmenting them Word reading Begins to recognise some letters by sound (using animal) Phonological Awareness Orally segments and blend words. <i>Can orally segment and blend words.</i></p>
Comprehension	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p><i>Likes to read a book with an adult.</i></p>	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p><i>Likes to read a book with an adult.</i></p>	<p>Understands the names of the different parts of a book, e.g., pictures, words cover. Understands that print has meaning. <i>Knows where to find the story on the page.</i></p>	<p>Understands that print can have different purposes. Notices some print, such as the first letter(s) of their name, door number or a logo. <i>Can identify some signage in the classroom.</i></p>	<p>Understands that we read English text from left to right and from top to bottom. Is beginning to identify the main character and a key event in a story that they know well (with support). <i>Can talk about the characters in a story.</i></p>	<p>Makes simple suggestions about what might happen next in a story. Engages in extended conversation about stories, learning new vocabulary. <i>Can talk about the story events in simple terms.</i></p>

Writing	<p>Handwriting Independently mark makes with lines and circles Begins to recognise that writing and drawing are separate.</p> <p>Spelling Makes marks on their picture to stand for their name (or something specific).</p> <p>Composition Can say how they made the marks.</p> <p>Mark making and drawing with a range of tools and equipment.</p>	<p>Handwriting Independently mark makes with lines and circles Begins to recognise that writing and drawing are separate.</p> <p>Spelling Makes marks on their picture to stand for their name (or something specific).</p> <p>Composition Can say how they made the marks.</p> <p>Mark making and drawing with a range of tools and equipment.</p>	<p>Handwriting Begins to represent letters. Uses Quadruped grasp (4 fingers).</p> <p>Spelling Scribbles but makes marks moving from left to right on the page.</p> <p>Composition Tells an adult about what they have drawn or painted.</p> <p>Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.</p>	<p>Handwriting Copies over lines and letters</p> <p>Spelling Emergent Stage. Beginning to represent letters.</p> <p>Composition Audio storytelling. Tells an adult simple facts about a story, e.g., a character or key event.</p> <p>Can copy with increasing control.</p>	<p>Handwriting Begins to copy over name with increasing control and accuracy. Uses Pincer grip.</p> <p>Spelling Writes some letters correctly</p> <p>Composition Says an appropriate word to complete a sentence that is said aloud, e.g., 'We're going to the ... zoo/park/ shop/beach'.</p> <p>Starts to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape.</p>	<p>Handwriting Uses tripod grasps. Able to copy some familiar letters. E.g. letters from own name.</p> <p>Spelling Writes some of their name correctly.</p> <p>Composition Says a clause to complete a sentence that is said aloud, e.g., 'When we went to the beach today ... I played in the sand'.</p> <p>Writes their name and identify their name.</p>
---------	--	--	--	--	---	--

