



Northampton Primary Academy Trust Reception - Literacy

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). **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Link to Year 1 National Curriculum
Comprehension							
Knowledge and Skills to be Taught	<p>The below skills and strategies need to be taught explicitly and revisited throughout the year. These skills should not be taught in isolation of each other due to the nature of Reading they are interlinked.</p> <p>Books (including pictures, film, oral storytelling, drama, continuous provision) How to handle a book correctly Identify the key features and structures of fiction/non-fiction book including front page and page numbers, Introduce character and setting.</p> <p>Questioning skills Know what a question is and how to answer a question appropriately. Show understanding through asking and answering who, what, where why and when questions Justifying using because and explain their ideas relating to stories.</p> <p>Vocabulary Vocabulary must be taught explicitly. Children need a basic understanding of the meaning of taught vocabulary. It needs to be re-visited and consolidated through providing regular opportunities to use taught vocabulary (play, storytelling and writing)</p> <p>Prediction Make a prediction e.g., what is going to happen next. Anticipate key events.</p> <p>Inference Make simple inferences about character feelings and actions.</p> <p>Retrieval Retrieve key information - who, what, where, why, how and when</p> <p>Sequence Retell stories in the correct order beginning, middle and end.</p> <p>Making connections Link characters and settings to other stories Activate prior knowledge. Identify previously taught vocabulary. Make connections between text and text, text and self (e.g., personal experiences) and text and world (e.g., Seaside)</p> <p>Clarify Identify areas of uncertainty and seek information.</p> <p>Summarise (retell) To be able to summarise the beginning, middle and end. Discuss themes in books. Talk about favourite stories and favourite rhymes and make comments.</p>						<p>Pupils should be taught to: * develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them.</p>

<p>Possible Routes of Implementation</p> <p><i>These are suggestions only and must be personalised by each setting.</i></p>	<p>Small group work Speech and Language groups Structured talk during snack time Independent learning Carpet time questions Nursery Rhymes Drama conventions Adult led exploration of story structure – including characters, setting and story line. Adult led exploration of the main events in a story Nursery Rhymes Story sacks Story mapping Book talk – what do they like and dislike. Group guided reading Play increasingly influenced by books. Acting out stories in role play Innovate a known story.</p>			
<p>Key Vocabulary</p> <p><i>These are key words and phrases that children need to know and understand.</i></p>	<p>Front cover/back cover, author, title, blurb, page numbers, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, favourite, beginning, middle and end, punctuation, full stop*, question mark*, exclamation mark*, capital letter*, lower-case letter*</p> <p>*Children will encounter these in reading, so they are introduced to the vocabulary</p>			
<p>Ongoing throughout the year</p> <p><i>These are suggestions only and must be personalised by each setting.</i></p>	<p>Demonstrates listening skills- see NPAT Framework for Communication and Language Opportunities to listen to and respond to a variety of texts and other stimuli to develop familiarity with new knowledge and vocabulary. Reading 1:1 to an adult at least once a week to include, once past the blending stage, questions about comprehension using the key questions from the six domains of reading especially prediction, Story opportunities could include micro drama to demonstrate comprehension. Vocabulary to be revisited and applied in different contexts. Children with EAL and children who scored low in language screening to have regular language interventions. Adult directed group work Explore opportunities in small world, role play inside and outside.</p>			
<p>Assessment Checkpoint</p> <p><i>i.e., what a child on track should be able to do by the end of this term</i></p>	<p>Developed listening skills with body posture, eyes looking, ears listening and uses appropriate questions/answers. Joins in at story time e.g., repeated refrains. Able to answer direct questions around a text.</p>	<p>Uses story language both incidental and explicitly taught e.g., in D4W in role-play and discussions. Able to voice an opinion e.g., a character or setting.</p>	<p>Early Learning Goal</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary.</p> <p>Anticipate- where appropriate- key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Link to Year 1 National Curriculum
Word Reading/ Phonics							
	Put in detail of your school's Phonics scheme but please see example of progression skills below						
Knowledge and Skills to be taught. <i>This will need to be adapted to fit with the sequence and structure of the school phonics programme.</i> <i>*HFW appendix will be created</i>	How to hold a book the correct way and turn the pages. Understand print carries meaning. English is read from left to right. Oral blending Recognises initial sounds.	High Frequency Words/ fluency words* CVC words (blending)	High Frequency Words/ fluency words* CVCC words Phrases Sentences	High Frequency Words/ fluency words* Multisyllabic CVCC CCVC Compound words Sentences	High Frequency Words/ fluency words* Consolidation of previous knowledge and skills Children to read applying all phonic, comprehension and HFW	Pupils should be taught to: * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading	
Possible Routes of Implementation in addition to the systematic daily teaching of phonics <i>These are suggestions only and must be personalised by each setting</i>	Sound recognition games Rhyming games and stories Learning Nursery Rhymes to repeat from memory. Precision Teaching Blending games Identify taught sounds and HFW in texts. Adult led modelled reading. 1:1 reading Whole class shared reading HFW games						
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Please follow your school's Phonics scheme E.g., Phoneme, grapheme, digraph, trigraph, pseudo words, syllables, compound words, high frequency words, initial sound, blend, segment, decode.						

