



Simon de Senlis Primary School - NPAT - Reception – Literacy 2023-24

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. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Link to Year 1 National Curriculum
Comprehension							
Knowledge and Skills to be Taught	<p>The below skills and strategies need to be taught explicitly and revisited throughout the year. These skills should not be taught in isolation of each other due to the nature of Reading they are interlinked.</p> <p>Books (including pictures, film, oral storytelling, drama, continuous provision) How to handle a book correctly Identify the key features and structures of fiction/non-fiction book including front page and page numbers, Introduce character and setting</p> <p>Questioning skills Know what a question is and how to answer a question appropriately Show understanding through asking and answering who, what, where, why and when questions Justifying using because and explain their ideas relating to stories</p> <p>Vocabulary Vocabulary must be taught explicitly Children need a basic understanding of the meaning of taught vocabulary It needs to be re-visited and consolidated through providing regular opportunities to use taught vocabulary (play, storytelling and writing)</p> <p>Prediction Make a prediction e.g., what is going to happen next Anticipate key events</p> <p>Inference Make simple inferences about character feelings and actions</p> <p>Retrieval Retrieve key information - who, what, where, why, how and when</p> <p>Sequence Retell stories in the correct order beginning, middle and end</p> <p>Making connections Link characters and settings to other stories Activate prior knowledge Identify previously taught vocabulary Make connections between text and text, text and self (e.g., personal experiences) and text and world (e.g., Seaside)</p> <p>Clarify Identify areas of uncertainty and seek information</p> <p>Summarise (retell) To be able to summarise the beginning, middle and end Discuss themes in books Talk about favourite stories and favourite rhymes and make comments</p>						Pupils should be taught to: * develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them.

<p>Possible Routes of Implementation</p> <p><i>These are suggestions only and must be personalised by each setting</i></p>	<p><i>Speech and Language groups</i></p> <p>Small group work Structured talk during snack time Independent learning Carpet time questions 1:1 reading time – comprehension questioning Nursery Rhymes (KL) – Wind the Bobbin Up, Twinkle Twinkle Humpty Dumpty Baa Baa Black Sheep Hickory Dickory Dock 3 Blind Mice Tommy Thumb Critical reading – Initially books about starting school e.g. Harry and the Dinosaurs Start School, Topsy and Tim Start School. The Gruffalo, We’re Going on a Bear Hunt, Goldilocks and the Three Bears</p> <p>‘All About Me’ fact files – speaking and listening links too</p>	<p><i>Speech and Language groups</i></p> <p>Adult led exploration of story structure – including characters, setting and story line. Adult led exploration of the main events in a story 1:1 reading time – comprehension questioning Nursery Rhymes (KL) - 5 Little Men in a Flying Saucer 5 Little Ducks Old McDonald Little Bo Peep Pat-a-cake 5 Currant Buns 1,2,3,4,5 Once I Caught a Fish Alive Critical reading – <i>Four a week to include a traditional story & a maths based one. (see appendix)</i> Christmas stories</p> <p>Talk for Writing Gingerbread Man Instructions / recipes</p>	<p><i>Speech and Language groups</i></p> <p>Play increasingly influenced by books (T4W texts evident across the setting) Drama conventions – Shakespearean language, drama boots / drama conventions Research – Who is William Shakespeare? 1:1 reading time – comprehension questioning Nursery Rhymes (KL) – Tiny Tim Turtle Jack and Jill 5 Little Speckled Frogs 5 Little Monkeys Jumping on the Bed 1 Elephant Went Out to Play The Grand Old Duke of York Critical reading – <i>Four a week to include a traditional story & a maths based one. (see appendix)</i> Fiction linked to Shakespeare unit</p> <p>Talk for Writing The Magic Porridge Pot / recipes</p>	<p><i>Speech and Language groups</i></p> <p>Play increasingly influenced by books (T4W texts evident across the setting) Book talk – what do they like and dislike Drama conventions: Character acting or emotions on faces / freeze frames/ teacher in role - hotseating 1:1 reading time – comprehension questioning Nursery Rhymes (KL) – 10 Green Bottles I’m a Little Teapot Worm at the Bottom of the Garden We are Going to Plant a Seed Five Little Peas in a Peapod Oats and Beans and Barley Grow Hot Cross Buns Critical reading – <i>Four a week to include a traditional story & a maths based one. (see appendix)</i> Instructions for growing a plant</p> <p>Talk for Writing Jack and the Beanstalk / Instructions for planting a seed</p>	<p><i>Speech and Language groups</i></p> <p>Play increasingly influenced by books (T4W texts evident across the setting) Drama conventions Develop story swoosh 1:1 reading time – comprehension questioning Nursery Rhymes (KL) – Polly Put the Kettle On 10 in the Bed Incy Wincy Spider 5 Little Monkeys Swinging in a Tree The Wheels on the Bus Days of the week song Five Brave Superheroes Critical reading – <i>Four a week to include a traditional story & a maths based one. (see appendix)</i></p> <p>Talk for Writing Nat Fantastic – report Nat Fantastic story</p>	<p><i>Speech and Language groups</i></p> <p>Acting out stories in role play (T4W texts evident across the setting) Innovate a known story Drama conventions e.g., using text 1:1 reading time – comprehension questioning Nursery Rhymes (KL) – Here We Go Round the Mulberry Bush Row, Row, Row Your Boat Hey Diddle Diddle 10 Fat Sausages 1,2 Buckle my Shoe There’s a Tiny Caterpillar on a Leaf Critical reading – <i>Four a week to include a traditional story & a maths based one. (see appendix)</i></p> <p>Talk for Writing Nat Fantastic report Staff reports Own report</p>	
<p>Key Vocabulary</p> <p><i>These are key words and phrases that children need to know and understand</i></p>	<p>Front cover/back cover, author, title, blurb, page numbers, question words, what, where, when, how, who, rhyme, fiction, non-fiction, setting, character, summarise, clarify, justify, inference, connections, sequence, retell, predict, favourite, beginning, middle and end, punctuation, full stop*, question mark*, exclamation mark*, capital letter*, lower-case letter*</p> <p>*Children will encounter these in reading, so they are introduced to the vocabulary</p> <p>Term 1 Critical reading vocabulary – See appendix for book overview <i>Word Wizards to be added</i></p> <p>Term 2 Critical reading vocabulary – See appendix for book overview <i>Word Wizards to be added</i></p> <p>Term 3 Critical reading vocabulary – See appendix for book overview Lazy, flabbergasted, ached, enchanted, squabbling, selfish, proud, familiar, embrace, sly, peer, pretend</p> <p>Term 4 Critical reading vocabulary – See appendix for book overview Furious, chopped, squash, fancied, cosy, handsome, amble, nibble, immediately, disappointed, gasped, continue</p>						

