



EYFS

Reading & Writing

Breadth of study



Reading

Writing

National curriculum

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Continues a rhyming string.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.

National curriculum

- Sometimes gives meaning to marks as they draw and paint.
- Gives meaning to marks they make as they draw, write and paint.
- Ascribes meanings to marks that they see in different places.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.
- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

Unicef Articles

Article 24 - Every child has the right to an education that should help them to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.

Article 31 - Every child has the right to find out things and share what they think of others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

<u>Co-ordinator expectations</u>	<u>Co-ordinator expectations</u>
<p>In some reading, usually with support:</p> <ul style="list-style-type: none"> • some awareness of punctuation marks, <i>e.g. pausing at full stops</i> • some simple points from familiar texts recalled • reasonable inference at a basic level, <i>e.g. identifying who is speaking in a story</i> • comments/questions about meaning of parts of text, <i>e.g. details of illustrations diagrams, changes in font style</i> • some simple comments about preferences, mostly linked to own experience • a few basic features of well-known story and information texts distinguished, <i>e.g. what typically happens to good and bad characters, differences between types of text in which photos or drawings are used.</i> 	<p><u>Writing - composition</u></p> <p><u>Narrative</u></p> <p>Character analyses</p> <p>Retell stories with familiar settings</p> <p>Use predictable and patterned language</p> <p>Retell traditional and fairy tales</p> <p>Change one or more elements about a known story</p> <p><u>Non-Fiction</u></p> <p>Labels, lists and captions</p> <p>Diagrams to depict instructions</p> <p>Write factual information about personal items and families</p> <p>Write factual information about familiar animals</p> <p>Write simple recounts (e.g. visit to the park etc.)</p> <p><u>Poetry</u></p> <p>Use senses to respond (e.g. I can see... I can hear...)</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> • To distinguish between words and sentences. • To realise that words can combine to make sentences. • To leave spaces between words. • To begin to punctuate sentences using capital letters and full stop. • To begin to recognise nouns, verbs and adjectives. • To begin to recognise the subject (noun) and verb in a sentence. • To begin to write sentences with subject and verb agreement (The dog jumped over the fence.) • To begin to use simple time connectives to recount (First, Then, After, Next, At the end). • To begin to join sentences using simple connectives (and, because).

Blue - Every child to meet this objective.

Green - More able objective.