

Reading

Pupils should be taught to:

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school’s phonic programme
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

Pupils should be taught to:

- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known letter– sound correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- 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

Grammar

- Single-clause sentences
- Multi-clause sentences using simple coordinating conjunctions: and / but
- Say a sentence, write and read it back to check it makes sense
- Simple factual sentences based around a theme or closely linked to a story
- Determiners: the a my an this his her some all
- Prepositions: up down in into out to onto
- Adjectives to describe nouns: e.g. old, little, big, small, quiet

Powick CE Primary School

Literacy Spine EYFS

Speaking and Listening

- Understand how to listen carefully and why listening is important
- Learn new vocabulary and use it through the day and in different contexts
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of devices
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities
- Explain how things work and why they might happen.
- Develop social phrases
- Engage in story times: listen to and talk about stories to build familiarity and understanding
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Listen carefully to rhymes and songs, paying attention to how they sound, and learn rhymes, poems, and songs
- Engage in non-fiction books: listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Text Structure

Fiction

- Introduce the story map as a planning tool
- Whole class and individual retelling of simple story
- Understanding of beginning / middle / end
- Use simple adverbs to sequence e.g. one day / first then / next / after / finally
- Repetition in description
- Story language e.g. once upon a time / happily ever after

Non-fiction

- Names
- Labels
- Captions
- Lists
- Diagrams

Punctuation

- Finger spaces
- Full stops
- Capital letters

Handwriting

Pupils should be taught to:

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Begin to form capital letters
- Begin to form digits 0-9

ELG: Fine Motor Skills

Children at the expected level of development will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; sit correctly at a table, holding a pencil comfortably and correctly

Spelling

- Follow Little Wandle scheme
- Use 'Grow The Code' Reception Grapheme Mat to support independent spelling