



Literacy

Foundation Stage 1 3 – 4 Years	Term 1	Term 2	Term 3
	<ul style="list-style-type: none"> • Understand print has meaning • Name different parts of a book- front cover, back cover, blurb, author, page, • Recognise we read English text left to right and top to bottom • Give meaning to some marks they make • Make marks for their name • Repeat words and phrases from familiar stories 	<ul style="list-style-type: none"> • Understand print can have different purposes • Spot and suggest rhymes • Count or clap syllables in a word • Engage in extended conversations about stories learning new vocabulary 	<ul style="list-style-type: none"> • Write some letters accurately • Write some or all of their name • Recognise words with the same initial sound • Use some of their print and letter knowledge in their early writing

Foundation Stage 2 Children in Reception	Term 1	Term 2	Term 3
	<ul style="list-style-type: none"> • Name writing with name card to support • Begin to segment to spell words by identifying the sounds and then write the grapheme/letter to represent the sounds heard in order – Phase 2 • Word writing for labels, lists • With support, write a simple short caption using finger spaces to separate words • With support, write a simple short sentence with sentence starter scaffold using finger spaces to separate words beginning to be aware of directionality • Begin to write some phase 2 tricky words from memory • Begin to use writing for a range of purposes – speech bubbles, thinking bubbles, instruction writing, character description 	<ul style="list-style-type: none"> • Name writing without name card to support • Developing letter formation • Develop confidence to segment to spell words by identifying the sounds and then write the grapheme/letter to represent the sounds heard in order – Phase 2 and 3 • With support, begins to make a phonetic attempt to spell a simple word with more than one syllable • Write a simple short sentence – showing increasing independence - using sentence starter scaffold using finger spaces to separate words • Increasing awareness of directionality in writing • Write a short sentence with support using a simple conjunction • Write phase 2 and some phase 3 tricky words from memory • Develop increased confidence and competence in writing for a range of purposes – speech bubbles, thinking bubbles, instruction writing, character description, story retell, alternative story endings • Develop imagination in oral story invention 	<ul style="list-style-type: none"> • Most letters formed correctly • Segment to spell words by identifying the sounds and then write the grapheme/letter to represent the sounds heard in order – Phase 2 and 3 – include now adjacent consonants • Spell a simple word with more than one syllable • Write a simple short sentence – showing independence - using finger spaces to separate words • Write a short sentence using a simple conjunction • Write phase 2 and some phase 3 and 4 tricky words from memory • Rehearse and refine confidence and competence in writing for a range of purposes – speech bubbles, thinking bubbles, instruction writing, character description, story retell, alternative story endings • With support, re-read what they have written to check for mistakes and ‘fix – it’ • Imagination in oral story invention using story structure