

	Nursery 2 year olds Literacy		
	End of Autumn	End of Spring	End of Summer
Reading	<p>I can join in with some parts of songs and rhymes.</p> <p>Enjoys sharing books with an adult.</p>	<p>I can join in with repeated refrains in songs and rhymes.</p> <p>I can select a favourite book, to look at with an adult or alone.</p>	<p>I know several key rhymes and can recall from memory.</p> <p>I can listen to a short familiar story in a group and join in with repeated refrains</p> <p><b>Key Vocabulary:</b> book, page, picture, words, song</p>
Writing (Early Mark Making)	<p>See Physical Development</p> <p>Early mark making opportunities are developed through the continuous provision and across different areas of learning.</p> <p><b>Key vocabulary:</b> hold, draw, pen, crayon, paintbrush, paint, write , picture</p>		

	Nursery F1 3-4 year olds Literacy		
	End of Autumn	End of Spring	End of Summer
<b>Reading</b>	<p>I can repeat songs rhymes and stories I can fill in missing words from well known rhymes.</p> <p>Early Phonics: I can listen attentively I can begin to discriminate phonemes I can begin to blend CVC words orally</p>	<p>I can identify myself in a story, enjoy stories about familiar people Understand print carries meaning, has different purpose, we read from left to right and page sequencing Name parts of a book and turn pages Spot and suggest rhymes Spot initial sounds and clap syllabus</p> <p>Early Phonics: I can listen attentively I can securely discriminate phonemes I can blend CVC words orally I can reproduce audibly the phonemes they hear, in order, all through the word I can match two rhyming words I can match two words with same initial sound</p>	<p>I can join in with rhymes and stories I can recognise my own name I can tell a story to a friend I can talk about events and characters in books I can suggest what might happen next in a story I can tell and adult what I have drawn or painted</p> <p>Early Phonics: I can begin to discriminate phonemes I can securely blend CVC words orally I can reproduce audibly the phonemes they hear, in order, all through the word I can orally segment a CVC word I can identify words that start with the same sound I can match two rhyming words I can hear initial sound</p>
<b>Writing</b> (same as fine motor)	<p>I can begin to make lines and circles using a 5 or 4 finger grasp. I can use large pegs to make dens with fabric. I can use dough to make shapes, pinching and pulling, squashing and squeezing. I can use one handed tools such as paintbrushes, glue spreaders and some playdough tools</p> <p>Name Writing: Make circles and lines on paper. Make some letter like shapes.</p>	<p>I can use a pincer grasp (adapted) I can make connections between marks I make. I can make simple construction models – by joining materials (adapted) I can begin to use scissors (adapted)</p> <p>Name Writing: Begin to write the initial letter of my name and some others – forming long ladder letters from top to bottom</p>	<p>I can use one handle tools such as scissors. I can do more fine detail movements such as zip up a coat. Make models out of dough to represent what I intend including sphere shapes.</p> <p>Name Writing: I can write my name underneath a model</p>

	Reception F2 Literacy		
	End of Autumn	End of Spring	End of Summer
Reading	<p>Read all phase 2 tricky words: a,is,l,go,to,no,into,as, the has,his,of,going</p> <p>To recognise and blend in words the phase 2 sounds</p>	<p>To read all the phase 3 tricky words: her, was, you , my, he ,we she, be , they are all,</p> <p>To read the phase 4 tricky words; like little, ask, ago , soon, come, here, there, house, so, so , when, have ,what ,want , out, once, your become, one our, said school, love</p> <p>To recognise and blend the phase 3 and 4 sounds</p> <p>To read simple sentences</p> <p>To read cvcc and ccvc words</p>	<p>ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <ul style="list-style-type: none"> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p>To be able to securely recall all Phase 2 , 3 and 4 tricky words</p> <p>To read simple sentences and more complex sentences (phase 4)</p> <p>Year 1 Ready:</p>

			I can work in whole class group with apparatus, showing awareness of the safety rules and instructions from the teacher
Writing	Forms the following letters correctly:	Forms the following letters correctly:	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing</p> <p>ELG:</p> <p>Write recognisable letters, most of which are correctly formed;</p> <ul style="list-style-type: none"> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>