

Statutory Guidance from the EYFS Framework (2021) for 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).

Possible Themes	Autumn 1 - Marvellous Me!		Autumn 2 - Colours of the Rainbow		Spring 1 - Our wonderful community!		Spring 2 - Traditional Tales		Summer 1 - Grow, grow, grow...		Summer 2 - Life's a beach	
	Starting School My Family Oral Health Healthy Eating Our School Emotions Harvest Festival Body Parts Senses		Autumn Changes Diwali Christmas Light and dark Fireworks Nursery Rhymes Winter Wonderland Magic		People Who Help Us Superheroes Chinese New Year Pen Pals Transport Valentine's Day		Dinosaurs Mary Anning Animals Easter Pancake Day David Attenborough Animals		Plants Growing Minibeasts		Recycling Under the Sea Pirates Floating and sinking Summer holidays	
Drawing Club & Literacy Counts	  		  		  		  		 		  	
Other Books...	<i>Funnybones</i> <i>The Very Hungry Caterpillar</i> <i>Avocado Baby</i> <i>Handa's Surprise</i>		<i>The Leaf Thief</i> <i>Elmer</i> <i>Stickman</i>		<i>The Naughty Bus</i> <i>Supertato</i> <i>Red Lorry Yellow Lorry</i> <i>The Scarecrow's Wedding</i>		<i>The Three Billy Goats Gruff</i>		<i>The Tiny Seed</i> <i>Oliver's Vegetables</i> <i>The Bad Tempered Ladybird</i> <i>Billy's Sunflower</i>		<i>Sully the Seahorse</i> <i>Smiley Shark</i> <i>Barry the Fish with Fingers</i>	
Poetry Basket & Nursery Rhymes	Poetry Basket: <i>Chop Chop</i> <i>Cup of Tea</i> <i>Chocolate Cake</i> <i>My Friends</i>	Nursery Rhymes: <i>One, Two, Buckle My Shoe</i> <i>Two Little Dickie Birds</i> <i>I'm a Little Teapot</i> <i>Jack and Jill</i> <i>Little Miss Muffet</i> <i>Pat-a-cake</i> <i>Girls and Boys Come out to Play</i>	Poetry Basket: <i>Pointy Hat</i> <i>Five Little Pumpkins</i> <i>Leaves are Falling</i> <i>Breezy Weather</i> <i>Who Has Seen the Wind?</i>	Nursery Rhymes: <i>Alice the Camel</i> <i>Five Little Monkeys</i> <i>Five Little Men in a Flying Saucer</i> <i>Twinkle Twinkle Little Star</i> <i>Little Jack Horner</i>	Poetry Basket: <i>Supertato</i> <i>If I were so very small.</i>	Nursery Rhymes: <i>Hickory Dickory Dock</i> <i>Ten Green Bottles</i> <i>Miss Polly had a Dolly</i> <i>Humpty Dumpty</i> <i>Ten in the Bed</i> <i>Doctor Foster</i> <i>The Wheels on the Bus</i> <i>Dingle Dangle Scarecrow</i>	Poetry Basket: <i>Pancakes</i> <i>Spring is coming</i> <i>Spring Wind</i>	Nursery Rhymes: <i>Little Bo Peep</i> <i>This Little Piggy Went to the Market</i> <i>One Elephant went out to Play</i> <i>Pussy Cat, Pussy Cat</i> <i>Three Blind Mice</i> <i>Old MacDonald Had a Farm</i> <i>Baa Baa Black Sheep</i> <i>Horsie Horsie</i>	Poetry Basket: <i>A Little Seed</i> <i>The Enormous Turnip</i> <i>Vegetables</i>	Nursery Rhymes: <i>Here is the Beehive</i> <i>There was an Old Lady</i> <i>Incy Wincy Spider</i> <i>Centipede</i> <i>Fuzzy Wuzzy Creepy Crawly</i> <i>Mary Mary Quite Contrary</i>	Poetry Basket: <i>Rock Pool</i> <i>A Little Shell</i>	Nursery Rhymes: <i>1,2,3,4,5 Once I Caught a Fish Alive</i> <i>Five Little Ducks</i> <i>Five Little Speckled Frogs</i> <i>Row Your Boat</i>
The Year 1 expectations in Literacy/English from the	Year 1 – Reading (Word Reading) : -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						Year 1 – Writing (Transcript): Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order					

<div><div>National Curriculum.</div><div>Where are children going?</div></div>	<div><div><div>-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</div><div>-Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</div><div>-Read other words of more than one syllable that contain taught GPCs</div><div>-Read words with contractions and understand that the apostrophe represents the omitted letter(s)</div><div>-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</div><div>-Re-read these books to build up their fluency and confidence in word reading.</div></div><div><div>Year 1 – Reading (Comprehension):</div><div><div>-Develop pleasure in reading, motivation to read, vocabulary and understanding by:</div><div>-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</div><div>-Being encouraged to link what they read or hear read to their own experiences</div><div>-Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</div><div>-Recognising and joining in with predictable phrases</div><div>- Learning to appreciate rhymes and poems, and to recite some by heart</div><div>-Discussing word meanings, linking new meanings to those already known</div><div>-Understand both the books they can already read accurately and fluently and those they listen to by:</div><div>-Drawing on what they already know or on background information and vocabulary provided by the teacher</div><div>-Checking that the text makes sense to them as they read and correcting inaccurate reading</div><div>-Discussing the significance of the title and events</div><div>-Making inferences on the basis of what is being said and done</div><div>-Predicting what might happen on the basis of what has been read so far</div><div>-Participate in discussion about what is read to them, taking turns and listening to what others say</div><div>-Explain clearly their understanding of what is read to them.