



Literacy

This document shows

Intent:

Our children will leave the Foundation Stage at Bude Primary Academy Infants with a love for reading. Pupils enjoyed spending time reading and discussing content and their own ideas around a text. They will be confident in reading decodable words and a large number of high frequency words. They will be confident independent writers who can write simple sentences that can be read by others and demonstrate their secure phonics knowledge. Pupils show independence by seeking resources, word/sound mats to help them develop writing independently. They identify purposes for writing, e.g. cards, stories or shopping lists. Our pupils know that their writing is highly valued and can always be improved by reflecting on the process.

Implementation:







The importance of reading and writing is activity promoted through a literature rich environment including stories, songs, poems, mark making and writing in a variety of different contexts and for different purposes using a wide range of media. Children are exposed to reading and writing through all our areas of provision promote, discreetly or directly, active mark making and writing. This is endorsed in both outdoor and indoor provision. Adults are skilled at encouraging literacy opportunities through children’s play and add challenges where this has a focus for the child’s next step. Where support is required, there are appropriate strategies to instil a love of books. Pupils are taught Phonics on a daily basis through Read Write Inc systematic synthetic phonics programme. Every child will have two texts linked to their phonic phase alongside story books to take home each week. Children do a daily small group ‘talk through stories’ activity specifically designed to both develop children’s comprehension skills as well as broaden their vocabulary.

They will also have the sounds we are focusing on each week and key words to practise at home. Through our topics pupils are exposed to new and exciting texts that were brimming with rich language. Each day our children will do a guided reading task and an activity we have developed call Finger Fit – in this activity children will engage in simple craft activity linked to our current story of the week and are then encouraged to write about it. At the beginning of the year this would be writing some of the sounds they can hear in words and by the end of the year they will be composing and writing a range of sentences. This approach to writing ensures that children never see writing as something difficult and they leave reception as confident writers

Impact:

Our children make excellent progress from their reading and writing starting points. They can read a variety of print including signs, captions, sentences and texts. Pupils have a love of stories, books and reading, and have developed a sense of wonder of the world of books. They are keen to share their reading with adults and understand that this is the key to accessing the wider curriculum. Our pupils understand writing is a form of communication and can write phonetically plausible sentences that they and others can read. They write confidently and for a range of purposes

- Termly checkpoints of the progression of skills that build towards the Literacy Early Learning Goals
- An overview of the direct teaching within this area broken down into half terms
- The provision the children will experience to support their development in this area

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic title					
Who am I? 	What is a map? 	What was it like in the past? 	What's growing in the garden? 	What's in the egg? 	What is on the other side of the ocean? 
Termly Checkpoints					
Literacy -termly checkpoints					
Comprehension Storytelling and recall		Comprehension Storytelling and recall		Comprehension Storytelling and recall	



