Knowledge, Skills and Understanding
Literacy

Nursery

3 & 4 year olds will be learning to:

- Understand the five key concepts about print:
- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing.
- Develop their phonological awareness, so that they can:
- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother.
- orally blend simple words
- Know and say some of the RWI pictures.
- Engage in conversations about stories, learning new vocabulary.
- Using some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Recognise their name.
- Form pre-writing shapes e.g. circles, lines, zigzags, arches.
- Form the first 1/2 letters of their name correctly.

Core Texts	Core Experiences	Daily Routines
Meg and Mog There's a Monster in your book The Three Little Pigs The Smartest Giant in Town Whatever next! Rosie's Walk Elmer	Theatre/story visit Grandparent/parents reading stories, including EAL Family reading sessions Library visit to Nursery	Story time RWI session Self-registration with names Duster dance/Squiggle Whilst You Wiggle Family Library book going home

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Reception

Reception children will be learning to:

Word Comprehension	Word Reading	Writing
• Engage in conversations about stories, using new vocabulary that has been introduced. • Retell familiar stories, using repeated refrains from the story. • Recite nursery rhymes and poems by heart. • Talk about what they think may happen next in a story. • Discuss why things are happening in a story.	• 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 – Read, Write, Inc. red words. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Write their first name correctly. • Write some letters accurately. • Form lower-case 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.

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Reception - end of year expectations

ELG Comprehension	ELG Word Reading	ELG Writing
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.	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.	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.
Core Texts	**Core Experiences**	**Daily Routines**
The Three Little Pigs Goldilocks Three Billy Goats Gruff Little Red Riding Hood Jack and the Beanstalk The Easter Story YR agreed core texts across the year (see overview document)	Theatre/story visit Library visits - termly Grandparent/parents reading stories	Story time Nursery Rhymes RWI lessons RWI 5 minute pm lesson/pinny time RWI 1:1 tutoring Linked RWI books going home Family Library book going home RWI red words going home Handwriting/name writing sessions Family reading sessions – twice weekly