<p>Ongoing throughout the year</p> <p><i>These are suggestions only and must be personalised by each setting.</i></p>	<p>Daily phonics Reading 1:1 to an adult at least once a week with a particular focus on lowest 20% Weekly vocabulary displayed. Role-play corner to include appropriate signs, labels etc. Home reading books to only include taught sounds. At least one story read to the children every day. Access to library/reading for pleasure. Books and reading areas to reflect the needs/interests of the children and in line with school's Reading journey. Free access books to a wide variety of books e.g., fiction/non-fiction, child-made books, dual heritage books,</p>			
<p>Assessment Checkpoint</p> <p><i>i.e., what a child on track should be able to do by the end of this term</i></p>	<p>Says the sounds for taught letters and either blending or blending with support e.g., simple CVC words.</p> <p>Has a positive attitude towards reading?</p> <p>Hears and says the initial sound in word.</p> <p>Can continue a rhyming string.</p>	<p>Can blend CVC words and attempting longer words.</p> <p>Can sight read some HFWs.</p> <p>Enthusiastic to read and enjoys a range of books.</p>	<p>Early Learning Goal</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound- blending.</p> <p>Real aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Link to Year 1 National Curriculum
Writing							
	Put in detail of phonics scheme and handwriting scheme (to include details on transcription)						
Knowledge and Skills to be taught. <i>This will need to be adapted to fit with the sequence and structure of the school phonics programme.</i>	Talk in full sentences. Hear and say initial sounds. Model sentence structures including spaces between words capital letters and full stops. Forms some letters correctly and modelled letter formation.	Talk in full sentences. Write initial sounds and attempting some CVC words along with some trickier words in context. Learning to build a sentence with scaffolds e.g., sentence stems.	Talk in full sentences using some conjunction and correct tense. Write captions, labels and phrases. (CVC and longer words) Learning to hold a phrase/sentence in memory – think – say- write- check/hold a sentence. Spaces between words	Begin to form sentences orally, retain and write using phonic knowledge and HFW.	Talk in full sentences using conjunctions, correct tenses and adjectives. Begin to form sentences orally, retain and write using phonic knowledge and HFW. Read their writing back to check that it makes sense. Able to recast their writing.	Read their writing back to check that it makes sense and edit it with support. Forms most letters correctly and is legible, writing left to right.	Handwriting - Pupils should be taught to: * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these. Writing - write sentences by: * saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher. Develop their understanding of the concepts set out in English Appendix 2 by: * leaving spaces between words * joining words and joining clauses using and * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' * learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing.
Possible Routes of Implementation in addition to the systematic daily teaching of phonics <i>These are suggestions only and must be personalised by each setting.</i>	Segmenting games Listening games Writing initial sounds and sounds using phonics Segmenting/writing simple CVC words. Building words Write more extended pieces of work for different audiences and purpose e.g., a story, a letter or a description within continuous provision. Practise writing/copying names /writing names independently. Writing HFW Writing captions, lists, labels (in response to texts) Writing simple sentences using phonic knowledge (Colourful Semantics or similar) then include capital letters, spaces and full stops. Writing dictated sentences, instructions, character descriptions Learning to hold a phrase/sentence in memory – think – say- write- check/hold a sentence. Write simple sentences and read back to sense check. Practise correct letter formation for both lower case and capital letters. Practise correct seating position and pencil hold. Practise gross motor and fine motor skills (see Appendices: Therapy Putty Hand Exercises) Poetry Descriptive writing including traditional tales. Story mapping and re telling. Story mapping and writing Structure of a story beginning, middle and end Beginning to write simple stories. Descriptive writing Letter writing						

	Simple instructions Drama conventions		
Key Vocabulary <i>These are key words and phrases that children need to know and understand.</i>	Letter, word, phrase, sentence, label, caption, list, letters, story, poem, tense, capital letter, full stop, spaces, handwriting scheme specific vocab (e.g., snuggling), adjective, rhyme, story map, sequence, beginning, middle, end, punctuation, noun, verb, adjective, conjunction, pronoun,		
Throughout the Year <i>These are suggestions only and must be personalised by each setting.</i>	<p>Handwriting taught discretely according to school's handwriting strategy. Encouraging handwriting within the provision using sensory experiences Regular small group/individual writing with an adult Regular storytelling and re-telling by children. Multiple writing opportunities in role-play and across provision e.g., notepads, post its, note papers etc. Adults encouraging children to write in different contexts during independent learning e.g., drawing a map, writing lists or messages. Direct teaching of HFWs Drama for Learning. Talk for Writing Different genres – instructions, poetry, letter writing, narrative, fact files, book reviews</p> <p>Ensure explicit teaching of grammatical terms e.g., Verbs/ pronouns etc</p>		
Assessment Checkpoint <i>i.e., what a child on track should be able to do by the end of this term</i>	<p>Give meaning to marks that they write. Can hear and say some of the sounds in words e.g., beginning or end sound. Remembers how to write the taught sounds (phoneme- grapheme correspondence), forming most of these letters correctly.</p>	<p>Confidently segments and writes CVC words and attempts phrases. Writes a short list. Attempts to use phonic knowledge to sound out unfamiliar words. Can write some HFWs</p>	<p>Early Learning Goal</p> <p>Write recognisable letters, most of which are formed correctly. 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</p>
			See NPAT Writing Assessment Framework Year 1

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