



## Literacy- specific area

Literacy – Writing  
Literacy - Reading

### Writing

#### **Prior Knowledge - Development Matters – 3 – 4 Year Olds**

- 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.

	<b>Baseline (Sept)</b>	<b>Autumn (Dec)</b>	<b>Spring (April)</b>	<b>Summer (June)</b>	<b>ELG's</b>	<b>National Curriculum Links</b> <i>Year 1 for Literacy - Writing</i>
<b>Letter Formation</b>	Write some letters from my name.	Write some lower-case letters correctly in a simple CVC word.  Use a tripod grip.	Write most lower-case letters correctly in a simple CVC word sentence.	Write most upper- and lower-case letters correctly, in the correct context.  Hold my pencil in a good tripod grip.	<b>Write recognisable letters, most of which are correctly formed.</b>	To form lower-case letters in the correct direction, starting and finishing in the right place  To start using some of the diagonal and horizontal strokes needed to join letters and to begin joining these letters by the Spring term.  To form capital letters consistently and accurately.
<b>Spelling</b>  <b>Also see progression of skills – RWI</b>	Start to orally segment single sound CVC words e.g. c-a-t within context.  Say and hear the initial sounds in most words within context.	Identify known letters to match initial sounds (Set 1).  Match Set 1 letters and sounds correspondence.  Write CVC words and labels e.g. c-a-t.	Write CVC words using set 1 and some set 1 special friends.  Write CVCC words and labels using set 1 and some set 1 special friends.  Spell some tricky words (Red Storybook) in a sentence independently.	Write words using Set 1 and 2 sounds in simple sentences independently.  Write Red Storybook tricky words in a sentence independently.  Write some Green Storybook words in a sentence independently.		<b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b>

<p><b>Composition</b></p>	<p>Hear and write some initial sounds using alphabet mat/visual clues for prompts.</p> <p>Write my own name.</p>	<p>Say a simple sentence for writing (oral and count words)</p>	<p>Start to write simple captions with simple CVC words.</p> <p>Write simple captions using the correct finger spaces.</p> <p>Read sentences back to a friend or a teacher. Orally discuss what they have written to a friend or teacher.</p> <p>Begin to use full stops correctly.</p> <p>Begin to use capital letters for the beginning of a sentence.</p>	<p>Write simple sentences using finger spaces and full stops.</p> <p>Begin to read my own sentences.</p> <p>My teacher can read my sentences.</p>	<p><b>Write simple phrases and sentences that can be read by others.</b></p>	<p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>
---------------------------	--	---	--	---	--	--

**Reading - Comprehension**

**Prior Knowledge - Development Matters – 3 – 4 Year Olds**

Engage in extended conversations about stories, learning new vocabulary.

Understand the five key concepts about print: - 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.

	<p><b>Baseline (Sept)</b></p>	<p><b>Autumn (Dec)</b></p>	<p><b>Spring (April)</b></p>	<p><b>Summer (June)</b></p>	<p><b>ELG's</b></p>	<p><b>National curriculum Links</b> <i>Year 1 for Literacy - Reading</i></p>
--	-------------------------------	----------------------------	------------------------------	-----------------------------	---------------------	--

