

WRENBURY PRIMARY SCHOOL				
EYFS – Literacy				
	Reception Autumn	Reception Spring	Reception Summer	ELG Checkpoint
	<p style="text-align: center;">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.</p>			<p>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.</p>
Word Reading	<p>Help children to read the sounds speedily. This will make sound-blending easier. Play games such as (USING ONLY LETTERS LEARNT SO FAR!): alphabet snap, alphabet jigsaws, matching magnetic letters to alphabet strips/words/their name, letter hunts, alphabet bingo, make letters from dough, pipe cleaners etc searching for alphabet letter in messy play Blending cvc words using letters learnt so far. Playing games such as: Matching words to pictures Phonics Games on PC and Laptops Fishing games to catch cvc words to read Roll and read Obb and Bob Words on balls to roll into buckets using</p>	<p>Help children to read the sounds speedily. This will make sound-blending easier. Play games such as (USING ONLY LETTERS LEARNT SO FAR!): alphabet matching pairs, matching and sorting lower and upper case letters, alphabet lotto, alphabet bingo, Blending cvc words using letters and digraphs learnt so far. Playing games such as: Matching words to pictures Fishing games to catch cvc words to read Board games with cvc words Roll and read Cvc words on sticks to sort into families Obb and Bob Flashcards and a timer – beat the clock Word hunt Cvc bingo Cvc lotto</p>	<p>Blending cvc words using letters and digraphs learnt so far. Playing games such as: Matching words to pictures Fishing games to catch cvc words to read Board games with cvc words Roll and read Cvc words on sticks to sort into families Obb and Bob Flashcards and a timer – beat the clock Word hunt Cvc bingo Cvc lotto Diagraph bingo, Diagraph hunt, Diagraph snap/match, Diagraph board games, Diagraph fishing game/cards linked to theme.</p>	

	<p>guttering Words on cars to park into parking bays Splat the given word</p> <p>Read to a familiar adult a phonetically decodable text matched to their phonics level twice a week.</p> <p>Read 6 common exception words from phase 2: Bingo Matching/lotto Hunts inside and outside Splat Jump on the word Dominoes Spin the arrow Flashcards – beat the clock</p> <p>Read simple phrases and match to pictures using phase 2 cvc words and common exception words</p> <p>Play yes or no game – read simple phrase and answer yes or no</p>	<p>Diagraph bingo, Diagraph hunt, Diagraph snap/match, Diagraph board games, Diagraph fishing game/cards linked to theme.</p> <p>Read to a familiar adult a phonetically decodable text matched to their phonics level twice a week.</p> <p>Read 6 common exception words from phase 2 and 12 from phase 3: Bingo Matching/lotto Hunts inside and outside Splat Jump on the word Dominoes Spin the arrow Flashcards – beat the clock</p> <p>Read simple phrases and match to pictures using phase 2 and 3 cvc words and common exception words.</p>	<p>Read as part of a group a text that has the diagraphs that the children have been taught</p> <p>Read 6 common exception words from phase 2, 12 from phase 3 and 14 from phase 4: Bingo Matching/lotto Hunts inside and outside Splat Jump on the word Dominoes Spin the arrow Flashcards – beat the clock</p> <p>Read simple phrases and match to pictures using phase 2,3 and 4 cvc words and common exception words.</p>	
Comprehension	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>			<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p>
	<p>Make familiar story books available for children to share at school and at home.</p>	<p>Make familiar story books available for children to share at school and at home.</p>	<p>Make familiar story books available for children to share at school and at home.</p>	<p>Use and understand recently introduced vocabulary during discussions about</p>

