



HIGHER WALTON CE PRIMARY SCHOOL

Literacy		
Nursery Autumn	Nursery Spring	Nursery Summer
<ul style="list-style-type: none"> To understand that print has meaning. To begin to understand that print can have different meaning. To engage in extended conversations about stories, learning new vocabulary. To enjoy books containing rhymes and begin to join in with rhyming patterns. 	<ul style="list-style-type: none"> To use marks in play, for example writing a 'shopping list' making marks, line etc. To name the different parts of a book. To understand page sequencing. To know that we read English text from left to right. To recognise words with the same initial sound, such as money and mother. To spot and suggest rhymes. To begin to count or clap syllables, with support from an adult. 	<ul style="list-style-type: none"> To use some of their print and letter knowledge in their early writing. For example: writing 'm' for mummy. To write some or all of their name. To write some letters accurately.
End of term expectations		
<ul style="list-style-type: none"> To join in with repeated refrains and anticipate key events and phrases in rhymes and stories. To sometimes give meaning to marks and lines that they make. 	<ul style="list-style-type: none"> To begin to form shapes to represent the initial sound in their name. To imitate adults writing by making continuous lines of shapes and symbols from left to right To recognise familiar words and signs, such as their name and logos. 	<ul style="list-style-type: none"> To talk about events and main characters in stories and suggest how a story might end To recognise letters important to them and form letters, such as their initial sound.
Reception Autumn	Reception Spring	Reception Summer
<ul style="list-style-type: none"> To read individual letters by saying the sounds for them. To blend sounds into words, so that they can read short words made up of known letter sounds. To read a few common exception words (Phase 2). 	<ul style="list-style-type: none"> To read common exception words Phase 2 and 3. To read some letter groups that represent one sound and say sounds for them (Phase 3). To read simple phrases and sentences made up of words with known graphemes. 	<ul style="list-style-type: none"> To form lower case and upper-case letters correctly. To spell words by identifying the sounds and then writing them. To write short sentences or captions with words with known letter sounds.

End of term expectations		
<ul style="list-style-type: none"> • To give meaning to marks they make. • To know that meaning can be retrieved from books, computers and mobile devices. • • To hear and say initial sounds in words. • To be able to blend and segment some sounds. 	<ul style="list-style-type: none"> • To recognise Phase 2 sounds and some Phase 3 sounds. • To be able to blend and segment words with Phase 2 and some Phase 3 sounds. • To re-enact stories that they have heard, in their play. • To draw and 'write' for purpose. For example; a birthday card. 	<ul style="list-style-type: none"> • 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 key events in a story. • 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 expectation 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.
<p>SEND Provision: Ensure pupils have access to interventions to support with developing phonetical understanding Exposure to appropriate books/stories to support development Picture prompts and actions to support with letter recognition</p>		

Flash cards to develop understanding

Use of signs/picture prompts/communication boards to support communication about stories read and to support with answering questions

Picture prompts to support with discussion around stories

Use of story sacks/role play to support with understanding of stories

Exposure to familiar books

Regularly re-read books with similar structure to develop understanding

Pencil grips

Letter formation cards/name cards

Scaffolds/differentiation to support developmental writing

Physical resources to support with showing understanding of blending/CVC words

See Physical Development to support development of fine motor skill