Reception Literacy

	F2 Autumn 1	F2 Autumn 2	F2 Spring 1	F2 Spring 2	F2 Summer 1	F2 Summer 2
Word Reading	<ul style="list-style-type: none">Phase 2 phonemesOral blendingSounding out and blending with 20 new grapheme-phoneme correspondencesNew common exception (Rainbow words): the, to, I <p>Beginning to link graphemes and phonemes</p> <p>Links phonemes to every letter of the alphabet and begins to blend them in words.</p>	<p>Phase 3</p> <ul style="list-style-type: none">Oral blendingSounding out and blending with 28 new GPCsNew Common Exception words (Rainbow Words): is, me, was, my, of, <p>Revision of Phase 2</p>	<p>Consolidation of previously learned GPCs in Phase 2 and Phase 3</p> <p>Phase 4:</p> <p>Blending common consonant clusters</p> <p>Blending ‘twin letter’ graphemes: ff, ss, ll, zz</p> <p>Reads and identifies Rainbow words: go, no, into, put, he, she you, they, we, be, all</p>	<p>Consolidation of previously learned GPCs in Phase 2 and Phase 3</p> <p>Phase 4: Blending CVCC words</p> <p>Blending common consonant clusters: bl, br, cl, cr, fl, thr, fr, st, gl, nd, gr, mp,</p> <p>Reads and identifies Rainbow words: she, you, they, we, be, all</p>	<p>Phase 5A: Each two week block focuses first on the revision of a vowel GPC, then introduces an alternative spelling for that vowel in the second week.</p> <p>Phase 5A: ai/ay ee/ea igh/ie</p> <p>Reads and identifies Rainbow words: their, are, her, his, said, like</p>	<p>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>
Comprehension	<p>Holds a book and turns the pages from the front to the back.</p> <p>Understands what a letter is.</p> <p>Understands what a word is.</p> <p>Shows an interest in reading often choosing a book to look at themselves or with friends.</p>	<p>Tells a story to a friend.</p> <p>Will ask for help when they do not understand a word.</p> <p>Recognises and joins in with predictable or repetitive phrases.</p> <p>Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.</p>	<p>Understands what a sentence is.</p> <p>Talks about settings, characters and key events in books. Re-read corrections when an adult points out where they have gone wrong.</p> <p>Answers simple retrieval questions.</p> <p>Can answer questions about the content of a book and shows an interest in reading by themselves.</p>	<p>Understands what a sentence is.</p> <p>Talks about settings, characters and key events in books. Re-read corrections when an adult points out where they have gone wrong.</p> <p>Answers simple retrieval questions.</p> <p>Can answer questions about the content of a book and shows an interest in reading by themselves</p>	<p>Talks about their favourite book.</p> <p>Re-reads books to build up their understanding and enjoyment.</p> <p>Answer simple sequencing questions.</p> <p>Answers prediction questions based on what has happened so far.</p> <p>Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>]• Anticipate (where appropriate) key events in stories.</p> <ul style="list-style-type: none">Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Writing	Handwriting I can use a comfortable grip showing a preference for a dominant hand when using pens or pencils. (Crocodile grip) I can begin to form some lowercase letters. I can write some or all of my name.	Handwriting I can begin to form some lowercase letters using the letter formation rhymes to help. Stick Letters: l, i, t, u, y, and j Mantis letters:r, n, m, p, h, b, k Curly Caterpillar Letters c, o, a, d, e, g, q, s, and f Has dominant hand for writing. Can copy shapes, letters and numbers	Handwriting Continues to develop correct letter formation using the Anima Phonic mnemonics. Understands that there are different letter families which help with where the letters begin: Curly Caterpillar letters Short Mantis Letters Tall Mantis Letters Mini Stick Letters Long Stick Letters Special Letter Bugs	Handwriting Continues to develop correct letter formation using the Anima Phonic mnemonics. Understands that there are different letter families which help with where the letters begin: Curly Caterpillar letters Short Mantis Letters Tall Mantis Letters Mini Stick Letters Long Stick Letters Special Letter Bugs Begins to position letters on a line	Handwriting Continues to develop correct letter formation using the Anima Phonic mnemonics. Understands that there are different letter families which help with where the letters begin: Curly Caterpillar letters Short Mantis Letters Tall Mantis Letters Mini Stick Letters Long Stick Letters Special Letter Bugs Begins to position letters on a line.	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.
	Composition I can tell an adult what I have drawn or painted. I can give meaning to my marks as I write. I can create a representation of people, events and objects.	Composition Writes some recognisable letters to communicate meaning. Writes the initial sound of words. Writes CVC words using phase 2 sounds.	Composition I can write words using known graphemes. I can use a sound mat to help me. I can begin to write simple captions. I can begin to spell some Rainbow words.	Composition I can write words using known graphemes. I can use a sound mat to help me. I can begin to write phrases and short sentences with support. I can begin to spell some Rainbow words.	Composition I can write phrases and short sentences with support. I can begin to spell some Rainbow words. I can begin to punctuate sentences with a capital letter and full stop.	