



Literacy Reading		
Development Matters / Early Learning Goals	Learning Intentions	Planning and Resources
<p><u>30-50 months</u> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><u>40-60 months</u> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.</p>	<p><i>Children will be able.....</i></p> <ul style="list-style-type: none"> • To show awareness of rhyme • To show awareness of alliteration • To listen to and join in with stories and poems • To join in with repeated refrains and anticipate key events in stories and rhymes • To begin to be aware of how stories are structured • To suggest how the story may end • To listen to stories with increasing attention and recall • To describe main story settings, events and principal characters • To be curious about print and pictures in books and the environment • To be aware that print carries meaning • To recognise their own name • To recognise familiar words such as advertising logos • To respect books by handling books carefully • To look at books independently • To hold the book the correct way up and turn pages • To know that print carries meaning <ul style="list-style-type: none"> • To continue a rhyming string • To hear and say the initial sounds in words • To segment the sounds in simple words • To blend sounds in simple words • To know which letters represent some sounds • To link sounds to letters, naming and sounding letters of the 	<p>Letters & Sounds Letterland Letter Layers Displays Storyboards Role play Book corner with regularly changed books including non-fiction linked to children's interests Adults to share stories once a week with every child Stories with rhyme and alliteration and follow up activities Book week Core book box Use puppets, soft toys and props to tell stories Use stories that allow children to experience and talk about how characters feel Use child made books and adult scribed stories in book corner Create an environment rich in print, posters, labels, signs Bi-lingual stories Adults to point out print in the environment Daily phonics sessions Planned phonics activities to enable to children to practise using skills learned in whole class sessions. Provide lots of opportunities for reading in different contexts.</p>



The Foundation Years - Long Term Plan - Reception

<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p><u>Early Learning Goals</u> <i>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</i></p>	<p>alphabet</p> <ul style="list-style-type: none">• To begin to read words• To use vocabulary that is influenced by their experiences of books• To enjoy an increasing range of book• To know that information can be retrieved from books and computers <ul style="list-style-type: none">• To be able to read simple sentences.• To be able to understand simple sentences that they read.• To be able to use their phonic knowledge to decode regular words and read them aloud accurately.• To be able to read some common irregular words.• To be able to talk about what they have read.• To demonstrate understanding when talking about what they have read.	<p>Encourage children to re-read their writing. Flashcards home with sounds and high frequency words.</p>
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Literacy Writing		
<p><u>30-50 months</u> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p> <p><u>40-60 months</u> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p> <p><u>Early Learning Goals</u> <i>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</i></p>	<p>Children will be able.....</p> <ul style="list-style-type: none"> • To explain the elements of own drawings and paintings • To be aware that print in the environment carries meaning • To use mark making equipment with increasing skill • To draw lines and circles using gross motor movements • To begin to use anticlockwise movement and retrace vertical lines <ul style="list-style-type: none"> • To give meaning to marks they make • To break the flow of speech into words • To continue a rhyming string • To hear and say the initial sounds in words • To segment the sounds in simple words • To blend the sounds in simple words • To link sounds to letters, naming and sounding letters of the alphabet • To begin to form recognisable letters • To represent some sounds correctly and in sequence • To write their own name • To use writing as a means of recording and communicating • To use some clearly identifiable letters to communicate meaning • To represent initial sounds correctly • To represent sounds in simple words in sequence • To use their phonic knowledge to write simple words e.g. CVC words (cat, sat) • To make phonetically plausible attempts at writing new words. • To be able to write some irregular common words from memory. • To be able to write a simple sentence/caption. • To be able to re-read their writing. • To be able to spell some words correctly. 	<p>A selection of writing materials A selection of mark making equipment Name cards Make class and individual books linked to children's interests Model writing in everyday life Annotate children's drawings and paintings Make books and displays with examples of print in the environment Encourage children to talk about what they are painting/drawing Have a selection of ready-made books for independent writing Alphabet strips/books White boards and pens Magnetic boards and letters Threading Painting Ball skills Malleable materials Daily phonics sessions. Planned activities to enable children to practise skills learned in whole class sessions.</p>