

Literacy Development

EYFS Area of learning		Where this is found in the curriculum planning/ Assessment Opportunities
Comprehension	-Engages in extended conversations about stories, learning new vocabulary	Oh No George, Biscuit Bear, Naughty Bus, Jolly Postman Activities linked to PoR - pictures annotated by CT and LSAs, Observations during Carpet Time. RWI Phonics Sessions.
	-Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment	RWI Phonics Sessions. Notes taken in RWI groups.
	-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. -Anticipate - where appropriate - key events in stories; -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	Various Books inc Errol's Garden, Here's a Little Poem, Somebody Swallowed Stanley, Surprising Sharks, Commotion in the Ocean- Activities linked to PoR, Observations During Carpet Time, Super Learning Time and RWI sessions. Oh No George, Biscuit Bear, Blue Penguin, No Dinner, The Way Back Home. Activities linked to PoR - pictures annotated by CT and LSAs, Observations during Carpet Time. Naughty Bus, Biscuit Bear, Blue Penguin, Jack and the Beanstalk Annotated Story Maps, Retells to Class Teachers and LSAs
Word Reading	-Understands that print has meaning -Understands that print can have different purposes -Understands that we read English text from left to right and from top to bottom -Understands the names of the different parts of a book -Understands page sequencing -Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes -Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word -Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother	All Strands covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments. } *Ensure these 3 strands are explicitly taught and assessed when } introducing Ditty Books. } (Include Non-Fiction texts here) } Assessment sheet given to groups starting Ditties. Ensure rhyming activities at the start of phonics sessions for Autumn/ bottom/ Ditty Groups. Above Assessment sheet. Ensure counting and clapping syllable activities in phonics sessions for Autumn/ bottom/ Ditty Groups. Above Assessment sheet. Above Assessment sheet.
	-Reads individual letters by saying the sounds for them -Is beginning to be able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences -Can read some letter groups that each represent one sound and say the sounds for them -Can read a few common exception words matched to the school's phonic programme -Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	Covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments.
	-Confidently reads individual letters by saying the sounds for them -Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences -Can read some letter groups that each represent one sound and say the sounds for them -Can read a few common exception words matched to the school's phonic programme -Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words -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.	Covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments. *Ensure specific teaching and assessment of capital letters
Writing	-Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy -Writes some or all of his/her name -Writes some letters accurately	Covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments.
	-Is able to spell words by identifying the sounds and then writing the sound with letter/s	Covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments.
	-Can form lower-case and capital letters correctly -Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop -Re-reads what he/she has written to check that it makes sense -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.	Covered in RWI activities, Activities linked to POR and Super Learning Time/ Enhancements. RWI assessments, RWI group notes, PoR activities and assessments. *Ensure specific teaching and assessment of capital letters