



Educational Programme for Literacy:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Comprehension Early Learning Goal:

- 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.

Word Reading Early Learning Goal:

- 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.

Writing Early Learning Goal:

- 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.



Progression towards the ELG:	Characteristics of learning:
	<p>On going focus on:</p> <p>Play and Exploring Bring their own interests and fascinations into early years settings. This helps them to develop their learning Respond to new experiences that we bring to their attention.</p> <p>Active Learning Participate in routines. Keep on trying when things are difficult.</p> <p>Creating and Thinking Critically Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>
<p>By the end of the Summer Term Nursery children should be able to:</p> <ul style="list-style-type: none"> • Engages in extended conversations about stories, learning new vocabulary • Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word • Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother • Writes some or all of his/her name 	<p>Four guiding principles should shape practice in our setting. These are:</p> <ul style="list-style-type: none"> • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.



<ul style="list-style-type: none"> Writes some letters accurately 	<p>Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <ul style="list-style-type: none"> importance of learning and development. Children develop and learn at different rates.
<p>By the end of the Spring Term Nursery children should be able to:</p> <ul style="list-style-type: none"> Engages in extended conversations about stories, learning new vocabulary Understands that print can have different purposes Understands that we read English text from left to right and from top to bottom Understands the names of the different parts of a book Understands page sequencing Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy 	<p>Playing and Exploring Guide their own understanding by referring to visual aids or by talking to themselves while playing.</p> <p>Active Learning Show goal-directed behaviour. Begin to correct their mistakes themselves.</p> <p>Creating and Thinking Critically Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems. Sort materials</p>
<p>By the end of the Autumn Term Nursery children should be able to:</p> <p>Pre-3</p> <ul style="list-style-type: none"> Develops play around his/her favourite stories using props Notices some print, such as the first letter of his/her name, a bus or door number, or a familiar logo 	<p>Playing and Exploring Realise that their actions have an effect on the world, so they keep repeating them. Make independent choices.</p> <p>Active Learning</p>



- Enjoys drawing freely
- Adds some marks to his/her drawings, which he/she gives meaning to, e.g. "That says mummy"
- Makes marks on his/her pictures to stand for his/her name
- Understands that print has meaning

Begin to predict sequences because they know routines.
Take part in simple pretend play.

Creating and Thinking Critically

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Key vocabulary:

alliteration, author, baddies, beginning, blurb, bold, book, character, clarify, contents, digital book, e-book, emotions, end, fact, feelings, fiction, finally, glossary, goodies, google,

happily, ever after, headings, heroes, how, information, instructions, internet, middle, non-fiction, once upon a time, page, plot, poem, predict, question, recipes, retell, rhyme, setting, speech, subheadings, suddenly, summarise, title, villains,

what, when, where, who, why

Grapheme, digraph, phoneme, trigraph, cvc word, segment, blend, rhyme, sentence, alphabet, letter, capital, sound buttons, tricky words, phoneme frame, onset and rhyme, initial sound, final sound, medial sound, vowel, letter names, syllable

Letter, word, sentence, full stop, question mark, exclamation mark, straight, wavy, curved, diagonal, circle, square, rectangle, sentence, syllable, capital letter, lowercase letter, phoneme, digraph, initial sound, beginning, middle, end, instruction, poem, letter, e-mail,