**Intent:**

Our children will leave the Foundation Stage at Tarporley CE Primary School with a love for reading. Pupils enjoy spending time reading and discussing content and their own ideas around a text. They will be confident in reading decodable words and a large number of high frequency words. They will write simple sentences that can be read by others and demonstrate their secure phonics knowledge. Pupils show independence by seeking resources, e.g. word/sound mats to help them develop writing independently. They identify purposes for writing, e.g. cards, stories or shopping lists. Our pupils know that their writing is highly valued and can always be improved by reflecting on the process.

**Implementation:**

The importance of reading and writing is activity promoted through a literature rich curriculum and environment including; stories, songs, poems, mark making and writing in a variety of different contexts and for different purposes using a wide range of media. Children are exposed to reading and writing through all our areas of provision promote, discreetly or directly, active mark making and writing. This is endorsed in both outdoor and indoor provision. Adults are skilled at encouraging literacy opportunities through children’s play and add challenge where this has a focus for the child’s next step. Where support is required there are appropriate strategies to instil a love of books. Pupils are taught Phonics on a daily basis through the Essential Letters and Sounds programme of study. Every child will have at least one text linked to their phonic phase (which should be read four times at home) to take home each week. Children share their reading books with adults at least once a week. Through our topics and Pathways to Write planning, pupils are exposed to new and exciting texts that are brimming with rich language.

