

EYFS Coverage- Literacy

	Advent 1 Advent 2		Lent 1 Lent 2		Pentecost 1 Pentecost 2	
Literacy	<p>Comprehension; Word reading; Writing Concept/Aspect</p> <ul style="list-style-type: none"> Understanding <p>Nursery Skill Demonstrate awareness of what has been read to them by retelling stories in their play using props. Core knowledge</p> <ul style="list-style-type: none"> A story is an account of something that happened that can be true or made up. Stories can be retold using simple words and props. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Sequence & summarise <p>Nursery Skill Engage in extended conversations about</p>	<p>Comprehension; Word reading; Writing Concept/Aspect</p> <ul style="list-style-type: none"> Retrieval <p>Nursery Skill Begin to talk about the main events and principal characters in stories, using props and materials for role play. Core knowledge</p> <ul style="list-style-type: none"> A story is an account of something that happened that can be true or made up. A main event is an important thing that happens in the story. A character is a person, animal or thing that 	<p>Comprehension; Word reading; Writing Concept/Aspect</p> <ul style="list-style-type: none"> Retrieval <p>Nursery Skill Begin to talk about the main events and principal characters in stories, using props and materials for role play. Core knowledge</p> <ul style="list-style-type: none"> A story is an account of something that happened that can be true or made up. A main event is an important thing that happens in the story. A character is a person, animal or thing that speaks or does something in a story. A principal character is a character that 	<p>Comprehension; Word reading; Writing Concept/Aspect</p> <ul style="list-style-type: none"> Blend <p>Nursery Skill Count or clap syllables in a word. Core knowledge</p> <ul style="list-style-type: none"> A syllable is a beat in a word that contains a single vowel sound. Some words, such as cat, have one syllable; some, such as elephant, have more than one. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Word meaning <p>Nursery Skill Engage in conversations about</p>	<p>Comprehension; Word reading; Writing Concept/Aspect</p> <ul style="list-style-type: none"> Blend <p>Nursery Skill Count or clap syllables in a word. Core knowledge</p> <ul style="list-style-type: none"> A syllable is a beat in a word that contains a single vowel sound. Some words, such as cat, have one syllable; some, such as elephant, have more than one. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Word meaning <p>Nursery Skill Engage in conversations about</p>	<p>Comprehension; Word reading; Writing Concept/Aspect</p> <ul style="list-style-type: none"> Blend <p>Nursery Skill Count or clap syllables in a word. Core knowledge</p> <ul style="list-style-type: none"> A syllable is a beat in a word that contains a single vowel sound. Some words, such as cat, have one syllable; some, such as elephant, have more than one. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Word meaning <p>Nursery Skill Engage in conversations about</p>

	<p>stories and, with support, make links to other familiar stories.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A story is an account of something that happened that can be true or made up. • Stories have an order, including a beginning, middle and end. • There are things that some stories have in common, such as similar characters, plots and settings. • A character is a person, animal or thing that speaks or does something in a story. • A plot is what happens in a story. • A setting is a place where things happen in a story. <p>Reception Skill Talk about stories and make connections with</p>	<p>speaks or does something in a story.</p> <ul style="list-style-type: none"> • A principal character is a character that the story is about. • Role play is acting out stories or experiences. • Role play and props can be used to represent characters' looks, traits and actions. • Role play can be used to sequence the main events of a story. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Sequence & summarise <p>Nursery Skill Engage in extended conversations about stories and, with support, make links to other familiar stories.</p>	<p>the story is about.</p> <ul style="list-style-type: none"> • Role play is acting out stories or experiences. • Role play and props can be used to represent characters' looks, traits and actions. • Role play can be used to sequence the main events of a story. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Understanding <p>Nursery Skill Demonstrate awareness of what has been read to them by retelling stories in their play using props.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A story is an account of something that happened that can be true or made up. Stories can be retold using 	<p>stories and explore the meanings of new words that they hear in stories, rhymes and poems.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A story is an account of something that happened that can be true or made up. • A rhyme is a word that has the same last sound as another word. • A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. • Stories, rhymes and poems will contain new words. 	<p>stories and explore the meanings of new words that they hear in stories, rhymes and poems.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A story is an account of something that happened that can be true or made up. • A rhyme is a word that has the same last sound as another word. • A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. • Stories, rhymes and poems will contain new words. 	<p>stories and explore the meanings of new words that they hear in stories, rhymes and poems.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A story is an account of something that happened that can be true or made up. • A rhyme is a word that has the same last sound as another word. • A poem is written in separate lines that sometimes end in a rhyme. The words are chosen because of how they sound and the images they create for a reader. • Stories, rhymes and poems will contain new words.