	<p>Top 5 rhymes and top 5 texts displayed clearly by the carpet area and children should be encouraged to use these.</p> <p>Children have opportunities to talk about books and who was in them, what happened and did they like it.</p> <p>Shared reading takes place daily to encourage children to learn new vocabulary and talk about what they have listened to, including character descriptions, personalities, events and how this story links to their own life.</p> <p>Children listen to at least 3 stories a day read to them by adults in the class. Children have an element of choice over some of these books.</p> <p>Authors including Julia Donaldson, Mick Inkpen and Jill Murphey are discussed and celebrated across the term.</p> <p>Children are beginning to retell simple stories and can order events to retell.</p> <p>Children are beginning to make up their own stories and tell them to a familiar adult to be acted out by the class at a later date.</p>	<p>Top 5 rhymes and top 5 texts displayed clearly by the carpet area and children should be encouraged to use these.</p> <p>Children have opportunities to talk about books and compare stories, talk about where they are set and predict what might happen at the end.</p> <p>Shared reading takes place daily to encourage children to learn new vocabulary and talk about what they have listened to, including identifying vocabulary to describe a character, talking about the decisions a character makes and what they have learnt from the story (e.g. always take a shopping list, you must listen to adults, keep your room tidy)</p> <p>Children listen to at least 3 stories a day read to them by adults in the class. Children have an element of choice over some of these books.</p> <p>Authors including Martin Waddell, Oliver Jeffers and Quentin Blake are discussed and celebrated across the term.</p> <p>Children can retell simple stories and order events/pictures to retell.</p> <p>Children can make up their own stories and tell them to a familiar adult to be acted out by the class at a later date.</p>	<p>Top 5 rhymes and top 5 texts displayed clearly by the carpet area and children should be encouraged to use these.</p> <p>Children have opportunities to talk about books, poems and rhymes and discuss how they make them feel and why.</p> <p>Shared reading takes place daily to encourage children to learn new vocabulary and talk about what they have listened to, including encouraging descriptive language when asking and answering questions, talk about feelings such as 'this is a scary bit' or 'why was the cat hiding?' and check word meaning through questioning.</p> <p>Children listen to at least 3 stories a day read to them by adults in the class. Children have an element of choice over some of these books.</p> <p>Authors including Nick Sharratt, Eric Carle and Michael Rosen are discussed and celebrated across the term.</p> <p>Children can retell familiar stories using a book or from memory.</p> <p>Children can make up their own stories and tell them to a familiar adult to be acted out by the class at a later date.</p>	<p>stories, nonfiction, rhymes and poems and during role play</p>
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Writing	<p>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 sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>			<p>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.</p>
	<p>Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line – done daily</p> <p>Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p> <p>Give plenty of opportunities to copy their name/make their name using letters</p> <p>Many opportunities for children to write their name from left to right, making clearly recognisable letters. Children then need to learn how to form these letters correctly.</p> <p>NB. Once children know satpin, children can begin to write these letters as initial sounds or cvc if can segment.</p> <p>Children can write the initial sounds of words using the GPCs they are taught. Children can segment to spell cvc words using their phonics knowledge of GPCs already taught.</p> <p>Encourage children to make signs (only using GPCs taught) linked to the topic.</p>	<p>Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line – done daily.</p> <p>Support children to form the complete sentence/phrase orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud (counting on fingers with spaces in between representing finger spaces).</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p>Dictate sentences to ensure they contain only the taught sound-letter correspondences</p> <p>Model how you read and re-read your own writing to check it makes sense</p> <p>Give children a variety of purposes to write including writing stories/narratives and letters, instructions and recounts linked to the topics.</p> <p>Model and name capital letters, full stops and finger spaces.</p>	<p>Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are important as well as the size and position of the letter on a line – done daily.</p> <p>Children should be given opportunities for some extended writing in sentences to build up stamina and to retell more information.</p> <p>Children write for a variety of purposes and are motivated to write.</p> <p>Children understand the features of a list, card and caption.</p> <p>Children make phonetically plausible attempts at unfamiliar words that can be read by others.</p>	

	<p>Checkpoint 1: I can write my name from memory. I can write and spell 3 tricky words. I can correctly form 5 letters. I can write a simple dictated phrase (e.g. A pig on a mat).</p>	<p>Checkpoint 2: I can write and spell 8 tricky words I can correctly form 15 letters I can write simple sentences and phrases, sometimes using spaces between words.</p>	<p>Checkpoint 3: I can write and spell 15 tricky words I can correctly form 20 letters I can write simple sentences leaving spaces between words and sometimes using punctuation.</p>	
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