

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).

Reading-

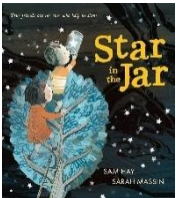
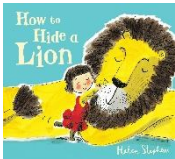
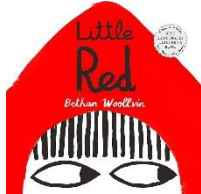
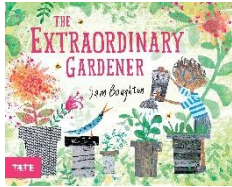
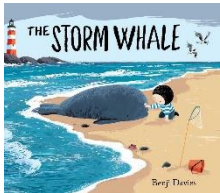


Nursery Pathway: In Nursery, the primary focus throughout the Autumn and Spring terms is the mastery of Phase 1 Phonics Foundations (developing auditory discrimination, rhythm, rhyme, and oral blending). This crucial groundwork ensures children possess the necessary phonological awareness before transitioning to the formal Read Write Inc. (RWI) framework in the Summer Term, where they begin explicit single-letter sound recognition and early 'Fred Talk' application.

Reception Pathway: We begin formal Read Write Inc. (RWI) Phonics lessons following the initial settling-in period in the Autumn Term. For the first half-term (starting in Week 3), RWI sessions are taught as a whole-class activity to establish routines and core sounds. Following this initial half-term, Reception children are group-based according to their specific phonic ability, in groups streamed across the early years phase. Children participate in five dedicated RWI sessions per week and are formally assessed half-termly to ensure they are consistently placed in the most appropriate learning group to maximize their progress.

Nursery 1 (Early Explorers)	No Active Cohort Present: Continuous rolling intakes for Nursery 1 begin in Spring 1 (January) and Summer 1 (April). Baseline Mapping: Upon entry in January/ April, practitioners will utilise the Spring/Summer development milestones to establish immediate, child-focused baseline parameters.	- Listens attentively to short, repetitive stories and joins in with familiar phrases. - Joins in with a growing repertoire of traditional nursery rhymes, identifying simple rhythmic beats. - Explores environmental sound games (Phase 1), distinguishing between different indoor and outdoor noises.	- Distinguishes between different instrumental sounds and body percussion patterns. - Recognizes and rhythmically claps out the syllables in their own name. - Identifies and fills in the missing rhyming word in familiar stories and poems.
Nursery 2 (Confident learners)	- Focuses on general sound discrimination, rhythm, rhyme, and alliteration. Joins in with rhyming games,	- Sequences 3–4 illustrations from a familiar text to retell a story line in their own words.	- Reads individual Set 1 single letter sounds with increasing speed and automaticity.

	claps out syllables in everyday words, and identifies matching initial sounds (e.g., sun, sock). - Handles books with care, showing an understanding that print carries meaning and moves from left to right.	- RWI Introduction (Spring 2): Identifies initial sounds in spoken words with confidence. Begins to join in with adult-led oral 'Fred Talk' games, listening to blended CVC words modelled by the practitioner (e.g., practitioner says m-a-t, children repeat 'mat'). - Begins to recognize their own printed name when displayed in the environment.	- Orally blends simple CVC words with independence when presented in 'Fred Talk' (e.g., m-a-t). - Demonstrates a deep engagement with high-quality texts, anticipating key events and using newly introduced story vocabulary during role-play.
Reception	- Identifies most single-letter Set 1 sounds speedily and automatically. - Blends individual sounds together orally using "Fred Talk" to decode spoken words. - Applies phonic knowledge to independently decode and read basic, phonetically regular written Green CVC words (Word Time 1.1–1.5). - Demonstrates proper book handling, consistently tracking print from left to right and top to bottom. - Retells main events from familiar stories, using illustrations and visual props to sequence the narrative.	- Recognizes all Set 1 single-letter sounds and early 'Special Friends' digraphs (sh, ch, th, qu, ng, nk) with rapid automaticity. - Begins to orally blend and decode simple four-sound words containing familiar Set 1 sounds. - Reads early high-frequency 'Red Tricky Words' on sight within context. - Reads short, decodable Red Ditty Books aloud, beginning to build early phrasing and sentence-level fluency. - Answers direct literal questions about a text they have just read, demonstrating basic tracking and comprehension.	- Identifies and reads early Set 2 vowel sounds speedily in isolation and within words (ay, ee, igh, ow, oo). - Reads Green and Purple RWI Storybooks aloud with increasing fluency, expression, and speed, moving away from over-reliance on finger-pointing. - Recognizes an expanded bank of context-specific Red Words automatically without needing to blend them. - Orally rehearses or summarizes a narrative plot using newly acquired vocabulary introduced directly through their core texts. - Effortlessly sound-blending words that match their phonic knowledge.
	Writing- 		

