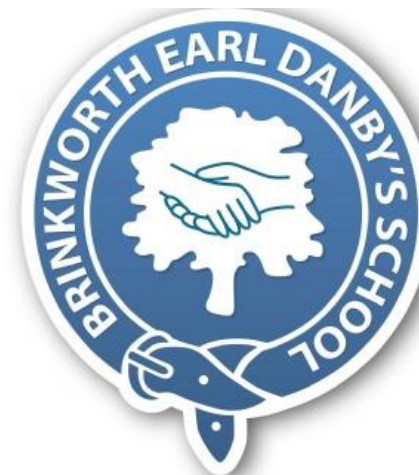


What skills are we learning?

- To hear and say the initial sounds in words. Read individual sounds by saying the correct phoneme.
- To recognise punctuation in text and it we have read e.g exclamation marks, question marks, full-stops, commas, speech marks.
- Blend sounds together to read words.
- Form lowercase and capital letters correctly.
- Read common exception words, also known as tricky words in line with our phonics scheme.
- Spell words by identifying the sounds that make up that word, using our segmenting skills.
- Write short simple sentences using the correct phoneme, grapheme correspondence, using a capital letter and a full stop.
- Understanding everyday literacy artefacts such as labels, instructions, signs, books, maps.
- To understand a range of complex sentences.
- Understanding what makes up a story, exploring characters, settings and key events in increasing detail.
- Re-enact and re-invent stories which they have heard in their play.
- To identify “two letters one sound” is a digraph and tri-graphs consist of “three letters one sound.”



What opportunities to see this in action?

- Daily phonics sessions following Little Wandle, started in Spring 2022.
- Daily reading times for children to sit and read in small groups with an adult, focusing on decoding, prosody and comprehension.
- Staff are enthusiastic about the pleasure of reading and model the anticipation, excitement and expression of reading a wide variety of high quality text.
- Have phonics display, clear and large for children to use. Sound mats made available in multiple areas for continuous provision.
- Learning environment includes a range of writing materials at all times and teaching writing will be purposeful and meaningful to the children.
- Children have opportunities to develop writing skills by using a range of one-handed tools, e.g. scissors, playdough resources and pencil and pen control activities.

End of the year early learning goals:

Comprehension (ELG)

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 (ELG)

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 (ELG)

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.