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	<p>events in their own lives or other familiar stories.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Some stories include events and settings that people experience in real life or recognise from other stories. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Phonic knowledge <p>Nursery Skill Identify and suggest rhymes and join in with rhyme, rhythm and alliteration activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A rhyme is a word that has the same last sound as another word. Rhythm is a regular pattern of sounds. Alliteration is the close positioning of words that begin with the same sound. 	<p>Core knowledge</p> <ul style="list-style-type: none"> A story is an account of something that happened that can be true or made up. Stories have an order, including a beginning, middle and end. There are things that some stories have in common, such as similar characters, plots and settings. A character is a person, animal or thing that speaks or does something in a story. A plot is what happens in a story. A setting is a place where things 	<p>simple words and props.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> GPC words <p>Nursery Skill Join in with oral blending activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Words can be read by joining in with sounding out and blending the letters. A letter is a symbol that represents a sound. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Prefix, suffix & more <p>Nursery Skill Join in with rhyme, rhythm and alliteration activities.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Composing sentences <p>Reception Skill</p>	<ul style="list-style-type: none"> The meanings of new words can be found by thinking about the context or pictures, or by asking questions. <p>Reception Skill Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Sequence & summarise <p>Nursery Skill</p>	<ul style="list-style-type: none"> The meanings of new words can be found by thinking about the context or pictures, or by asking questions. <p>Reception Skill Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Non-fiction is a text or book about real facts, people and events. New words can be understood by using them in new situations. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Sequence & summarise <p>Nursery Skill</p>	<ul style="list-style-type: none"> The meanings of new words can be found by thinking about the context or pictures, or by asking questions. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Phonic knowledge <p>Nursery Skill Identify and suggest rhymes and join in with rhyme, rhythm and alliteration activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A rhyme is a word that has the same last sound as another word. Rhythm is a regular pattern of sounds. Alliteration is the close positioning of words that begin with the same sound.
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	<ul style="list-style-type: none"> Rhymes can be sung. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Reading aloud <p>Nursery Skill Listen to stories and rhymes in a small group.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A story is an account of something that happened that can be true or made up. A story is written to entertain or interest the reader. Listening to someone read can help you because you can copy how they say the words. A rhyme is a word that has the same last sound as another word. We change as we grow. There are things we 	<p>happen in a story.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Fluency <p>Nursery Skill Have favourite stories that they enjoy listening to.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Listeners enjoy stories where the reader uses expression, voices, gestures and props. Listeners enjoy stories with rhyming words, alliteration or refrains. Listeners enjoy stories where interesting things happen. Listeners enjoy stories with good illustrations. <p>Concept/Aspect</p>	<p>Break the flow of speech into words to write simple phrases and sentences that can be read by others.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Writing letters makes words. Words can tell other people what you are thinking or feeling or describe things that have happened. Forming letters correctly helps us and other people to read our words after we have written them. A phrase is a small group of words that go together to describe something, such as 'the red fox'. A sentence is a group of words that are connected to each other to make sense, such as 'the fox 	<p>Engage in extended conversations about stories and, with support, make links to other familiar stories.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A story is an account of something that happened that can be true or made up. Stories have an order, including a beginning, middle and end. There are things that some stories have in common, such as similar characters, plots and settings. A character is a person, animal or thing that speaks or does something in a story. A plot is what happens in a story. 	<p>Engage in extended conversations about stories and, with support, make links to other familiar stories.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A story is an account of something that happened that can be true or made up. Stories have an order, including a beginning, middle and end. There are things that some stories have in common, such as similar characters, plots and settings. A character is a person, animal or thing that speaks or does something in a story. A plot is what happens in a story. 	<ul style="list-style-type: none"> Rhymes can be sung. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Retell & perform <p>Reception Skill Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered
