



### **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><b>By the end of the Summer Term Reception children should be able to:</b></p> <p><b>Comprehension Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> </ul> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>On going focus on:</b></p> <p><b>Play and Exploring</b> 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><b>Active Learning</b> Participate in routines. Keep on trying when things are difficult.</p> <p><b>Creating and Thinking Critically</b> Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>
<p><b>By the end of the Spring Term Reception children should be able to:</b></p>	<p>Four guiding principles should shape practice in our setting. These are:</p>



- Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment
- Can read some letter groups that each represent one sound and say the sounds for them
- Can read a few common exception words matched to the school's phonic programme
- Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Can form lower-case and capital letters correctly
- Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-reads what he/she has written to check that it makes sense

- 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. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

- By the end of the Autumn Term Reception children should be able to:**
- Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment
  - Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment
  - Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences
  - Can form lower-case and capital letters correctly
  - Is able to spell words by identifying the sounds and then writing the sound with letter/s

- Playing and Exploring**  
Plan and think ahead about how they will explore or play with objects.
- Active Learning**  
Show goal-directed behaviour.  
Begin to correct their mistakes themselves.
- Creating and Thinking Critically**  
Review their progress as they try to achieve a goal. Check how well they are doing.  
Solve real problems.  
Use pretend play to think beyond the 'here and now' and to understand another perspective.



**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,

**Playin**

Make i

**Active**

Begin t

**Creati**

Sort m

Concer

increas