	<p>Term 5 Critical reading vocabulary – See appendix for book overview Dissatisfied, collision, amazed, astounded, energy, squirm, mope, chuckled, lingered, dangling</p> <p>Term 6 Critical reading vocabulary – See appendix for book overview Ghastly, weep, dilemma, enchanting, brave, splendid, curious, rascal. ladders, vanishes</p>			
<p>Ongoing throughout the year</p> <p><i>These are suggestions only and must be personalised by each setting</i></p>	<p>Demonstrates listening skills- see NPAT Framework for Communication and Language</p> <p>Reading 1:1 to an adult at least once a week to include, once past the blending stage, questions about comprehension using the key questions from the six domains of reading especially prediction, Daily story to include micro drama to demonstrate comprehension.</p> <p>Weekly vocabulary to be re visited every day.</p> <p>Children with EAL and children who scored low in SALT screening to have regular language interventions.</p> <p>Small group work</p> <p>Joins in with nursery rhymes</p> <p>Joins in repeated refrains of repetitive stories</p> <p>Telling stories through learning actions / story maps etc – show a good comprehension of text by knowing stories in depth and being able to verbalise this knowledge. (Talk for writing)</p> <p>Reading 1:1 to an adult at least once a week to include, once past the blending stage, questions about comprehension using the key questions from the six domains of reading especially prediction</p> <p>Critical reading sessions – comprehension (Progressive: thumbs up / down, Yes / No, answering questions, answering questions in full sentences, answering questions and justifying answer eg....because....)</p> <p>Small world and role play</p> <p>Talk for writing texts evident within the setting so children can play the known stories</p>			
<p>Assessment Checkpoint</p> <p><i>i.e., what a child on track should be able to do by the end of this term</i></p>	<p>Developed listening skills with body posture, eyes looking, ears listening and uses appropriate questions/answers.</p> <p>Joins in at story time e.g., repeated refrains.</p> <p>Able to answer direct questions around a text.</p>	<p>Uses story language both incidental and explicitly taught e.g., in D4W in role-play and discussions.</p> <p>Able to voice an opinion e.g., a character or setting.</p>	<p>Early Learning Goal</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary.</p> <p>Anticipate- where appropriate- key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Link to Year 1 National Curriculum
Word Reading/ Phonics							
	Unlocking Letters and Sounds						
Knowledge and Skills to be taught <i>This will need to be adapted to fit with the sequence and structure of the school phonics programme</i> <i>*HFW appendix will be created</i>	How to hold a book the correct way and turn pages Print carries meaning English is read from left to right Oral blending Initial sounds	High Frequency Words/ fluency words* CVC words (blending)	High Frequency Words/ fluency words* CVCC words Phrases Sentences Revisit GPCs and CEW for mastery Read words with 's' ending	High Frequency Words/ fluency words* Revisit GPCs and CEW for mastery Multisyllabic CVCC CCVC Compound words Sentences Read words containing 'ing' endings	High Frequency Words/ fluency words* CVCC and CCVC words Read words containing 'ed' endings Read words with 'ing' endings Consolidation of previous knowledge and skills Children to read applying all phonic, comprehension and HFW	High Frequency Words/ fluency words* Polysyllabic CVCC, CCVC, CCVCC and CCCVCC words Compound words Consolidation of previous knowledge and skills Children to read applying all phonic, comprehension and HFW	Pupils should be taught to: * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading
Possible Routes of Implementation in addition to the systematic daily teaching of phonics <i>These are suggestions only and must be personalised by each setting</i>	Structured phonics sessions Structured critical reading sessions Structured HFW approach 1:1 reading weekly Sound recognition games Rhyming games and stories Learning Nursery Rhymes to repeat from memory	Structured phonics sessions Structured critical reading sessions Structured HFW approach 1:1 reading weekly Sound recognition games Rhyming games and stories Learning Nursery Rhymes to repeat from memory Identify taught sounds and HFW in texts	Structured phonics sessions Structured critical reading sessions Structured HFW approach 1:1 reading weekly Sound recognition games HFW games Rhyming games and stories Learning Nursery Rhymes to repeat from memory Precision Teaching Identify taught sounds and HFW in texts Blending games	Structured phonics sessions Structured critical reading sessions Structured HFW approach 1:1 reading weekly Sound recognition games HFW games Rhyming games and stories Learning Nursery Rhymes to repeat from memory Precision Teaching Identify taught sounds and HFW in texts Blending games	Structured phonics sessions Structured critical reading sessions Structured HFW approach 1:1 reading weekly Sound recognition games HFW games Rhyming games and stories Learning Nursery Rhymes to repeat from memory Precision Teaching Identify taught sounds and HFW in texts Blending games	Structured phonics sessions Structured critical reading sessions Structured HFW approach 1:1 reading weekly Sound recognition games HFW games Rhyming games and stories Learning Nursery Rhymes to repeat from memory Precision Teaching Identify taught sounds and HFW in texts Blending games	
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Phoneme, grapheme, digraph, trigraph, pseudo words, syllables, compound words, high frequency words, initial sound, blend, segment, decode						