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	<p>can do now that we couldn't do when we were babies</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Letter formation <p>Nursery Skill Show a preference for a dominant hand and use a comfortable grip with good control when holding pens and pencils. Write some letters accurately.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Mark making shapes can be straight lines, zigzags or smooth curvy shapes. Most people write with the same hand all the time. Holding a pen or pencil in a comfortable way helps us learn how to write and draw. Letters are used in writing. 	<ul style="list-style-type: none"> Phonic knowledge <p>Nursery Skill Identify and suggest rhymes and join in with rhyme, rhythm and alliteration activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A rhyme is a word that has the same last sound as another word. Rhythm is a regular pattern of sounds. Alliteration is the close positioning of words that begin with the same sound. Rhymes can be sung. <p>Reception Skill Use phonic knowledge to blend sounds into words.</p> <p>Core knowledge</p>	<p>runs across the field'.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Retell & perform <p>Reception Skill Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud. 	<ul style="list-style-type: none"> A setting is a place where things happen in a story. <p>Reception Skill Talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Some stories include events and settings that people experience in real life or recognise from other stories. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Writer's craft <p>Nursery Skill Handle books and identify the title and how a book should be read.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Books contain a front cover, pages and a back cover. 	<ul style="list-style-type: none"> A setting is a place where things happen in a story. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Common exception words <p>Nursery Skill Recognise familiar words and signs, such as their own name and advertising signs.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Everyone has a forename and surname. Some people have middle names. Some advertising signs use designs that are easily recognisable and incorporate the company's name or part of their name. A language-rich environment can help 	<p>and performed aloud.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Reading motivation <p>Reception Skill Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Fiction is a story or book about imaginary events and characters. Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. Non-fiction books tell us
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	<ul style="list-style-type: none"> Finger, hand, wrist, arm and shoulder exercises help you to develop your gross and fine motor skills and practise the language of direction. <p>Reception Skill Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is 	<ul style="list-style-type: none"> Blending sounds is pushing sounds together, repeating them faster and faster until the correct pronunciation of the word is voiced. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Prefix, suffix & more <p>Nursery Skill Join in with rhyme, rhythm and alliteration activities.</p> <p>Reception Skill Use phonic knowledge to blend sounds into words.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> GPC <p>Nursery Skill Recognise words that start with the same initial sound.</p> <p>Core knowledge</p>	<p>Concept/Aspect</p> <ul style="list-style-type: none"> GPC <p>Reception Skill Recognise and say sounds represented by graphemes, including at least 10 digraphs.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Sounds are represented by letters. The alphabet has 26 letters, and each letter has a sound. Letters can be grouped together to make new sounds. A grapheme is a written letter or letters that represent a single sound in a word. A digraph is two letters grouped together to make one sound, such as 'ch' or 'ow'. <p>Concept/Aspect</p>	<ul style="list-style-type: none"> A book's front cover states the title and author. The title is the name of the book. The author is the name of the person who wrote the book. Most books have page numbers at the bottom. Readers read the text in a book in order by turning the pages one at a time. Words are written in lines that are read from left to right and top to bottom. Some books tell us stories and some books give us facts and information. <p>Concept/Aspect</p>	<p>children to recognise new words.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> GPC <p>Nursery Skill Recognise words that start with the same initial sound.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> An initial sound is the first sound in a word. Some words begin with the same sound. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Retell & perform <p>Reception Skill Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes,</p>	<p>about facts and events.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Reading aloud <p>Reception Skill Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Reading aloud as part of a group can improve your confidence and help you keep going when you encounter a difficult word. Reading aloud to an adult can help you because the adult can check your pronunciation and understanding. Rereading a phrase or sentence can help you to
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	<p>usually larger and a different shape from its lower-case equivalent.</p> <ul style="list-style-type: none"> Some rhymes can describe how to form letters. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Composing sentences <p>Reception Skill Break the flow of speech into words to write simple phrases and sentences that can be read by others. Core knowledge</p> <ul style="list-style-type: none"> Writing letters makes words. Words can tell other people what you are thinking or feeling or describe things that have happened. Forming letters correctly helps us and other people to read our words after 	<ul style="list-style-type: none"> An initial sound is the first sound in a word. Some words begin with the same sound. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Predict <p>Reception Skill Anticipate key events that might happen in a story where appropriate. Core knowledge</p> <ul style="list-style-type: none"> There are clues at different points in a story that suggest what might happen next. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Retell & perform <p>Reception Skill Demonstrate understanding of</p>	<ul style="list-style-type: none"> Spelling rules <p>Reception Skill Spell words by identifying the sounds and then writing the sounds with letters. Core knowledge</p> <ul style="list-style-type: none"> Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Sequence & summarise <p>Reception Skill</p>	<ul style="list-style-type: none"> Reading motivation <p>Nursery Skill Listen to longer stories and demonstrate that they can remember much of what happens. Core knowledge</p> <ul style="list-style-type: none"> A story is an account of something that happened that can be true or made up. Stories can be short or long. <p>Reception Skill Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Core knowledge</p> <ul style="list-style-type: none"> Fiction is a story or book about imaginary events and characters. 	