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<ul style="list-style-type: none"> • Joins in with repeated refrains and key phrases. • identifies the main setting, characters and happening in the story is. • Orders 4 pictures or props from a story <p>Prediction</p> <ul style="list-style-type: none"> • Comments and engages in conversation about the text, talking about what might happen next. E.g. 'They weren't meant to do that. They will be in trouble.' <p>Vocabulary</p> <ul style="list-style-type: none"> • Joins in with repeated refrains and key phrases. • Talks about the meaning of new vocabulary. 	<ul style="list-style-type: none"> • Talks in detail about the main characters and setting. • Sequences captions from a story. <p>Prediction</p> <ul style="list-style-type: none"> • Comments and engages in conversation about the text, talking about what might happen next, linking to own experiences E.g. 'I have a bike too. I went to the park. They might go to the park.' <p>Vocabulary</p> <ul style="list-style-type: none"> • Repeats new vocabulary in a context of a story. • Begins to use modelled vocabulary during discussions around rhymes and poems, showing understanding of the vocabulary 	<ul style="list-style-type: none"> • Responds to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • Retells how the story started, the main happening, and how ended. • Retells a story through roleplay, using some new vocabulary and some exact words from the text <p>Prediction</p> <ul style="list-style-type: none"> • Answers questions about why or how things have happened. • Predicts main happening in the text <p>Vocabulary</p> <ul style="list-style-type: none"> • Begins to use modelled vocabulary during role play and small world. <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary • Anticipate key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
<p>Word reading</p> <ul style="list-style-type: none"> • To recognise their written name in a range of contexts • To recognise taught Set 1 sounds – see RWI. • To begin to recognise taught Set 2 sounds – see RWI. • To blend sounds to read words using taught sounds • To begin reading captions and sentences using taught sounds. • 	<p>Word reading</p> <ul style="list-style-type: none"> • To recognise taught Set 1, Set 2 and Set 3 sounds – see RWI. • To read taught 'red words'. • To read books matching their phonics ability • To read captions and sentences using taught sounds. 	<p>Word reading</p> <ul style="list-style-type: none"> • To recognise taught Set 1, Set 2 and Set 3 sounds – see RWI. • To read taught 'red words'. To read books matching their phonics ability • To begin to read longer captions and sentences using taught sounds <p>Early Learning Goals</p> <ul style="list-style-type: none"> • 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
<p>Writing Fine motor control (see fine motor skills)</p> <ul style="list-style-type: none"> • Mark makes in different directions – • Makes repeated marks on paper • Imitates simple marks such as lines - Imitates shapes that use multiple movements such as x • Start to move towards tripod grip • Letters written are recognisable • Writes own name 	<p>Writing Fine motor control (see fine motor skills)</p> <ul style="list-style-type: none"> • Holds and uses a pencil confidently – • Some letters may be reversed – • Starts at the correct place when forming most letters • Correct sequence of movement used for most letters <p>Segmenting and blending. Sound discrimination, Applying keywords, Sentence construction</p>	<p>Writing Fine motor control (see fine motor skills)</p> <ul style="list-style-type: none"> • Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. <p>Segmenting and blending, Sound discrimination, Applying keywords, Sentence construction</p>



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<p>Segmenting and blending, Sound discrimination, Applying keywords, Sentence construction</p> <ul style="list-style-type: none"> • Knows that print carries meaning and in English, is read from left to right and top to bottom. • Mark makes left to right • Gives meaning to marks • Forming random letters • 'Reads' from memory – • Is aware of the connection between letter and sound • Begins to write initial sounds they can hear in words • Begins to write initial and final sounds they can hear in words - Writes their name • Represents some sounds in order in their writing – • Writes two letter and CVC words – • Beginning to write some tricky red words from memory • Adults can read their work 		<ul style="list-style-type: none"> • Writes words containing some special friends • Writes simple captions • Uses finger spaces between words – • Writes at least 6 high frequency words from memory 		<ul style="list-style-type: none"> • Reads their work back independently • Words are phonetically plausible • Using a range of tricky red words within their writing • Uses full stops <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Write letters that are mostly well 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 themselves and other 	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing</p> <p>Morning Name write on entering school</p> <p>Begin finger fit as soon as first set 1 single sounds are taught.</p> <p>Writing progression</p> <p>Children have a go at writing initial sound (or if can, CVC word).</p> <p>Reading</p> <p>Children start RWI programme of study word time</p>	<p>Writing</p> <p>Letter formation – practising curly caterpillar families on whiteboards. Number formation on Fridays.</p> <p>Finger fit 4 times a week – linked to topic or book.</p> <p>CVC word, simple sentence if can (e.g. 3 word sentence).</p> <p>Reading</p> <p>Children assessed and working in appropriate RWI group taking hone books matched to their current phonics level</p> <p>Comprehension</p>	<p>Writing</p> <p>Letter formation – practising robot families on whiteboards. Number formation on Fridays.</p> <p>Finger fit 4 times a week – linked to topic or book.</p> <p>CVC word, simple sentence if can (e.g. 3 word sentence).</p> <p>Introduce words l the, I, he, she, we</p> <p>Reading</p> <p>Children assessed and working in appropriate RWI group taking hone books matched to their current phonics level</p>	<p>Writing</p> <p>Letter formation – practising ladder families on whiteboards. Number formation on Fridays.</p> <p>Picture stimulus – write letters from families and then a sentence (more more) about the picture.</p> <p>Finger fit 4 times a week – linked to topic or book.</p> <p>Simple sentence containing red word.</p> <p>Then their own challenge sentence.</p> <p>Introduce special friends sh ch th qu. my to go you</p> <p>Reading</p> <p>Children assessed and working in appropriate RWI group taking hone books matched to their current phonics level</p>	<p>Writing</p> <p>Picture stimulus – write letters from families and then a sentence (more more) about the picture.</p> <p>3 or 4 days of finger fit, 1 day of independent writing with picture stimulus.</p> <p>Simple sentence containing red word.</p> <p>Then their own challenge sentence.</p> <p>Introduce special friends, CCVC CVCC words including word time 1.7 was all are they</p> <p>Reading</p> <p>Children assessed and working in appropriate RWI group taking hone books matched to their current phonics level</p> <p>Comprehension</p>	<p>Writing</p> <p>Picture stimulus – write letters from families and then a sentence (more more) about the picture.</p> <p>3 or 4 days of finger fit, 1 day of independent writing with picture stimulus.</p> <p>Simple sentence containing red word.</p> <p>Then their own challenge sentence.</p> <p>Introduce special friends, CCVC CVCC words including word time 1.7 one once said like</p> <p>Reading</p> <p>Children assessed and working in appropriate RWI group taking hone books matched to their current phonics level</p> <p>Comprehension</p> <p>Daily Talk through stories session</p>