Below shows the progression of skills that build towards the Literacy Early Learning Goals.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Comprehension** | | |
| **Key Skill: Story Telling and Recall** | **Key Skill: Prediction** | **Key Skill: Vocabulary** |
| **Baseline**  - Listens and enjoys sharing a range of books.  - Comments and engages in conversation about the text (fiction and non-fiction) while reading E.g. Child say ‘They are going on a bike ride’ while pointing at the illustration.  **On Track Check Point 1**  - Joins in with repeated refrains and key phrases.  - Identifies the main setting, characters and happening in the story is.  - Orders 4 pictures or props from a story  **On Track Check Point 2**  - Talks in detail about the main characters and setting.  - Sequences pictures and sentences from a story.  - Responds to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations  - Retells how the story started, the main happening, and how ended | **Baseline**  - Comments and engages in conversation about the illustrations/ pictures (fiction and non-fiction). ‘They are getting their bike.’  **On Track Check Point 1**  - Comments and engages in conversation about the text, talking about what might happen next. E.g. ‘They weren’t meant to do that. They will be in trouble.’  **On Track Check Point 2**  - Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences  -Answers questions about why or how things have happened.  - Predicts main happening in the text. | **Baseline**  - Listens and enjoys sharing a range of books, rhymes and songs.  **On Track Check Point 1**  - Joins in with repeated refrains and key phrases.  - Talks about the meaning of new vocabulary.  **On Track Check Point 2**  - Repeats new vocabulary in a context of a story.  - Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary.  - Begins to use modelled vocabulary during role play and small world. |
| **ELG:**  **Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary** | **ELG:**  **Anticipate key events in stories.** | **ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.** |
| **Provisions:** | Library, books, small world, role play, curiosity cube, puppets, small world figures, traditional tales resources, pictures to order | Library, books, small world, role play, curiosity cube, puppets, small world figures | Library, books, small world, role play, curiosity cube, puppets, small world figures, maps, CD player, CDs |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **Word Reading** | | | | |
| **Key Skill: Blending and Segmenting** | **Key Skill: Grapheme- phoneme recognition** | | **Key Skills To know common exception words by sight** | |
| **Baseline**  - Listens and enjoys sharing a range of books.  - Initial sounds on familiar words e.g. name  **On Track Check Point 1**  - Completes a rhyming string.  - Identifies words where they can hear they start with the same initial sound (alliteration).  - Counts or clap syllables in a word.  -Orally blends sounds they can hear in words.  - Reads words containing some digraphs, using sound buttons (up to OA)  - Reads simple, phonetically decodable sentences containing known sounds  **On Track Check Point 2**  - Reads words containing single sounds and digraphs without sound buttons (up to OW)  - Reads sentences containing digraphs and trigraphs (up to OW) | **Baseline**  Holds a book correctly, handle with care and turn pages from front to back and recognise front and back cover.  **On Track Check Point 1**  - Knows that print conveys meaning.  - Reads individual letters by saying the sounds for them.  - Begins to link sounds to letters, naming and sounding letters of the alphabet  - Identifies digraphs within words using sound buttons.  - Links sounds up OA.  **On Track Check Point 2**  - Links sounds to a 10 or more digraphs and trigraphs (up to OW) | | **Baseline**  -Recognises their name and familiar logos  **On Track Check Point 1**  - Knows words ‘I’, ‘no’, ‘go’, ‘the’, ‘put’, ‘of’, ‘is’’, to’, ‘into, ‘pull’, ‘as’ and ‘his’ by sight.  Knows words ‘he’, ‘she’, ‘buses’, ‘we’, ‘be’, ‘me,’ ‘was’, ‘you’, ‘my’, ‘her’ by sight.  **On Track Check Point 2**  Knows words ‘they’, ‘all’, ‘are’, ball’, ‘tall’, ‘when’, ‘what’, ‘said’, ‘so’, ‘have’, ‘were’, ‘out’, ‘like’, ‘some’, ‘come’, ‘there’, ‘little’, ‘one’, ‘do’, ‘children’ and ‘love’ by sight.  - Reads sentences containing known sight words. | |
| **ELG:**  **Read words consistent with their phonic knowledge by sound blending.** | **ELG:**  **Say a sound for each letter and at least 10 digraphs** | | **ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words** | |
| **Provisions:** | | ELS sheets, books, captions, magnetic letters, lacing letters, letter stencils, displays | ELS sheets, books, captions, magnetic letters, lacing letters, letter stencils, displays, ELS frieze, iPads with Oxford Owl | | ELS sheets, books, captions, magnetic letters, lacing letters, letter stencils, displays | |
|  | **Writing** | | | | | | |
| **Key Skills: Fine motor control**  **\* See physical development progression document also** | | | **Key Skills: Grapheme- phoneme correspondence**  **: Segmenting and blending**  **: Sound discrimination** | | **Key Skills : Applying key words**  **: Sentence construction** | |
|  | **Baseline**  -Uses a dominant hand  - May mark make in palm grip  - Forming letters  **On Track Check Point 1**  - Uses a three- friends hold grip  - Letters written are recognisable from the jumper family, abracadabra, fisher and squirter.  -Writes mostly on the line with letters almost always starting at the right place  -----------------------------------------------------------------------------------------------  **On Track Check Point 2**  -Holds and uses a pencil confidently using three friends hold.  - Forms all lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.  - Forms most capital letters correctly. | | | **Baseline**  - Gives meaning to marks  **On Track Check Point 1**  - Knows that print carries meaning and in English, is read from left to right and top to bottom (mark makes left to right)  - Is aware of the connection between letter and sound  - Writes their name  **On Track Check Point 2**  - Represents some sounds in order in their writing  - Writes two letter and CVC words  - Beginning to write some high frequency words from memory | | **Baseline**  -Retain and repeat a spoken sentence | |
| **On Track Check Point 1**  - Writes words containing some digraphs  - Writes simple captions  - Uses letter spaces between words  - Writes at least 8 high frequency words from memory  **On Track Check Point 2**  - Sometimes uses punctuation correctly  - Reads their work back independently  - Words are phonetically plausible  - Uses known high frequency words within their writing | |
| **ELG:**  **Write letters that are mostly well formed** | | | **ELG:**  **Spell words by identifying sounds in them and representing the sounds with a letter or letters.** | | **ELG:**  **Write simple phrases and sentences that can be read by themselves and others** | |
| **Provisions:** | Kinetic Letters resources, sand trays, pencils, paper, ELS workbooks and frieze, chalk, paint and brushes, crayons, pens, sticks | | | Kinetic Letters resources, sand trays, pencils, paper, ELS workbooks and frieze, chalk, paint and brushes, crayons, pens, sticks | | | |

**Impact:**

Our children make excellent progress from their reading and writing starting points. They can read a variety of print including signs, captions, sentences and texts. Pupils have a love of stories, books and reading, and have developed a sense of wonder of the world of books. They are keen to share their reading with adults and understand that this is the key to accessing the wider curriculum. Our pupils understand writing is a form of communication and can write phonetically plausible sentences that they and others can read.

|  |
| --- |
|  |