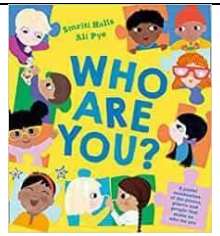
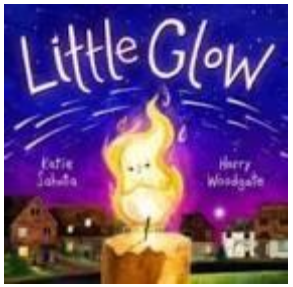
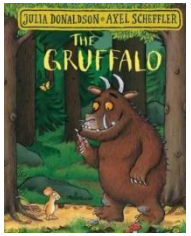
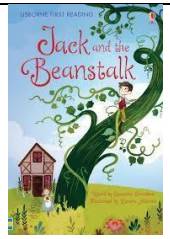
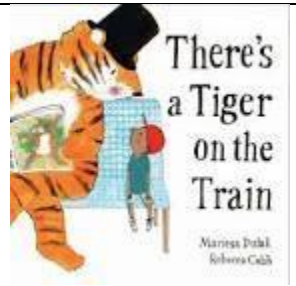
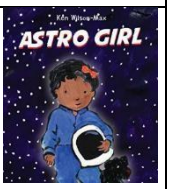
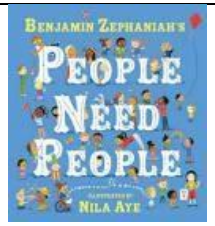
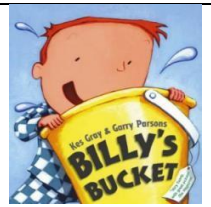
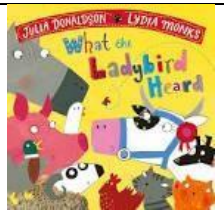
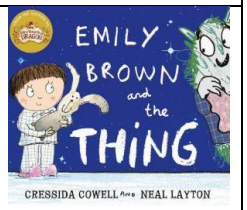
Waltham Gateway Academy

Waltham Gateway Academy Early Years Power of Reading Framework, 2026-2027

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Curriculum links	Marvellous me	Look at us glow	What a wonderful world	Tell me a tale	Let's go	Life is an adventure
Type of text	**Contemporary fiction**	**Building stamina**	**Classic story**	**Traditional stories**	**Picture books**	**Contemporary fiction**
Power of Reading text	 **Who are you**	 **Little Glow**	 **The Gruffalo**	 **Jack and the beanstalk**	 **There's a tiger on the train**	 **Astro girl**
Foundational knowledge **Keep things simple and do things well**	• Mastering **transcription** -Controlling a pencil, forming letters, then words, then sentences. Master each element before progression. • Explicit **handwriting** instruction: Movement and strength, Hold and position, Understanding of positional words. Teacher models high-quality transcription and sentence instruction. • Curriculum **MUST** prioritise **communication and language** • Language development for all- Develop children's ability to speak in simple sentences and **compose orally** (High quality conversation everyday creating a language rich environment; conversational language structures; learning rhymes and songs; reading, storytelling, oral fluency learning keywords/phrases from memory. • **Spelling** should follow the progression of the Bug club phonics scheme. • **Dictation** to write single letters, then words, then sentences • **Planned** opportunities to share and elaborate on their ideas, supporting vocabulary and language development. **Foundational skills** are prioritised above the outcomes outlined from the Power of reading scheme if they are beyond the individual child's development phase. However, **sharing, modelling, talking and oral composition** of the outcomes and an **ambitious writing instruction** should be planned for all pupils.					

Outcome	▪ Understanding and appreciation of the use of language and vocabulary by creating word and phrase collections and playing with words. ▪ Poetry performances ▪ Poetry display and journal ▪ Collaborative poems ▪ Poetry illustrations and artwork.	▪ Understanding and appreciation of the use of language and vocabulary by creating word and phrase collections and playing with words. ▪ Labels ▪ Wish list Captions ▪ Retell a story ▪ Birthday cards	▪ Shopping list ▪ Character description ▪ Gruffalo crumble recipe	▪ Responses to illustrations ▪ Role on the wall writing ▪ Drawing and painting ▪ Shared writing ▪ Information writing/ fact books ▪ Story maps ▪ Independent book writing and Illustrating	▪ Class Poem ▪ Caption Writing ▪ Labelled posters	▪ Role on the wall sentence writing ▪ Personal narratives ▪ Illustrating and writing sentences around a setting
Type of text	**Poetry**	**Picture books**		**Classic text**	**Building stamina**	**Picture book**
Power of Reading text:	 **People need people**	 **Billy's bucket**		 **What the ladybird heard**	 **On sudden hill**	 **Emily Brown and the thing**
Outcomes	▪ Responses to illustrations shared Follow instructions ▪ Plant care instructions ▪ Labels and Captions ▪ Maps and plans ▪ Lists (initial sounds) ▪ Poster	▪ Name labels and labels for classroom areas and equipment ▪ Drawings to communicate likes and interests ▪ Personal introductions ▪ Greetings/goodbye board ▪ Artwork to share character's emotional responses		▪ Descriptive sentences ▪ Animal fact file • ▪ Story mapping	▪ Speech/Thought Bubbles ▪ Caption writing ▪ Notes in role play	▪ Responses to illustrations shared ▪ Personal Narratives • ▪ Informational sentences
Vocabulary						
letter, capital letter, word, sentence, full stop, question mark						

