



LITERACY: Curriculum Goals

Articles 24, 28 and 29- 'All children have a right to an education that supports them to use and develop their talents and abilities.'

Autumn Term	Spring Term	Summer Term
<p>First Milestone: Children have increasing focus during story time and will sometimes choose to look at the available books within the classroom, retelling some of their favourite stories during continuous provision. Children can use muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and control objects, beginning to make a range of marks.</p> <p><u>Reading</u></p> <p>0-3: Handles books, printed and digital reading material with interest. Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences.</p> <p>RANGE 3: Begins to join in with actions and sounds in familiar songs and book sharing experiences</p> <p>RANGE 4: Has some favourite stories, rhymes, songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...</p>	<p>Second Milestone: Children take part in shared reading, and use characters from stories in play and retelling stories. They join in with repeated refrains and make predictions. Children are familiar with Nursery rhymes and props, and join in with actions. Children are mark making in a purposeful manner, e.g. 'That's Mummy', in a range of ways- using dough, clay, paintbrushes etc.</p> <p><u>Reading</u></p> <p>Range 5: Begins to develop phonological and phonemic awareness- -Recognises rhythm in spoken words, songs, poems and rhymes -Claps or taps the syllables in words, songs, poems and rhymes -Awareness of the initial sounds in words. -shows awareness of rhyme and alliteration</p> <p>Begins to be aware of how stories are structured and to tell own stories. Talks about events and principal characters in stories and suggests how the story might end</p> <p>Range 6: Describes main story settings events and principal characters in increasing detail</p>	<p>Third Milestone: Children autonomously use literacy as a form of communication and expression within their play. They use available props to re-tell stories and demonstrate a love of reading. Mark making is more controlled, enabling them to draw lines and circles. Children can find their name card and use it to attempt to write their name. Some children will begin to form a range of recognisable letters. Children are becoming more able to identify the initial sounds of words and link some graphemes to their phonemes.</p> <p><u>Reading</u></p> <p>RANGE 5: Continuing to develop phonological and phonemic awareness- -Hears and says the initial sounds in words. -Continues a rhyming string and identifies alliteration -Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them -starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons. Handles books with growing competence</p>

<p>Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</p> <p>RANGE 5: Knows that print carries meaning. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Writing:</p> <p>RANGE 3: Enjoys the sensory experience of mark making RANGE 4: Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. RANGE 5: Sometimes gives meaning to their stories. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves Includes mark making and early writing in their play</p>	<p>Writing</p> <p>RANGE 5: Includes mark making and early writing in their play Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right Sometimes gives meanings to their marks and drawings</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p> <p>Begins to make letter type shapes to represent the initial sound of their name and other familiar words.</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>RANGE 6: Enjoys an increasing range of print and digital books, both fiction and non-fiction Uses vocabulary and forms of speech that are influenced by their experiences of reading Re-enacts and reinvents stories they have heard in their play Begins to recognise some written names of peers, siblings or “Mummy/ Daddy”</p> <p>Writing</p> <p>RANGE 5: Begins to make letter-type shapes to represent the initial sound of their name and other familiar words RANGE 6: Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Able to use some of their developing knowledge of phonemes and graphemes to write some recognisable letters in sequence, such as the letters in their name.</p>
--	---	---

REGULAR AND ONGOING: Instrumental sound exploration and discrimination (aspect 2) rhymes and songs (aspects 1-4) stories with sounds (aspects 1-4), talk about sounds we and hear, exposure to clapping beats in words (aspect 4)

Relevant skills focus- As well as incidental opportunities we will focus on the certain aspects at certain times- Phonics Progression Sequence for the year based on our Phase 1 Anima Phonics programme:

Autumn Term	Spring Term	Summer Term
Sound discrimination- Environmental sounds and body percussion (aspects 1 and 3)	Rhythm and Rhyming Words (aspect 4) Alliteration exposure (aspect 5)	Initial sounds and alliteration (aspect 5) Blending (aspect 7)



Developmental Stages of Writing

Pre-Literate	
Stage Description	Sample
Scribble Stage - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
Symbolic Stage - starting point any place on page, pictures or random strokes/marks with an intended message	"I am happy."
Directional Scribble - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	"I am playing."
Symbolic/Mock Letters - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	

Emergent	
Strings of Letters - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways,	
Groups of letters -groupings of letters with spaces in between to resemble words	
Labeling pictures - matching beginning sounds with the letter to label a picture	
Environmental Print - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	

Transitional	
Letter/Word Representation -uses first letter sound of word to represent entire word, uses letter sound relationship,	(I went home.)
First/Last Letter Representation - word represented by first and last letter sound	(cat)
Medial Letter Sounds - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	(My cat is brown.)

Fluent	
Beginning Phrase Writing - using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail,	
Six Traits of Writing - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	