</div></div></div><div><div>Genres covered in Y1:</div><div>Instructional- e.g. Recipes, Instruction writing Narrative- e.g. Stories, Fairy tales</div><div>Informative – e.g Fact Files, Recounts</div></div></div>			<div><div><div>-Using letter names to distinguish between alternative spellings of the same sound</div><div>-Add prefixes and suffixes:</div><div>-Using the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs</div><div>-Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words</div><div>-Apply simple spelling rules and guidance, as listed in English Appendix 1</div><div>-Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</div></div><div><div>Year 1 – Writing (Composition):</div><div><div>Write sentences by: Saying out loud what they are going to write about</div><div>-Composing a sentence orally before writing it</div><div>-Sequencing sentences to form short narratives</div><div>- Re-reading what they have written to check that it makes sense</div><div>-Discuss what they have written with the teacher or other pupils</div><div>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</div></div></div><div><div>Year 1 – Writing (Handwriting):</div><div><div>Sit correctly at a table, holding a pencil comfortably and correctly</div><div>-Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9</div><div>-Understand which letters belong to which handwriting 'families' and to practise these</div></div></div><div><div>Year 1 – Writing (vocabulary, grammar and punctuation)</div><div><div>Develop their understanding of the concepts set out in English Appendix 2 by:</div><div>-Leaving spaces between words</div><div>-Joining words and joining clauses using and</div><div>-Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</div><div>-Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</div><div>-Learning the grammar for year 1 in English Appendix 2</div><div>-Use the grammatical terminology in English Appendix 2 in discussing their writing.</div></div></div></div>		
<div><div>Development of Comprehension</div><div>Intent Vocabulary Implementation</div></div>	<div><div>Children joining in with rhyme, songs and poems. Children are encouraged to hold a book correctly and carefully turn pages. Children understand books have a beginning and an end Children listen and enjoy sharing a range of books both fiction and non-fiction. Children know that text in English is read top to bottom and left to right. Children can recognise pictures and illustrations in a text Vs the writing. Children spotting familiar words in books.</div><div>Book, rhyme, join in, picture, illustration, words, text, follow, repeat, look, beginning, middle, end.</div><div>Reading together, pointing to the words, talking about the pictures in books, retell stories, point out words. Sing nursery rhymes, songs and read poems. (link to themes and books suggested above)</div></div>	<div><div>Children being able to sequence two events from a familiar story – possibly with the use of prompts for support. Children discussing and hearing a range of books – non-fiction and fiction. Children being asked questions linked to the books read to them. Children using texts and images to answer simple questions.</div><div>Texts, books, story, nonfiction, fiction, questions, who, what, where, why, when, pictures, illustrations.</div><div>Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking 'yes' and 'no' questions about texts, model using puppets to act out stories.</div></div>	<div><div>Children having favourite books and rhymes – they may know these books from memory. Say what they liked or disliked about a story. When listening to a story children use the images to help them read. Children are becoming increasingly more confident with their understanding of new words in stories. Children can use a books front cover or blurb to make a prediction.</div><div>Text, pictures, what, why, how, when, where, like, dislike, rhyme, play.</div><div>Model using pictures to infer clues about the text, Ask children to predict what is happening by using the pictures in different texts, discuss different vocabulary and phrase meanings, ask questions about phrases used, ask children to vote for stories or say if they liked or disliked a story.