



Literacy- specific area

Reading

Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer (June)
Bring a book from home and retell it to their peers. The children also talk about why it is their favourite.	<u>Decoding</u> I can recognise my own name on my name badge.	I can notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)	I am beginning to recognise the first 5 RWI sounds 'm, a, s, d, t.'
	<u>Range of reading</u> I show an interest in illustrations and words in print and digital books and words in the environment such as that information can be relayed through signs & symbols in various forms e.g. pictures, symbols, logos, internet, words in the environment in a guided group.	I like to look at and enjoy print and digital books independently.	I can handle books carefully and the right way up. I can turn the pages of a book correctly and one a time.

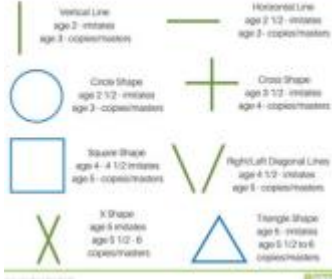
	<u>Familiarity with text</u> I enjoy repeating words and phrases from familiar stories that I share at home with my family and friends in the class.	I am aware of the way stories are structured, and to tell own stories. I can use the words beginning, middle and end when talking about stories.	I can talk about familiar stories & tell a long story to my friends, or my key worker.
	<u>Poetry and performance</u> I am beginning to spot & suggest rhymes when hearing stories or poems when they are read to me.	I like to sing to myself and makes up simple songs when I am playing with friends or on my own.	I can creates sounds, movements, drawings to accompany stories. I can sing a large repertoire of songs to my friends or key worker. I can make up my own stories based on own experiences.
	<u>Word meaning</u>	I engage in extended conversations about stories, learning new vocabulary and what the words mean. I can then use this new vocabulary in my play.	I have a bank of new vocabulary that reflects the breadth of my experiences of reading different books.
	<u>Understanding and inference</u> I start to ask questions about the story that is being read to me so I have a better understanding.	I can explain what is happening when looking at picture clues in the story and talk about the reasons for my answers.	I can name the characters and look at their emotions. I can talk about how and why they are feeling the way, they are.

		I can talk about the important parts of the story and why they have happened.	
	<u>Prediction</u> I like to join in with repeated refrains and anticipates key events and phrases in rhymes and stories	I can talk about the events that have happened in the story and relate them to my own experiences.	I can talk about events and principal characters in stories and suggests how the story might end and why.
	<u>Discussing reading and books.</u> I have favourite books and seeks them out, to share with my key worker, with another child, or to look at alone.	I like to engage in extended conversations about stories, learning new vocabulary and using the new vocabulary in my play.	

Transcription ‘As fast as possible but as slow as necessary.’

Repeated practice in different contexts. Opportunities to develop hand, wrist and elbow strength in preparation for writing. Develops understanding that print conveys meaning.

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<u>Section 1: Letter formation:</u> <u>Step 1: Pre-transcription:</u> Free mark making- where are children working within their Pre-Writing Line	<u>Section 1: Letter formation:</u> <u>Step 1: Pre-transcription:</u> I enjoy finger painting and sand drawing. <u>Enhancement: Daily opportunities to explore sand and paint.</u>	<u>Section 1: Letter formation:</u> <u>Step 1: Pre-transcription:</u> I can trace patterns including age-appropriate pre-writing shapes. <u>Enhancement: Daily practice of pre-writing shapes within the timetable.</u>	<u>Step 2: Individual Letters</u> -Introduce first 5 sounds of RWI ‘m, a, s, d, t.’ Direct teaching of these sounds. - Develop use of tripod grip. <u>Enhancement: Structured phonics teaching daily of the speed sound lesson.</u>

Development? Typical Pre-Writing Line Development 	Section 1: Letter formation: Step 1: Pre-transcription: I enjoy drawing and scribbling and start to give meaning to marks I make. Enhancement: Daily opportunities to explore free drawing and drawing linked to areas such as the role play.	Section 1: Letter formation: Step 1: Pre-transcription: I can explore story telling through drawing. Enhancement: Story maps and exploring software.	Step 2: Individual Letters I explore pretending to represent letters through letter play. Enhancement: Role play enhancements.
	Section 1: Letter formation: Step 1: Pre-transcription: I enjoy exploring malleable materials such as play dough/ cloud dough. Enhancement: Daily opportunities to explore playdough.	Section 1: Letter formation: Step 1: Pre-transcription: I continue to enjoy a range of sensory exploration such as drawing in shaving foam and rice. Enhancement: Daily sensory opportunities.	Step 2: Individual Letters -To explore name writing some sounds from their name whilst looking at their name card. Enhancement: Daily practice of name writing.