



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



Nursery F1 3-4 year olds Literacy

	End of Autumn	End of Spring	End of Summer
Reading	I can repeat songs rhymes and stories I can fill in missing words from well known rhymes. Early Phonics: I can listen attentively I can begin to discriminate phonemes I can begin to blend CVC words orally	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 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	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 an adult what I have drawn or painted 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



Writing (same as fine motor)	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 Name Writing: Make circles and lines on paper. Make some letter like shapes.	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) Name Writing: Begin to write the initial letter of my name and some others – forming long ladder letters from top to bottom	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. Name Writing: I can write my name underneath a model
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Reception F2 Literacy			
	End of Autumn	End of Spring	End of Summer
Reading	Read all phase 2 tricky words: a,is,l,go,to,no,into,as, the has,his,of,going To recognise and blend in words the phase 2 sounds	To read all the phase 3 tricky words: her, was, you , my, he ,we she, be , they are all, 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 To recognise and blend the phase 3 and 4 sounds To read simple sentences To read cvcc and ccvc words	ELG 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. 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. To be able to securely recall all Phase 2 , 3 and 4 tricky words To read simple sentences and more complex sentences (phase 4) Year 1 Ready:



			I can work in whole class group with apparatus, showing awareness of the safety rules and instructions from the teacher
Writing	Whole Class: Griffin OT-Pre-Writing Shape focus- boards and pens. Pen grip focus (Nip, Flip, Grip) To be able to use a Pen grip Letter families introduced as whole class: Letters l and t letters i and j letters u and y letters: r n m letters: h b p letters: c o a letters: d g q letters: s f e letters: v w z letters: x and k	Letter size and sitting on the line focus Wk1: l t i Wk2: j u y Wk3: r n m Wk4: h b p Wk5: c o a Wk6: d g q Wk7: s f e Wk8: v w z Wk9: x k	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Using Nelson handwriting scheme: letter and word focus Wk1: l i t (lit, tip, ill, lip) j u y (jut, tut, yip) Wk2: r n m (run, mum, nit, rip) h b p (hit, bit, pit, put) Wk3: c o a (cot, bat, cat, bap) d g q (dog, dig, pig, quit) Wk4: s f e (sad, fan, egg, fed) v w z (van, web, win, zigzag) Wk5: x k (box, fox, six, kit, kip) Wk6: assessments for Year 1 Wk7: number focus 0-9 ELG: 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.



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