<p>poems and songs by heart. Core knowledge</p> <ul style="list-style-type: none"> A narrative is a sequenced account. Stories and narratives can be acted out using people or figures. Stories and narratives can be retold using different words. Rhymes, poems and songs can be remembered and performed aloud. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Reading motivation <p>Reception Skill Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Core knowledge</p>	<p>become familiar with common words.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Sequence & summarise <p>Reception Skill Talk about stories and make connections with events in their own lives or other familiar stories. Core knowledge</p> <ul style="list-style-type: none"> Some stories include events and settings that people experience in real life or recognise from other stories. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Retrieval <p>Reception Skill Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.</p>
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	<p>we have written them.</p> <ul style="list-style-type: none"> • A phrase is a small group of words that go together to describe something, such as 'the red fox'. • A sentence is a group of words that are connected to each other to make sense, such as 'the fox runs across the field'. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Retell & perform <p>Reception Skill Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.</p> <p>Core knowledge</p>	<p>what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes, poems and songs by heart.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A narrative is a sequenced account. • Stories and narratives can be acted out using people or figures. • Stories and narratives can be retold using different words. • Rhymes, poems and songs can be remembered and performed aloud. <p>Concept/Aspect</p>	<p>Talk about stories and make connections with events in their own lives or other familiar stories.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Some stories include events and settings that people experience in real life or recognise from other stories. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Vocabulary <p>Reception Skill Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Social phrases are phrases that are used in everyday life, such as greetings. • Phrases and refrains from 	<ul style="list-style-type: none"> • Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. • Non-fiction books tell us about facts and events. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • GPC <p>Nursery Skill Recognise words that start with the same initial sound.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • An initial sound is the first sound in a word. • Some words begin with the same sound. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Letter formation 	<ul style="list-style-type: none"> • Fiction is a story or book about imaginary events and characters. • Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Narrative <p>Reception Skill Put words in order to write simple phrases or sentences.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A phrase is a small group of words that go together to describe something, such as 'the red fox'. • A sentence is a group of words that are connected to 	<p>Core knowledge</p> <ul style="list-style-type: none"> • There can be several characters and settings within a story. • There are many events in a story, but some are more important than others. *A setting is a place where things happen in a story. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Infer <p>Reception Skill Talk about the pictures in storybooks and use them to discuss how characters might be feeling.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Pictures of characters can show how they are feeling through their facial expressions
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	<ul style="list-style-type: none"> • A narrative is a sequenced account. • Stories and narratives can be acted out using people or figures. • Stories and narratives can be retold using different words. • Rhymes, poems and songs can be remembered and performed aloud. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • GPC <p>Reception Skill Recognise and say sounds represented by graphemes, including at least 10 digraphs. Core knowledge</p> <ul style="list-style-type: none"> • Sounds are represented by letters. • The alphabet has 26 letters, and each letter has a sound. 	<ul style="list-style-type: none"> • Reading motivation <p>Reception Skill Listen to and talk about selected fiction and non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Core knowledge</p> <ul style="list-style-type: none"> • Fiction is a story or book about imaginary events and characters. • Non-fiction is a text or book about real facts, people and events. Books often have unfamiliar words in them. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Narrative <p>Reception Skill</p>	<p>texts can be used in classroom conversations or play activities.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Phonic knowledge <p>Reception Skill Use phonic knowledge to blend sounds into words. Core knowledge</p> <ul style="list-style-type: none"> • Blending sounds is pushing sounds together, repeating them faster and faster until the correct pronunciation of the word is voiced. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Plan <p>Reception Skill Use talking to support the writing process, saying words, captions and sentences aloud before writing. Core knowledge</p>	<p>Nursery Skill Show a preference for a dominant hand and use a comfortable grip with good control when holding pens and pencils. Write some letters accurately. Core knowledge</p> <ul style="list-style-type: none"> • Most people write with the same hand all the time. • Holding a pen or pencil in a comfortable way helps us learn how to write and draw. • Letters are used in writing. • Finger, hand, wrist, arm and shoulder exercises help you to develop your gross and fine motor skills and practise the language of direction. <p>Reception Skill</p>	<p>each other to make sense, such as 'the fox runs across the field'.