	Nursery Pathway (Summer Term Bridge): In the Summer term, Nursery 2 introduces Ready Steady Write as a deliberate transition vehicle to prepare children for the structured learning environments of Reception. Rather than completing the formal writing cycle, the Nursery focus is entirely on text immersion and oracy. Children engage with the core high-quality picture books by singing the accompanying story songs, exploring and mapping rich text-specific vocabulary, and participating in shared class storytelling. Reception Pathway (Full-Year Scheme): Reception follows the formal Ready Steady Write framework throughout the entire academic year. It is a systematic writing scheme where high-quality picture books provide the language framework, grammatical structures, and creative stimulus for independent writing. The program follows a rigorous four-session-a-week cycle that firmly prioritizes spoken language as the foundation for physical writing: - <i>Jump Lessons:</i> Focus on oral retelling, immersive drama, and internalizing the story dialogue. - <i>Look Lessons:</i> Analyse specific text features, vocabulary choices, and contextual phonics application. - <i>Say and Plan / Say and Write:</i> The final structural stages where children vocally rehearse, map out, and innovate on the model text to systematically compose their own independent written work.				
	Key texts:				
			 		 
Nursery 1 (Early Explorers)	No Active Cohort Present: Continuous rolling intakes for Nursery 1 begin in Spring 1 (January) and Summer 1 (April).		- Distinguishes between drawing and mark-making on various surfaces. - Gives simple verbal meaning to the marks they make during play (e.g., "This is a monster").		- Uses a variety of mediums to experiment with mark-making patterns (lines, circles, dots). - Begins to develop a dominant hand preference during tactile, fine motor play.

	Baseline Mapping: Upon entry in January/ April, practitioners will utilise the Spring/Summer development milestones to establish immediate, child-focused baseline parameters.	- Manipulates large tools to build shoulder and elbow stability (e.g., large painting rollers, sweeping brushes).	- Attempts to form the first letter of their own name using large, exploratory movements.
Nursery 2 (Confident learners)	- Ascribes clear intent to their drawings and marks, describing what they are representing before creating them. - Draws vertical, horizontal, and enclosed circular lines with increasing fine motor control. - Uses a functional tripod grip when using thick crayons or chinks.	- Attempts to form several recognizable letters from their name, using a name card for support. - Explores making pre-writing shapes (lines, circles, crosses) in sensory media like sand, shaving foam, or mud. - Uses emergent writing, symbols, or drawings to purposefully create lists, cards, or messages within role-play.	- Explores a focused, high-quality key text to stimulate early writing ideas, singing the story songs and mapping vocabulary. - Collaborates to generate words and phrases for shared class flipchart writing. - Practices making the big, fluid physical movements (gross motor marks, big air-drawing circles, and lines) that will form the basis of their Squiggle whilst you Wiggle movements in Reception. - Writes their own first name from memory with increasingly recognizable letter shapes.
	- Holds a pencil or chunky mark-making tool comfortably, showing an emerging controlled tripod grip during directed and independent tasks. - Participates daily in fine/gross motor programs (Dough Disco / Squiggle While You Wiggle) to build finger strength, shoulder stability, and wrist flexibility. - Imitates and draws gross/fine motor mark-making patterns (pivoting lines, large circles, arcs, and waves) in the air and across large surfaces to build muscle memory for letter shapes. - Ascribes clear meaning to their independent writing, confidently labelling	- Formally learns and applies RWI handwriting mnemonics and phrases to write all Set 1 single letters on paper with correct starting points and orientation. - Begins to write short, simple phonetically regular 3-to-4 sound words by segmenting the sounds using "Fred Fingers" (e.g., cat, frog, fish). - Orally rehearses a short phrase or simple sentence before attempting to write it down. - Writes short, decodable phrases and simple captions independently (e.g., "a cat on a mat" or "the red frog"),	- Writes recognizable lower-case and capital letters, ensuring correct starting points, line placement, and overall formation. - Spells words systematically by breaking them down into their constituent sounds and writing them using taught Set 1 and early Set 2 graphemes. - Writes short, coherent sentences independently to create simple narratives, messages, or lists within purposeful contexts. - Consistently demonstrates structural sentence awareness by utilizing finger

	their own drawings or pictures with single words or initial sounds.	beginning to apply the rule of leaving clear finger spaces.	spaces, an end full stop, and a starting capital letter. - Write simple sentences that can be easily read by themselves and others.
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