

### **Literacy (word reading+ comprehension + writing)**

It 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)

0-3 years	
rsery	

#### Comprehension, Word Reading and Writing

Can I enjoy songs and rhymes, tune in and pay attention.

 $\operatorname{Join}$  in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Say some of the words in songs and rhymes.

Copy finger movements and other gestures.

Sing songs and say rhymes independently, for example, singing whilst playing.

Enjoy sharing books with an adult.

Pay attention and responds to the pictures or the words.

Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Ask questions about the book. Makes comments and shares their own ideas.

GRIFFIN SCHOOLS TRUST



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Develop play around favourite stories using props.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Make marks on their picture to stand for their name.

3-4	
ursery	years

Z

Comprehension	Word Reading		
	Understand the five key concepts about print:	U	
Engage in conversations about stories.	print has meaning	tl	
	print can have different purposes	р	
To learn new vocabulary linked to the book I	we read English text from left to right and from top to bottom	r	
am reading .	the names of the different parts of a book	p	
	page sequencing	V	

	Writing				
	Use some of their print and letter knowledge in				
om	their early writing. For example: writing a				
	pretend shopping list that starts at the top of the				
	page; write 'm' for mummy.				
	Write some or all of their name.				
		ı			

Summer 2 prior to starting reception
Engage in extended conversations about stories,
learning new vocabulary.

Write their name

Write some letters accurately.







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F	K	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2





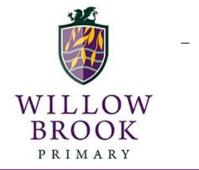
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Phonic Sounds: RWI Set 1 whole class  Reading: Initial sounds, oral blending, CVC sounds, recitin know stories, listening to stories with attention and recall.  I can join in with rhymes and showing an interest in stories with repeated refrains.  I can sequence familiar storie using pictures.	knows that print is read from left to right. Spotting diagraphs in words.  I can write my name.  I can retell stories related to events through acting/role	Phonic Sounds: RWI Differentiated groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. I can explain the main events of a story and give simple descriptions of characters. I can begin to draw/write some of these down using initial sounds.	Phonic Sounds: RWI Differentiated groups Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non- fiction books.  I can retell a story with actions and or picture prompts as part of a group.  I can use story language when acting out a narrative.	Phonic Sounds: RWI Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  I can draw pictures of characters/ event / setting in a story this may include labels, sentences, or captions.  I can listen to stories, accurately anticipating key events & respond	ELG: 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.  ELG: 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
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	I can recognise initial sounds.  I give meaning to marks holding my pencil in tripod grips.  I can write initial sounds and simple captions.  I can use initial sounds to label characters	Retelling stories using images / apps I can create story Maps and retell stories. I can sequence a story – using the vocabulary of beginning, middle and end. I can write invitations to celebrations. Retelling stories in writing area, I can write Christmas letters/lists.	I can ask and answer questions about story book characters.  I can write and use some of the tricky words such as I and The. Writing CVC words, Labels using CVC, CVCC, CCVC words.  I am beginning to write simple phrases inspired by stories. I am learning the features of a book.	I can think of rhyming words.  I can an draw pictures of characters/ event / setting in a story.  I can create my own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.	to what they hear with relevant comments, questions and reactions.  I can write for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lowercase and capital letters correctly.	discussions about stories, non-fiction, rhymes, and poems and during role-play  ELG: 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.
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