</p> <ul style="list-style-type: none"> • Sentences do not make sense if the words are in the wrong order. • The order of a simple descriptive sentence can be a person, animal or object. • A common sentence structure can be describing how a person or animal is feeling. • Saying a sentence aloud before writing it helps you to remember the order of the words. • Reading the sentence back 	<p>and body language.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Evaluate & edit <p>Reception Skill Talk about their writing with the teacher. Core knowledge</p> <ul style="list-style-type: none"> • When you have finished your writing, you can talk about what you have written, what you enjoyed or found difficult and what you like about your writing. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Vocabulary <p>Reception Skill Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in</p>
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	<ul style="list-style-type: none"> Letters can be grouped together to make new sounds. A grapheme is a written letter or letters that represent a single sound in a word. A digraph is two letters grouped together to make one sound, such as 'ch' or 'ow'. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Alphabet <p>Reception Skill Say a sound for each letter in the alphabet.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> The alphabet is a series of letters in a fixed order. Each letter of the alphabet has a name and sound. <p>Concept/Aspect</p>	<p>Put words in order to write simple phrases or sentences.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A phrase is a small group of words that go together to describe something, such as 'the red fox'. A sentence is a group of words that are connected to each other to make sense, such as 'the fox runs across the field'. Sentences do not make sense if the words are in the wrong order. The order of a simple descriptive sentence can be a person, animal or object doing something to another person, 	<ul style="list-style-type: none"> Telling an adult your ideas can help you to put your thoughts in order before you write. Classroom tools, such as talk tins, can help you to hear your sentence and correct or improve it before you write. A caption is a short piece of text that describes a picture. A sentence is a group of words that are connected to each other to make sense. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Draft paragraphs <p>Reception Skill Use writing to communicate thoughts, ideas, experiences and events.</p> <p>Concept/Aspect</p>	<p>Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. Some rhymes can describe 	<p>helps you to check the order of the words is correct.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Reading aloud <p>Reception Skill Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Reading aloud as part of a group can improve your confidence and help you keep going when you encounter a difficult word. Reading aloud to an adult can help you because the adult can check your pronunciation and understanding. 	<p>small group, class and 1:1 discussions and during play activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations or play activities. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Draft paragraphs <p>Reception Skill Use writing to communicate thoughts, ideas, experiences and events.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> Audience & purpose <p>Reception Skill</p>
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	<ul style="list-style-type: none"> Spelling rules <p>Reception Skill Spell words by identifying the sounds and then writing the sounds with letters.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Word meaning <p>Reception Skill</p>	<p>animal or object.</p> <ul style="list-style-type: none"> A common sentence structure can be describing how a person or animal is feeling. Saying a sentence aloud before writing it helps you to remember the order of the words. Reading the sentence back helps you to check the order of the words is correct. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Spelling rules <p>Reception Skill Spell words by identifying the sounds and then writing the sounds with letters.</p> <p>Core knowledge</p>	<ul style="list-style-type: none"> Letter formation <p>Reception Skill Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen. A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. 	<p>how to form letters.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> GPC words <p>Reception Skill Blend sounds into words so that they can read short words made up of known letter-sound correspondences.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Words can be read by saying each letter's sound aloud and blending them. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Retell & perform <p>Reception Skill Demonstrate understanding of what has been read to them by retelling stories and narratives through role play and small world play, using some key vocabulary. Learn simple rhymes,</p>	<ul style="list-style-type: none"> Rereading a phrase or sentence can help you to become familiar with common words. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Perform & present <p>Reception Skill Share their writing with others, reading it aloud where appropriate.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Poetry is a form of writing. Your writing can be read aloud to others. Other people can be informed or entertained by your writing. Reading your writing aloud can lead you to develop a 	<p>Use writing to support their play.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Writing can take place during play activities, such as writing a postcard in a post office. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Letter formation <p>Reception Skill Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and capital letters in almost all cases.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A tripod grip is holding a pen or pencil between the thumb, first and second finger. This grip helps us to have good control over a pen.