</div></div>	<div><div>When children are playing they are adapting, roleplaying or using vocabulary from stories they've read or heard. When reading a well-known or repeated story children will join in. Showing an increasing confidence in sequencing a story. Gives a suggestion to the ending of a story using the front cover, blurb and beginning to support their suggestions.</div><div>Story, order, sequence, retell, end, repeat.</div><div>Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason.</div></div>	<div><div>Use events in a story to suggest what might happen next (with reasonable suggestions being made). Know what non-fiction and fiction means and can talk about the two text types. Correctly sequence a story. Use 'because' to give reason when answering 'why' questions about a text. Rehearse and recall rhymes and stories and remembering actions to well-known rhymes e.g. Incy Wincy spider, grand old duke of York.</div><div>Sequence, story, what, why, difference, nonfiction, fiction, poetry, act out, show me.</div><div>Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.</div></div>	<div><div>Converses about books talking about the events, the parts they liked and dislikes and gives reason as to why they feel this way. Knows key vocabulary used in a range of books. Continue to develop their roleplay to involve the storylines of the books read to them. Recalls many parts of a text with accuracy.</div><div>Vocabulary, words, recall, retell, next, after that, why, when, like.</div><div>Provide resources for children to access linked to read texts, literacy tasks based on innovating known stories e.g. Going on a fish hunt. Asking children to reason how they feel about a text. Discussing and explaining new vocabulary used in texts shared with them.</div></div>
<div><div>Development of Word Reading</div></div>	<div><div>Children can discriminate between sounds such as instruments and</div></div>	<div><div>Begin to blend some simple words. Letters, read, sounds.</div></div>	<div><div>Children reading Ditty stories. Continue to read individual graphemes (letters sounds). Blend</div></div>	<div><div>Children reading Red storybooks. Continue to read graphemes as well as some digraphs. Children reading</div></div>	<div><div>Children reading Green storybooks. Children read some graphemes, digraphs, simple phrases and sentences</div></div>	<div><div>Children reading Purple RWI Storybooks. Children can reread what they have written to check that it makes sense.</div></div>

<div><div>(Read, Write Inc.)</div><div>Intent Vocabulary Implementation</div></div>	<div><div><i>cars. Children are beginning to be able to orally blend and segment. Hearing, listening, sound, three sounds, two sounds, put it together, what can you hear?</i></div><div><i>Learning first 16 single letter sounds. Support and modelling of hearing initial sounds, Fred talking to blend sounds into words, and using Fred fingers to break down a word into the phonemes e.g. cat - c/a/t.</i></div></div>	<div><div><i>Learning all 25 single letter sounds. During RWI lessons, children shown the graphemes and children saying the corresponding phonemes. Children saying the phonemes and Fred talking to read the word. Children encouraged to segment words to begin writing cvc words.</i></div></div>	<div><div><i>simple sounds into VC or CVC words. Children read a few common exception words matched to the school's phonic programme. Letters, read, sounds, special friends, red words.</i></div><div><i>During RWI lessons, children will learn set 1 special friends (digraphs). Children will continue reading cvc words and word containing special friends, and will be introduced to red words (tricky words). Children will also read short phrases in daily ditty stories.</i></div></div>	<div><div><i>simple phrases and sentences with known graphemes / phonemes and a few exception words from memory. Letters, read, sounds, special friends, red words.</i></div><div><i>During RWI lessons, children will learn set 1 special friends (digraphs). Children will continue reading cvc words and word containing special friends, and will be introduced to red words (tricky words). Children will also read sentences in their Red storybooks. They will read it 3x a week for fluency.</i></div></div>	<div><div><i>with known graphemes / phonemes and a few exception words from memory. Letters, read, sounds, special friends, red words.</i></div><div><i>During RWI lessons, children will learn set 2 special friends (digraphs). Children will continue reading cvc words and word containing special friends, and will be introduced to red words (tricky words). Children will also read sentences in their Green storybooks. They will read it 3x a week for fluency.</i></div></div>	<div><div><i>Red words, re-read, check, sense, edit, change, adapt, improve.</i></div><div><i>During RWI lessons, children will learn set 2 special friends (digraphs). Children will continue reading cvc words and word containing special friends, and will be introduced to red words (tricky words). Children will also read sentences in their Purple storybooks. They will read it 3x a week for fluency.</i></div></div>