Early language development					
Print referencing for emergent literacy	**Interactive book reading**	**Listening for sounds**	**Rhymes and stories to support expressive language**		**Conversational responsiveness**
▪ Talk about their own interpretations of printed forms and illustrations. ▪ Discuss features of print.	▪ Actively engage during book reading ▪ Making links with the texts from ideas/experiences ▪ Making individual comments ▪ Select books that they enjoy	▪ Beginning of sound awareness ▪ Associating sounds with familiar objects	▪ Singing or talking using the rhythm of familiar words/songs. ▪ Acting out/retelling familiar songs/stories either individually or in a group. ▪ Using props to create short drama. ▪ Use expression and intonation when retelling familiar stories/songs.		▪ Be eager to engage in conversation ▪ Take the lead in conversations ▪ Turn-taking ▪ Increasing the amount, they say on a given topic ▪ Increase time they can maintain a conversation. ▪ Increase complexity of language during conversation.
Development Matters					
Develop social phrases Learn new vocabulary Use new vocabulary through the day Learn rhymes, poems and songs Use new vocabulary in different contexts					
Communication and language Listening, Attention and Understanding Speaking	▪ Understanding how to ▪ listen carefully and why listening is important. and formed ▪ Engage in story questions text, some as some more and to check ▪ Talking about own in Connect one idea or has action to another Use	Listen to and talk about stories to build understanding. times. familiarity with exact ▪ Ask questions to they familiarity with their own words. been said to them. ▪ spoken language to	▪ Retell the story, ▪ familiarity once developed a deep the they sound. find out develop a new some detail. understand what vocabulary. using a range of connectives. and activities explain things work and	Listen carefully to ▪ they have rhymes and paying attention to how selected non-fiction to deep ▪ Describe events knowledge and feelings help work out problems organise thinking and how why they might happen.	Engage in non-fiction ▪ songs, books. ideas ▪ Listen to and talk sentences. Ask and in about the stories. and emotions. ▪	Articulate their and thoughts about in well-answer repetition and
Literacy Comprehension Word Reading	Expressive language underpins writing and should be prioritised. Provide a wide range of opportunities to communicate through writing and develop children's motivation to write. Support children to develop the foundations of a fast, accurate, and efficient handwriting style. Monitor the product and process of children's handwriting and provide additional support as necessary					

Writing	▪ Retell stories using their own words & new vocabulary. ▪ To make predictions & anticipate key events in stories. ▪ Read individual letters by saying the sounds for them.	▪ Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.	▪ Read some letter groups that each represent one sound and say sounds for them. ▪ Read a few common exception words matched to the school's phonic programme.	▪ Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. ▪ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	▪ Form lower-case and capital letters correctly. ▪ Spell words by identifying the sounds and then writing the sound with letter/s.	▪ Write short sentences with words with known letter–sound correspondences using a capital letter and full stop. ▪ Re-read what they have written to check that it makes sense.
Progression in grammar						
Word	▪ Recognise words can be printed ▪ Initial letter sounds or plausible attempts at words. ▪ **GPC** Show an increasing understanding which letter or letter combination (grapheme) represents which sound (phoneme) and representing this in print. ▪ Bug club Common irregular words/High – frequency words: to, the, no, go, I, into, her		▪ Building on previous term: ▪ Bug club Common irregular words/High – frequency words: ▪ Me, be, he, my, by, she, they, we, are, you, all, was, give, live ▪ **GPC** using a growing number as phonetical knowledge widens.		▪ Building on previous term: ▪ Bug club Common irregular words/High – frequency words: said, have, like, so, do, some, come, were, there, little, one, when, out, what ▪ **GPC** uses their expanding knowledge to make plausible attempts at more complex vocabulary.	
Sentence	▪ Orally rehearse a group of words (phrase) or sentences. ▪ Count the number of words to support recall. ▪ Creating simple sentences for a variety of purposes.		▪ Building on previous term: ▪ Connect ideas using a simple connective ▪ Composing sentences with a full stop and capital letter (When ready). ▪ Read back what they written. ▪ Show a growing understanding of text types by composing sentences with taught/familiar features.		▪ Building on previous term: ▪ Connect ideas using an increasingly growing number of connecting words to add or further explain their ideas.	

Text	▪ Speaking and listening shows understanding ▪ Demonstrates an understanding of the meaning of taught vocabulary ▪ Retell simple stories showing some understanding of a basic structure. (Beginning, middle and end) ▪ Retell using time words Sequence sentences		▪ Building on previous term: ▪ Use repeated/rehearsed vocabulary to retell a story using time words: Then Next After Finally One day Once upon a time Soon Suddenly		▪ Building on previous term: ▪ New vocabulary from units taught/core books are used in context and within composition of sentences. ▪ Understanding of features of different text types such as lists etc.	
Punctuation	▪ Emerging patterns ▪ Use a tripod grip when using mark making tools. ▪ Develop muscle tone to put pencil pressure on paper. ▪ Separation of words and spaces.	▪ Approximate letter formations ▪ Spaces between words Personal pronouns	▪ Accurate lower-case formations ▪ Spaces between words ▪ Personal pronouns ▪ Full stops	▪ Letter formations ▪ Spaces between words ▪ Personal pronouns ▪ Full Stops ▪ Capital letters	▪ Letter formations ▪ Spaces between words ▪ Personal pronouns ▪ Full Stops ▪ Capital letters ▪ Question marks	
Phonics Bug Club	Baseline Assessment Phase 1/2	Phase 2	Phase 3	Phase 3	Phase 3 consolidation/ Phase 4	Baseline Assessment Phase 1/2
Personal Development	Emergency workers to visit school	Visit to the local care home to sing Christmas songs and take cards	Litter picking in the local area	Caring for butterflies	Road safety workshop	Teamwork games