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	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Non-fiction is a text or book about real facts, people and events. • New words can be understood by using them in new situations. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Vocabulary <p>Reception Skill Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Social phrases are phrases that are used in everyday life, 	<ul style="list-style-type: none"> • Sounds are represented by letters. • A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. • A phoneme is the smallest unit of sound in a language. • A grapheme is a written letter or letters that represent a single sound in a word. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Evaluate & edit <p>Reception Skill Talk about their writing with the teacher.</p> <p>Core knowledge</p>	<p>Some rhymes can describe how to form letters.</p>	<p>poems and songs by heart.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A narrative is a sequenced account. • Stories and narratives can be acted out using people or figures. • Stories and narratives can be retold using different words. • Rhymes, poems and songs can be remembered and performed aloud. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Reading aloud <p>Reception Skill Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Reading aloud as part of a 	<p>sense of pride in your work.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Spelling rules <p>Reception Skill Spell words by identifying the sounds and then writing the sounds with letters.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Sounds are represented by letters. • A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. • A phoneme is the smallest unit of sound in a language. • A grapheme is a written letter or letters that represent a single sound in a word. <p>Concept/Aspect</p>	<ul style="list-style-type: none"> • A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. • A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. • Some rhymes can describe how to form letters. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Dictations <p>Reception Skill Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A sentence is a group of words that are connected to
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	<p>such as greetings.</p> <ul style="list-style-type: none"> Phrases and refrains from texts can be used in classroom conversations or play activities. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Draft paragraphs <p>Reception Skill Use writing to communicate thoughts, ideas, experiences and events.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> A friend is a person who you know, like and enjoy spending time with. Friends help us and make us feel happy. 	<ul style="list-style-type: none"> When you have finished your writing, you can talk about what you have written, what you enjoyed or found difficult and what you like about your writing. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Vocabulary <p>Reception Skill Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Social phrases are phrases that are used in everyday life, such as greetings. 		<p>group can improve your confidence and help you keep going when you encounter a difficult word.</p> <ul style="list-style-type: none"> Reading aloud to an adult can help you because the adult can check your pronunciation and understanding. Rereading a phrase or sentence can help you to become familiar with common words. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Perform & present <p>Reception Skill Share their writing with others, reading it aloud where appropriate.</p> <p>Core knowledge</p>	<ul style="list-style-type: none"> Retrieval <p>Reception Skill Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> There can be several characters and settings within a story. There are many events in a story, but some are more important than others. *A setting is a place where things happen in a story. <p>Concept/Aspect</p> <ul style="list-style-type: none"> Infer <p>Reception Skill Talk about the pictures in storybooks and use them to discuss how</p>	<p>each other to make sense.</p> <ul style="list-style-type: none"> Saying a sentence aloud helps you to remember it before you write it. <p>Capital letters and full stops help the reader know when a sentence starts and ends.</p>
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		<ul style="list-style-type: none"> Phrases and refrains from texts can be used in classroom conversations or play activities. <p>Concept / Aspect</p> <ul style="list-style-type: none"> Prefix & suffix spelling <p>Reception Skill Use phonic knowledge to spell words.</p> <p>Concept / Aspect</p> <ul style="list-style-type: none"> Plan <p>Reception Skill Use talking to support the writing process, saying words, captions and sentences aloud before writing.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Telling an adult your ideas can help you to put your thoughts in 		<ul style="list-style-type: none"> Your writing can be read aloud to others. Other people can be informed or entertained by your writing. Reading your writing aloud can lead you to develop a sense of pride in your work. <p>Concept / Aspect</p> <ul style="list-style-type: none"> Spelling rules <p>Reception Skill Spell words by identifying the sounds and then writing the sounds with letters.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Sounds are represented by letters. A word can be spelt by saying it and segmenting the sounds. Phonemes are represented by graphemes. 	<p>characters might be feeling.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Pictures of characters can show how they are feeling through their facial expressions and body language. <p>Concept / Aspect</p> <ul style="list-style-type: none"> Vocabulary <p>Reception Skill Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be 	
