



Childwall CE Primary School

SPECIFIC AREA Literacy	Writing	Reading
3 and 4 Year olds	<ul style="list-style-type: none"> ➤ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother ➤ Use some of their print and letter knowledge in their early writing. E.g: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. ➤ Write some letters in their name or their entire name. ➤ Write some letters accurately. 	<ul style="list-style-type: none"> ➤ Understands that print has meaning. ➤ Understands that print can have different purposes ➤ Understands that we read English text from left to right and from top to bottom ➤ Understands that the names of the different parts of a book ➤ Understands page sequencing ➤ Develop their phonological awareness, so that they can spot and suggest rhymes ➤ Can count or clap syllables in a word - ➤ Can recognise words with the same initial sound, such as money and mother ➤ Engages in extended conversations about stories, learning new vocabulary ➤ Is beginning to understand what a letter and a word is.
Reception	<ul style="list-style-type: none"> ➤ Form lower-case and capital 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. 	<ul style="list-style-type: none"> ➤ 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.(digraphs and trigraphs) ➤ Read a few common exception words matched to the school's phonic programme. ➤ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. ➤ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Early Learning Goal	<ul style="list-style-type: none"> ➤ 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. 	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> ➤ 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, nonfiction, rhymes and poems and during role play. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> ➤ 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.