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<p>Comprehension Predict what they book may be about Identify characters</p>	<p>Daily Talk through stories session Daily Vocab session</p>	<p>Comprehension Daily Talk through stories session Daily Vocab session</p>	<p>Comprehension Daily Talk through stories session Daily Vocab session</p>	<p>Daily Talk through stories session Daily Vocab session</p>	<p>Daily Vocab session</p>
<p style="text-align: center;">Provision</p> <p>Reading/ story telling/ comprehension Daily RWI session 5 books a day (including fiction, non-fiction and poetry) Daily Talk through stories Activities connected to stories (only introduced when all children are familiar with the story) Finger fit connected to story</p> <p>Book corner with Picture books, Storybooks (familiar and re- read often) Non-fiction books, Wordless books, Poetry books, Big books. Resources and opportunities fo re-tell familai stories on small world and block play area, sand tray, puppet area, performance area and role play area Listening and Audio Resources: Audiobooks, Headphones, Listening stations, Recorded stories, Interactive story apps</p> <p>Writing Daily finger fit independent writing activity Daily Handwriting Daily shared/ modelled write</p> <p>Writing Materials: Pencils, Pens, Crayons, Markers, Chalk, Whiteboard markers Paper and Surfaces: Lined paper, Plain paper, Mini whiteboards, Chalkboards, Clipboards, Notebooks Alphabet and Phonics Resources: Letter tiles, Magnetic letters, Alphabet flashcards, Phonics cards, Letter stamps Fine Motor Development: e.g. - Play dough, Tweezers, Threading beads, Scissors, Hole punchers, Pincer grasp tools Mark-Making Tools: E.g. Paintbrushes, Sponges, Cotton swabs, Sand trays, Water pens, Mud writing sticks Role Play and Real-Life Writing Opportunities: E.g. - Post office setup, Shopping lists, Menus, Recipe cards, Notepads, Envelopes Display and Interactive Writing Areas: Word wall, Sentence strips, Writing prompts, Story starters, Labelled objects Technology Integration for Writing: Writing apps on tablets, Digital drawing pads, Child-friendly keyboards, Audio recording devices, Interactive whiteboard for shared writing</p>					