

Literacy



Reading Comprehension

Key Skills	Pre-school 1	Pre-school 2	Reception	ELG	Provisions	Links to Y1
Literacy <i>Story Retelling and Recall</i> - Sequencing stories - Ordering events - Learning and using vocabulary	Notice print such as name, a bus/ door number/ logos. Pay attention and respond to the stories. Ask questions and makes comments.	key features of print Sequencing Engage in extended conversations about stories.	Re-read books and stories to build up understanding. New vocabulary in context.	Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary	Story time Guided Reading Story based themes. Use story vocabulary regularly in provision Role play opportunities and small world.	Become familiar with key stories and retell them.
Communication	Repeat words and phrases from familiar stories.	Use a wider range of vocabulary.	Use new vocabulary. Describe events in some detail.	Use new vocabulary in context. Retell stories & narratives.	Rhyme time Story time Play based around stories. Provision to share stories.	

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<i>Prediction</i>	Responds to pictures and words Ask questions, make comments, and share ideas.	Engage in extended conversations about stories.	Talk about storiesrecall, discuss characters, and say what might happen next.	Anticipate key events in stories.	Story Time Story based themes Role Play Small world	Recognise and join in with predictable phrases.

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Vocabulary - Learn new vocabulary - Use new vocabulary in play	Responds to pictures and words Ask questions, make comments, and share ideas.	Engage in extended conversations about stories.	Listen to and talk about stories (CL)	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Story time Stories in the environment Play based around stories and prop	Drawing on what they already know or on background information and vocabulary provided by the teacher Participate in discussion about what is read to them, taking turns and listening to what others say.
	Notice and recognise some print e.g. logos, names, numbers	Print has meaning and can have different purposes	Engage in non-fiction texts (CL)	Use new vocabulary during discussion around non-fiction.	Book exploration time linked to themes and topics.	
	Enjoys songs and rhymes- saying some words. Enjoy sharing books and have favourites.	Join in with rhymes and songs.	Listen carefully to rhymes and songs (CL).	Use new vocabulary during discussion around rhymes and poems.	Rhyme time Phonics Rhymes in the environment. Breadth of texts.	Learning to appreciate rhymes and poems, and to recite some by heart.
	Listen to others talk with interest.	Use a wider range of vocabulary.	Use new vocabulary in different contexts (CL)	Use vocabulary in play, role play and small world play.	Role play enhancements. Small world enhancements.	Drawing on what they already know or on background information and vocabulary provided by the teacher.

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Reading- Word reading

Key skills	Pre-school 1	Pre-school 2	Reception	ELG	Provisions	Links to Y1
<p>Grapheme- phoneme recognition</p> <ul style="list-style-type: none"> - Phase 1 phonics (main focus in Pre-school) - Phase 2 phonics - Phase 3 phonics (digraphs) 	Phase 1 phonics Listening and responding to sounds.	Recognise words with the same initial sound (phase 1)	<p>Read individual letters by saying the sounds for them. (phase 2)</p> <p>Read groups of letters by saying the sounds for them (phase 3)</p>	Say a sound for each letter and at least 10 digraphs.	Daily phonics lessons	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
<p>Blending and segmenting</p> <ul style="list-style-type: none"> - Distinguishing individual sounds - Blending individual sounds together 	Phase 1 phonics Listening and responding to sounds.	<p>Distinguish sounds in words by oral segmenting (phase 1)</p> <p>Blend sounds orally (phase 1)</p>	<p>Segment written words into individual sounds.</p> <p>Blend sounds together into short words.</p>	Read words consistent with their phonic knowledge by sound blending.	<p>Phonics Listening games</p> <p>Storytime and shared stories</p> <p>Songs and rhymes.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>
<p>Blending and segmenting</p> <p>Tricky/ Common Exception Words</p> <ul style="list-style-type: none"> - Blend and segment words - Recognise some words on sight for fluency 	<p>Phase 1 phonics Listening and responding to sounds.</p> <p>Notice and recognise some print e.g. logos, names, numbers.</p>	<p>Recognise initial sounds.</p> <p>Print has meaning.</p>	<p>Blend sounds into words.</p> <p>Read simple sentences containing known sounds.</p> <p>Read a common exception word (phases 2 & 3).</p>	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<p>Phonics Story time</p> <p>Introduce children to their own name and other print e.g. familiar logos etc.</p>	<p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and</p>

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<p>- Read books consistent with their phonics phase</p>						<p>confidence in word reading.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur.</p>
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Writing

Key Skills	Pre-school 1	Pre-school 2	Reception	ELG	Provisions	Links to Y1
<p>-Fine Motor Skills: Tool Control (paintbrushes, cutlery, pencils etc. PD link)</p> <p>- Pencil control and grip</p> <p>- Understanding letter formation</p>		<p>Start to write some letters comfortably. (e.g. from their name)</p>	<p>Form lower case letters.</p> <p>Form capital letters.</p>	<p>Write letters which are mostly well formed.</p>	<p>Kinetic Letters</p>	<p>Handwriting Letter formation.</p>
<p>Physical Development</p>	<p>Use small motor skills</p> <p>Handle and use tools</p> <p>Develop manipulation and control.</p>	<p>Using one handed tools and equipment.</p> <p>Comfortable pencil grip (pinch)</p> <p>Dominant hand.</p>	<p>Use of tools (cutlery, paintbrushes, pens and pencils)</p> <p>Tripod grip</p> <p>Fluent handwriting.</p>	<p>Hold a pencil correctly using the tripod grip (in almost all cases).</p>	<p>Fine Motor Activities in the provision (Fiddly fingers)</p> <p>Pencil grip support</p> <p>Dough Disco</p>	

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<p>-Grapheme-phoneme correspondence</p> <p>- Segmenting and blending</p> <p>- Sound discrimination</p>	<p>Make marks which signify name or others names- give meaning.</p> <p>Start to recognise print around them e.g. own name.</p>	<p>Distinguish and recognise initial sounds.</p> <p>Use print and letter knowledge e.g. m for mummy.</p> <p>Write own name.</p>	<p>Identify sounds in words.</p> <p>Link phoneme and graphemes.</p> <p>Start to spell some common exception words.</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Phonics</p> <p>Mark making opportunities in all areas of learning.</p> <p>Name cards and names in the setting.</p>	<p>Know letters of the alphabet and their link to sounds.</p> <p>Spell words using the known grapheme and phoneme correspondences.</p> <p>Spell common exception words.</p>

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<p>-Grapheme-phoneme correspondence</p> <p>- Segmenting sounds in words</p> <p>- Blending sounds in words</p> <p>- Tricky Words</p> <p>- Sentence construction</p>	<p>Add marks to pictures they give meaning too e.g. that says mummy.</p> <p>Enjoy drawing freely.</p> <p>Make marks to stand for their own name.</p>	<p>Write initial sounds.</p>	<p>Write words with known grapheme-phoneme correspondences.</p> <p>Compose a simple sentence for writing (orally and count words)</p> <p>Write words and then short sentences.</p>	<p>Write simple phrases and sentences that can be read by themselves and others.</p>	<p>Phonics</p> <p>Small group focus input</p> <p>Writing opportunities throughout provision.</p>	<p>Saying sentences aloud and composing orally.</p> <p>Conventions of a sentence.</p> <p>Re-reading.</p>