<p><b>Comprehension (Understanding &amp; retelling)</b></p>	<p>Talk about my favourite story that I share with family member at home or stories I have heard.</p>	<p>Retell the key events in stories that have been read to me.</p> <p>Start to recall facts from non-fiction texts.</p> <p>Link what I have read or what has been read to me, by linking it to my own experiences.</p> <p>Begin to ask what words mean in the text which is read to me.</p>	<p>Retell key events from stories I have read.</p> <p>Describe the key events in detail and answer why and how questions about what I have just read.</p> <p>Recall facts from a non-fiction book and find the information from the text.</p> <p>Ask a question when I do not understand a word and ask what the meaning is, so I can understand what has been read to me or what I have just read.</p>	<p>Explain what I have read or has been read to me.</p> <p>Retell simple stories naming the characters and how the characters felt in the story.</p> <p>Recall facts from information.</p> <p>Use the new vocabulary that I have learn through the text when retelling or acting out the story to my friends or teacher.</p>	<p><b>Demonstrate understanding of what has been read by retelling stories &amp; narratives using own words and new vocabulary</b></p>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Use vocabulary given by the teacher.</p> <p>Discuss the significance of the title and events.</p> <p>Link what they have read or heard to their own experiences.</p> <p>Explain clearly their understanding of what has been read to them.</p> <p>Answer a question about what has just happened in a story.</p> <p>Recognise characters, events, titles and information.</p> <p>Retell familiar stories orally.</p> <p>Sequence events of a story they are familiar with.</p>
<p><b>Comprehension (Prediction)</b></p>	<p>Talk about my favourite story from home and answer what happens next question.</p>	<p>Talk about stories I have heard and the sequence of the story.</p> <p>Predict what will happen in the story looking at the picture's clues on the front cover.</p> <p>Infer using picture clues.</p>	<p>Say what might happen next linked to other similar stories.</p> <p>Predict what will happen in the story when reading the title and talking about my reasons.</p> <p>Infer using words from the text and what I have just read.</p>	<p>Say what I think might happen next and why.</p> <p>Share my idea about what will happen at the end of the story and give reasons why. I can connect my ideas to what I have just read and give sensible reasons for my answers.</p>	<p><b>Anticipate key events in stories.</b></p>	<p>Predict what might happen based on what has happened so far.</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>Link what they hear to their own experiences.</p> <p>Explain clearly what they understand about what has been read to them.</p> <p>Begin to explain these ideas verbally or through pictures.</p>

				Change the ending of the story and give reasons for my choice of ending.		
<b>Comprehension (Vocabulary)</b>	Join in with familiar rhymes and songs (and some patterned stories).  Say all the words to a nursery rhyme independently.	Listen carefully to stories, rhymes, non-fiction and songs and listen to how new words are being used in the story.  After my key worker has explained what the new word is, I can give them an example of my own with the new word.	Talk about stories, rhymes, non-fiction and songs.  Ask my key worker to help me understand a word that I am not sure of.  After my key worker has explained what the new word is, I can give them an example of my own with the new word.	Understand new vocabulary in the correct context.  Use new vocabulary throughout my play.  Make a vocabulary sketch of new words that I have explored and learnt to show that I understand what they mean.	<b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b>	Learning to appreciate rhymes, poems and to recite some by heart.  Explain clearly, what they understand about what has been read to them.  Take part in discussions about books they have read or listened to  Check that the text makes sense to them as they read and correct inaccurate reading.  Discuss word meanings, linking new meanings to those already known.  Use vocabulary given by the teacher.

## Word Reading -

### Prior Knowledge - Development Matters – 3 – 4 Year Olds

- Develop their phonological awareness, so that they can: -
- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)	ELG's	National curriculum Links <i>Year 1 for Literacy - Reading</i>
<b>Grapheme-Phoneme matching</b>	Read the first 16 sounds.  Say the sound for some letters (e.g. from my name or	Read all set 1 single letter sounds.	Read Set 1 Special Friends	Read 4 double consonants.  Read first 6 Set 2 sounds	<b>Say a sound for each letter in the alphabet and at least 10 digraphs.</b>	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

	familiar names- Mum, Dad, etc.)					<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p>
<b>Blending and Segmenting</b>	Start to orally blend words within context.	Blend set 1 sounds into words orally.	Blend sounds to read words.	Read Green Storybooks Read 4 double consonants	<b>Read words consistent with their phonic knowledge by sound blending.</b>	<p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read other words of more than one syllable that contain taught GPCs</p>
			<p>Read short ditty stories.</p> <p>Read Red Storybooks</p> <p>Read Set 1 Special Friends</p> <p>Red words: put, the, no, I, of, my, he, for.</p>	<p>Read Green Storybooks Read first 6 Set 2 sounds</p> <p>Green words: put, the, no, I, of, my, he, your, said, you, be, are</p>		<p><b>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</b></p> <p>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</p> <p>Apply phonic knowledge and skills as the route to decode words</p>