

EYFS Statutory Educational Programme for Literacy

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).

Comprehension	<i>Additional Benedict Biscop stepping stones to challenge:</i>
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.	Children will begin to: - discuss the significance of titles and events - discuss word meaning and link new meanings to those already known. - make simple inferences - predict what might happen on the basis of what has been read so far.
Word Reading	<i>Additional Benedict Biscop stepping stones to challenge:</i>
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.	Children will begin to: - apply phonic knowledge and skills as the route to decode words - blend sounds in unfamiliar words using the GPCs that they have been taught - respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes - read words containing taught GPCs - read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
Writing	<i>Additional Benedict Biscop stepping stones to challenge:</i>
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.	Children will begin to: - write own first name with appropriate upper and lower-case letters - print majority of letters clearly, although size and shape may be irregular - write simple regular words, some spelt correctly - begin make phonetical attempts at words - spell CVC words usually correctly

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoys drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - 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>Show a preference for a dominant hand.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>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.</p>	<p>Write some letters accurately.</p> <p>Write some or all of their name.</p>
Foundation Phonics	<p>SEE Foundations for Phonics document for FULL guidance</p> <p>file:///C:/Users/ewhelam/Downloads/LS-KEY-GUIDANCE-Tuning-into-Sounds-PD04%20(1).pdf</p>					
Reception	<p>Read individual letters by saying the sounds for them.</p> <p>Holds a pen using a tripod grip.</p> <p>Can form recognisable letters.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Can form recognisable letters, most of which are correctly formed.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Develop their small motor skills so that they can use a range of tools competently, including pencils for writing.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Engage in non-fiction books.</p> <p>Form lower-case and capital letters correctly.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>

					Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	
Phonics	Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 c k e u r I Week 5 h b f l the	Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with –s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags) we me be	Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp are sure pure Week 5 longer words	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end Review all taught so far Secure spelling	Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCCVC CCCVCC were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out today	Week 1 long vowel sounds CVCC CCVC Review all taught so far Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words Week 4 root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 root words ending in: –er, –est longer words