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		<p>order before you write.</p> <ul style="list-style-type: none"> Classroom tools, such as talk tins, can help you to hear your sentence and correct or improve it before you write. A caption is a short piece of text that describes a picture. A sentence is a group of words that are connected to each other to make sense. <p>Concept / Aspect</p> <ul style="list-style-type: none"> Audience & purpose <p>Reception Skill Use writing to support their play. Core knowledge</p> <ul style="list-style-type: none"> Writing can take place during play activities, 		<ul style="list-style-type: none"> A phoneme is the smallest unit of sound in a language. A grapheme is a written letter or letters that represent a single sound in a word. <p>Concept / Aspect</p> <ul style="list-style-type: none"> Vocabulary <p>Reception Skill Use and understand social phrases and recently introduced vocabulary from stories, non-fiction, rhymes and poems in small group, class and 1:1 discussions and during play activities. Core knowledge</p> <ul style="list-style-type: none"> Social phrases are phrases that are used in everyday life, such as greetings. Phrases and refrains from texts can be used in classroom conversations 	<p>used in classroom conversations or play activities.</p> <p>Concept / Aspect</p> <ul style="list-style-type: none"> Prefix, suffix & more <p>Reception Skill Use phonic knowledge to blend sounds into words. Concept / Aspect</p> <ul style="list-style-type: none"> Draft paragraphs <p>Reception Skill Use writing to communicate thoughts, ideas, experiences and events. Concept / Aspect</p> <ul style="list-style-type: none"> Letter formation <p>Reception Skill Write recognisable letters, most of which are correctly formed, using a tripod grip to form lower-case and</p>	
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		<p>such as writing a postcard in a post office.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Dictations <p>Reception Skill Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A sentence is a group of words that are connected to each other to make sense. • Saying a sentence aloud helps you to remember it before you write it. • Capital letters and full stops help the reader know 		<p>or play activities.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Prefix, suffix & more <p>Reception Skill Use phonic knowledge to blend sounds into words.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Prefix & suffix spelling <p>Reception Skill Use phonic knowledge to spell words.</p> <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Plan <p>Reception Skill Use talking to support the writing process, saying words, captions and sentences aloud before writing.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Telling an adult your ideas can help you to put 	<p>capital letters in almost all cases.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A tripod grip is holding a pen or pencil between the thumb, first and second finger. • This grip helps us to have good control over a pen. • A lower-case letter is a letter that is usually smaller and a different shape from its capital equivalent. • A capital letter is a letter that is usually larger and a different shape from its lower-case equivalent. • Some rhymes can describe how to form letters. <p>Concept/Aspect</p>	
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		<p>when a sentence starts and ends.</p>		<p>your thoughts in order before you write.</p> <ul style="list-style-type: none"> • Classroom tools, such as talk tins, can help you to hear your sentence and correct or improve it before you write. • A caption is a short piece of text that describes a picture. • A sentence is a group of words that are connected to each other to make sense. <p>Concept/Aspect</p> <ul style="list-style-type: none"> • Draft paragraphs <p>Reception Skill Use writing to communicate thoughts, ideas, experiences and events.</p> <p>Concept/Aspect</p>	<ul style="list-style-type: none"> • Dictations <p>Reception Skill Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A sentence is a group of words that are connected to each other to make sense. • Saying a sentence aloud helps you to remember it before you write it. • Capital letters and full stops help the reader know when a sentence starts and ends 	
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- Dictations

Reception Skill

Write short sentences using words with known sound-letter correspondences. With support, begin to use a capital letter and a full stop.

Core knowledge

- A sentence is a group of words that are connected to each other to make sense.
- Saying a sentence aloud helps you to remember it before you write it.

Capital letters and full stops help the reader know when a sentence starts and ends.