<div><div>Development of Writing</div><div>Intent Vocabulary Implementation</div></div>	<div><div><i>Children will give meanings to the marks they make, e.g. pictures. Children will learn to write their name - starting off copying it then trying to write from memory. Children will hear initial sounds and write the letters down to match. Listen, speak, speaking, writing, mean, explain, what.</i></div><div><i>Access to writing area with sound mats, magnetic boards, whiteboards, pencils, paper etc, mark making resources scattered around provision, modelling writing during RWI, Drawing Club and topic inputs, writing name, forming letters in RWI and writing initial sounds in Drawing Club.</i></div></div>	<div><div><i>Increasing control when making marks, drawing and forming letters. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Developing letter formation, beginning to write cvc words. Copy, trace, same, drawing, picture, neat, symbols, marks, letters, name, writing.</i></div><div><i>Access to writing area with sound mats, magnetic boards, whiteboards, pencils, paper etc, mark making resources scattered around provision, modelling writing during RWI, Drawing Club and topic inputs, writing name, forming letters in RWI and writing initial and end sounds in Drawing Club.</i></div></div>	<div><div><i>Children building confidence when writing cvc words. Children will orally compose a sentence and hold it in their memory before writing it with support in RWI. Writing, initial sounds, hear, listen, tune in, end sound, sound at the end.</i></div><div><i>Access to writing area with sound mats, magnetic boards, whiteboards, pencils, paper etc, mark making resources scattered around provision, modelling writing during RWI, Drawing Club and topic inputs, writing phrases with support in RWI, writing cvc words and orally composing sentences in Drawing Club.</i></div></div>	<div><div><i>Children writing words containing special friends. Children beginning to write sentences in RWI and Drawing Club. Words, writing, sounds, phoneme, graphemes, sounding out, independently, sound talk, sound buttons, roleplay.</i></div><div><i>Access to writing area with sound mats, magnetic boards, whiteboards, pencils, paper etc, mark making resources scattered around provision, modelling writing during RWI, Drawing Club and topic inputs, writing sentences with support in RWI, writing cvc words and sentences in Drawing Club.</i></div></div>	<div><div><i>All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing. Writing, sounds, letter sounds, graphemes, phonemes, mark making.</i></div><div><i>Access to writing area with sound mats, magnetic boards, whiteboards, pencils, paper etc, mark making resources scattered around provision, modelling writing during RWI, Drawing Club and topic inputs, writing sentences with support in RWI, writing cvc words and sentences, containing some red words, in Drawing Club. Children will begin to read their writing back.</i></div></div>	<div><div><i>Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops. Instructions, recipe, story, non-fiction, fiction, information book, sentences, letter sounds, capital letters, finger spaces and full stops.</i></div><div><i>Children writing for a range of different purposes such as fact files, stories, recipes, instructions. Modelling writing sentences in sequence with the correct punctuation - children reminded to include this.</i></div></div>

Typical Writing development across the Reception Year and beyond.

Early Steps	I explore making marks, but I do not communicate meaning. Random scribbling. <div></div>	I draw like writing. Left to right. I begin to use letters. <div></div>
Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear sounds in words and write letters down to match. c - cat d - dog p - pig
Developing Writing Sentences	I can formulate and say a simple sentence for writing.	I can compose and hold memory start to write.
		Repeats