

## Literacy

**EYFS Statutory Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Development Matters (p74)

### Nursery Reading Progression

Autumn	End of Spring	End of Summer
<p>Birthto5Matters (p88)</p> <ul style="list-style-type: none"> <li>• Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>• Shows interest in illustrations and words in print and digital books and words in the environment</li> <li>• Looks at and enjoys print and digital books Independently forms (e.g. printed materials, digital screens and environmental print)</li> </ul>	<p>Birthto5Matters (p88)</p> <ul style="list-style-type: none"> <li>• Knows information can be relayed through signs and symbols in various</li> <li>• Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> </ul>	<p>Birthto5Matters (p88)</p> <ul style="list-style-type: none"> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> <li>• Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• Begins to develop phonological and phonemic awareness               <ul style="list-style-type: none"> <li>- Shows awareness of rhyme and alliteration</li> <li>- Recognises rhythm in spoken words, songs, poems and rhymes</li> <li>- Claps or taps the syllables in words during sound play</li> <li>- Hears and says the initial sound in words</li> </ul> </li> </ul> <p>Development Matters (p78)</p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> <li>- Engage in extended conversations about stories, learning new vocabulary.</li> </ul> </li> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> </ul>

Reception Word Reading Progression		
Baseline	End of Autumn	End of Spring
<p>Fishergate – Can recognise 5 or 6 letters of the alphabet and say the initial sound in words</p> <p>Birthto5Matters (p90)</p> <ul style="list-style-type: none"> <li>• Begins to develop phonological and phonemic awareness:               <ul style="list-style-type: none"> <li>- Hears and says the initial sound in words</li> <li>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</li> </ul> </li> </ul> <p>Development Matters (p80)</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> </ul>	<p>Fishergate – Can recognise all Phase 2 letters and sounds and reading at Bug Phonic Book Set 6 (j/v/w/x) or above</p> <p>Birthto5Matters (p90)</p> <ul style="list-style-type: none"> <li>• Begins to develop phonological and phonemic awareness:               <ul style="list-style-type: none"> <li>- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>- Continues a rhyming string and identifies alliteration</li> </ul> </li> <li>• Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for e.g.</li> </ul> <p>Development Matters (p80)</p> <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<p>Fishergate – Begin to recognise Phase 3 digraphs and reading at Bug Phonic Book Set 8 (ch/sh/th/ng) or above</p> <p>Birthto5Matters (p90)</p> <ul style="list-style-type: none"> <li>• Begins to develop phonological and phonemic awareness:               <ul style="list-style-type: none"> <li>- Begins to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i></li> </ul> </li> <li>• Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> </ul> <p>Development Matters (p80)</p> <ul style="list-style-type: none"> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> </ul>
<p><b>End of Summer - Statutory ELG - Word Reading</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p>Fishergate – Can recognise and apply the Phase 3 digraphs and some Phase 4 constant clusters. Reading at Bug Phonic Book Set 10 (ar/or/ur/ow/oi) or above</p>		

Reception Comprehension Progression		
Baseline	End of Autumn	End of Spring
<p>Birthto5Matters (p90)</p> <ul style="list-style-type: none"> <li>• Re-enacts and reinvents stories they have heard in their play</li> <li>• Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> </ul> <p>Development Matters (p38)</p> <ul style="list-style-type: none"> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> </ul>	<p>Birthto5Matters (p90)</p> <ul style="list-style-type: none"> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>• Knows that information can be retrieved from books, computers and mobile digital devices</li> </ul> <p>Development Matters (p38)</p> <ul style="list-style-type: none"> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<p>Birthto5Matters (p90)</p> <ul style="list-style-type: none"> <li>• Describes main story settings, events and principal characters in increasing detail</li> <li>• Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>• Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</li> <li>• Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> </ul> <p>Development Matters (p38)</p> <ul style="list-style-type: none"> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<p><b>End of Summer - Statutory ELG – Comprehension</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>		