

LITERACY
Preschool End Points for Each Term

Autumn Term	Spring term	Summer Term
<p>Marvellous Me –</p> <ul style="list-style-type: none"> • Begin to recognise name on classroom labels, peg etc. • Enjoy listening to stories and talking about them. <p>Nursery Rhymes-</p> <ul style="list-style-type: none"> • Begin to name different parts of a book. • Begin to explore sounds that rhyme, clap the rhythm of nursery rhymes. <p>We're Going on a Bear Hunt –</p> <ul style="list-style-type: none"> • Develop phonological awareness through distinguishing different sounds in the book. • Engage in conversations about the story and use new vocabulary accurately. <p>Christmas & Celebrations –</p> <ul style="list-style-type: none"> • Begin to write name in cards and on present labels. • Develop understanding of page sequencing when reading Christmas books. <p><i>Development Matters –</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>Engage in extended conversations about stories, learning new vocabulary.</i> • <i>Write some or all of their name.</i> • <i>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</i> 	<p>Patterns –</p> <ul style="list-style-type: none"> • Explore and develop understanding of rhyme. <p>Chinese New Year –</p> <ul style="list-style-type: none"> • Continue to write some/ all of name • Engage in texts related to the topic. <p>All God's People, Celebrating Diversity –</p> <ul style="list-style-type: none"> • Continue to develop understanding of the different parts of a book. <p>All Creatures Great & Small -</p> <ul style="list-style-type: none"> • Develop phonological awareness to recognise animal names that begin with the same initial sound. • Count or clap syllables for different animal names. <p>To Infinity & Beyond -</p> <ul style="list-style-type: none"> • Use print and letter knowledge in early writing to create space travel lists, badges etc. • Learn new vocabulary through books related to space. <p><i>Development Matters –</i></p> <ul style="list-style-type: none"> • <i>Write some or all of their name.</i> • <i>Write some letters accurately.</i> • <i>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</i> • <i>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.</i> • <i>Engage in extended conversations about stories, learning new vocabulary.</i> • <i>Understand the names of the different parts of a book.</i> 	<p>Ready, Steady, Grow –</p> <ul style="list-style-type: none"> • Write some letters accurately to represent sounds. • Listen and distinguish between different initial sounds. <p>We Can Be Heroes –</p> <ul style="list-style-type: none"> • Explore some different purposes of print related to different occupations e.g. menus, lists, prescriptions. <p>Tell Me a Story –</p> <ul style="list-style-type: none"> • Recognise that in English we read from left to right, top to bottom when reading different traditional tales. • Create early writing related to theme e.g. invitations, cards. <p>Splish, Splash –</p> <ul style="list-style-type: none"> • Write some initial sounds for objects related to the topic. • Write name accurately with different mark making tools. <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>Write some or all of their name.</i> • <i>Write some letters accurately.</i> • <i>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.</i> • <i>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</i>

LITERACY
F2 End Points for Each Term

Autumn Term	Spring term	Summer Term
<p>To the Rescue – Join in with phonics lessons, learning to hear, say, read and write S1 sounds. Form letters of own name and other S1 sounds correctly. Reread books about people who help us, showing enjoyment.</p> <p>If you go down to the woods – Be able to hear, say, read and write most of S1 sounds. Write own name and S1 sounds taught correctly. Be able to orally blend sounds in cvc words and begin recording some sounds in simple words.</p> <p>Celebrations/Christmas – Be able to hear, say, read and write almost all of S1 sounds. Write own name and S1 sounds taught correctly. Begin to use sound blending to read simple words and record some sounds in words</p> <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> • <i>Read individual letters by saying the sounds for them.</i> • <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i> • <i>Form lower-case letters correctly.</i> 	<p>Long Ago & Far Away – To read and record cvc words by blending and segmenting sounds. To use phonics knowledge to record the sounds they hear in longer words. To record all of S1 sounds correctly All God’s People, Celebrating Diversity - To begin to recognise some key words. To read and write a simple ditty independently. Under the Sea – To begin to blend sounds in their head to read words. To read a simple sentence. To begin to write a simple sentence using a full stop, finger spaces and capital letter. Journeys - To confidently spell words using their phonic knowledge. To begin to read with growing fluency. To form lower case and some upper case letters correctly. <i>Development Matters -</i></p> <ul style="list-style-type: none"> • <i>Read individual letters by saying the sounds for them.</i> • <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i> • <i>Form lower-case and capital letters correctly.</i> • <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i> • <i>Read a few common exception words matched to the school’s phonic programme.</i> 	<p>In the Garden – Use phonics knowledge to reread and explore topic books to find out facts. To use phonics knowledge to write for different purposes. Discuss features of non-fiction text, exploring contents and labels. Castles & Dragons – To grow in confidence with sentence writing. To re-read what they have written to check that it makes sense. Use phonic knowledge to create own descriptive sentences using capital letter and full stop. Sporty Me – To write simple sentences that make sense and can be read by others. Confidently read aloud with books that match their phonic knowledge.</p> <p><i>Development Matters -</i></p> <ul style="list-style-type: none"> • <i>Read some letter groups that each represent one sound and say sounds for them.</i> • <i>Read a few common exception words matched to the school’s phonic programme.</i> • <i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</i> • <i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i> • <i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i> • <i>Re-read what they have written to check that it makes sense.</i>

Early Learning Goals

Comprehension

- 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

- 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

- 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.