

LITERACY WRITING

WHAT DO WE OFFER

All writing stages are valued and children's progress is recorded using the progression map. Children are supported with their gross motor skills and shoulder and arm strength if they are not ready to write. Alongside fine motor activities to strengthen hand grip, we provide:

- Daily shared and modelled writing
- Daily support to write their name using a variety of tools and resources
- Planned sequenced phonics and handwriting lessons
- A variety of writing tools in the provision including a range of mediums to record on
- Phoneme and grapheme mats, displays are available at all times
- Tricky word mats
- Meaningful reasons and opportunities for the children to write for a purpose
- Accessible writing areas with clipboards, resources and the opportunity to decide what they would like to write following their interests.
- Songs and repetition, use of story maps and retelling the story. This enables the children to articulate their thoughts before writing

Literacy

ELG: Writing

Children at the expected level of development will:

- 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.



Early Phonemic	Letter name stage		Transitional Stage			
Environmental print →	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
<p>the I is see like 12345 and mv</p>	<p>IVADAAO</p>	<p>We wn to the s (We went to the store.) I lk mi Bk.</p>	<p>Thehcanr (The horse can run.) I lik to pla with my cat.</p>	<p>My favorit dinosaur is the stegosaurus.</p>	<p>To daye i wot to play with the white board and the shapes and I won to play with my fen</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I had them. The end Today I am going to the store with my mother. I am going to buy a present for my brother's birthday. He is five years old.</p>
<p>Awareness of print, copied from surroundings</p>	<p>Beginning and ending letters are used to represent words</p>		<p>Medial sound may initially be written as a consonant. Vowels begin to appear.</p>	<p>A child hears beginning, middle and end sounds.</p>	<p>Whole sentence writing develops.</p>	

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READING

WHAT DO WE OFFER

Draw children's attention to a wide range of examples of print with different functions
Choose books which reflect diversity

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. Children should not be required to use other strategies to work out words. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.

Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

Teach children to read a few common exception words matched to the school's phonic programme. Teach children to read simple phrases and sentences made up of words with known letter-sound correspondences.

Model how you read and re-read your own writing to check it makes sense.

In EY's and KS1 we are following the Little Wandle Letters and Sounds Revised phonics programme. Daily discreet phonics sessions are taught and children receive a 15-minute phonics session each day. We cover 4 new sounds per week and consolidate this learning on a Friday. Within the sessions, children learn to blend sounds and segment words into sounds for reading and spelling. In addition to this, every child takes part in 3 weekly structured reading practise sessions.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

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.

LITERACY

READING

WHAT DO WE OFFER

- Daily shared and modelled reading
- Planned sequenced daily phonics with word and sentence reading opportunities
- Use of phonic scheme to teach progressive tricky and high frequency words
- A variety of high quality fiction and non-fiction picture books in the provision (not phonetic)
- Phonetically decodable reading scheme for the children to practise their phonic knowledge
- Phoneme and grapheme mats and displays available at all times
- Meaningful reasons and opportunities for the children to read
- Child accessible reading areas and the opportunity for them to decide what to read following their interests – books shared from home
- Daily story time
- Use of phonic tracker to assess children's phonic and reading knowledge
- Use of progression map to monitor next steps
- Daily opportunities for segmenting and blending
- Comprehension observed during learning
- Specific planned comprehension activities



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Word Reading	<p><u>Read individual letters by saying sounds for them</u></p> <p>Follow Little Wandle revised Letters & Sounds phonics scheme. Teach mnemonics and grapheme.</p>	<p><u>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</u></p> <p>Children are able to read a selection of cvc words which match the phonics they know.</p>	<p><u>Read some letter groups that each represent one sound and say sounds for them</u></p> <p>Learn phase 3 phonics which includes digraphs and trigraph.</p>	<p><u>Read a few common exception words matched to the school's phonic programme</u></p> <p>Children can sight read a number of tricky words as stated in Little Wandles phonic scheme.</p>	<p><u>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</u></p> <p>Children are building up their ability to read with fluency and pace.</p>	<p><u>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</u></p> <p>Children show confidence and an enjoyment for reading, they can self-correct when something doesn't make sense.</p>
Comprehension	<p><u>Demonstrate an understanding for excellent listening skills and model these skills when listening to stories, poems, non-fiction books</u></p> <p>Children develop their listening skills and the importance of these.</p>	<p><u>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</u></p> <p>Children have lots of opportunities to use story sacks, puppets, small world play</p>	<p><u>Anticipate –where appropriate –key events in stories</u></p> <p>During story sessions, children are encouraged to join in with familiar repeated phrases and answer key questions about the text.</p>	<p><u>Answer a range of questions about what they have read</u></p> <p>Comprehension skills are explicitly taught through Little Wandle reading practise sessions.</p>	<p><u>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</u></p> <p>Create a language rich environment where opportunities for talk are encouraged and built into daily plans. Adults support and scaffold children's vocabulary.</p>	
Writing	<p><u>Use the correct pencil grip for writing</u></p> <p>Children begin to automatically use a tripod grip for writing.</p>	<p><u>Form lower-case and capital letters correctly</u></p> <p>Adult directed planned sessions for handwriting allow children to practise letter formation.</p>	<p><u>Spell words by identifying the sounds and then writing the sound with letter/s</u></p> <p>Lots of purposeful opportunities to write are provided.</p>	<p><u>Write short captions</u></p> <p>Children progress from writing words to writing small captions. Lots of shared writing and scaffold opportunities given.</p>	<p><u>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</u></p> <p>Kung-Fu Punctuation taught to pupils and gentle reminders to use this within their writing.</p>	<p><u>Re-read what they have written to check that it makes sense.</u></p> <p>Teacher to make deliberate mistakes and children to correct writing.</p>
New vocabulary	Phonics Phoneme Grapheme	Segment Blend Fluency	Digraph Trigraph Tricky word	Letter formation Ascenders Descender	Finger space Capital letter Full stop	Re-read Mistake Check