Ongoing throughout the year <i>These are suggestions only and must be personalised by each setting</i>	Daily phonics Reading 1:1 to an adult at least once a week. Weekly vocabulary displayed. Role-play corner to include appropriate signs, labels etc. Access to library/reading for pleasure Books and reading areas to reflect the needs/interests of the children Free access books to a wide variety of books e.g., fiction/non-fiction, child-made books, dual heritage books, Two home reading books to include taught sounds. Stories read to the children regularly. Nursery rhymes learnt High frequency words Story maps Talk for writing stories evident throughout the setting			
Assessment Checkpoint <i>i.e., what a child on track should be able to do by the end of this term</i>	Says the sounds for taught letters and either blending or blending with support e.g., simple CVC words. Has a positive attitude towards reading? Hears and says the initial sound in word. Can continue a rhyming string.	Can blend CVC words and attempting longer words. Can sight read some HFWs. Enthusiastic to read and enjoys a range of books.	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.	

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Link to Year 1 National Curriculum
Writing							
	Unlocking Letters & Sounds. Kinetic Letters.						
Knowledge and Skills to be taught <i>This will need to be adapted to fit with the sequence and structure of the school phonics programme</i>	Phonics Phonics sounds to be taught: Phase 2 s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/h/b/f/l/l/ss ‘Writing’ – hear and say initial sounds, may use own grapheme representation at this point Early writing skills Name writing Mark making (Own formations at this point) Talk for Writing Talk in full sentences Recite nursery rhymes Kinetic Letters *Gross motor skills – crawl, kneel, balance etc *KL movements – scarves etc – push, pull, down, bump, up, flick. Brave Bounce branch, Scared Skip branch. *KL positions Gorilla sitting, penguin standing, meerkat kneeling, lizard laying, stone lions *Correct pencil hold *Sand trays – mark making, learning the actions eg “Start at Brave Bounce branch, down, bump, flick” etc	Phonics Phonics sounds to be taught Phase 3 j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo, ar,or,ur HFW Phase 2 CEW introduced SDS 100 HFW list introduced Early writing skills Name writing continued Initial sounds VC, CVC words used to label e.g. man, cat, fox. Talk for Writing Talk in full sentences Verbally retell stories Label parts of story - VC, CVC words used to label e.g. man, cat, fox. Draw story map Kinetic Letters *recap movements, positions, lines, ascenders / descenders – family dependent *Keep practising correct pencil hold *exercises e.g pincer grip towers, walk fingers up pencil etc Formations to learn Kinetic Letters *recap movements, positions, lines, ascenders / descenders – family dependent *Keep practising correct pencil hold Formations to learn	Phonics Phonics sounds to be taught Remainder of Phase 3 ow, oi, ear, air, ure, er Recap all of Phase 3 and ensure blending and segmenting with Phase 2 and 3 sounds is secure. Revisit Phase 3 GPCs and CEW for mastery HFW Writes Phase 2 CEW Personalised work on SDS 100 HFW list Writing - write captions, labels and phrases (CVC and non-CVC) Learning to hold a phrase/sentence in memory – think – say-write- check/hold a sentence. Spaces between words Name writing continues as an intervention as needed Talk for Writing Talk in full sentences using conjunctions and correct tenses Verbally retell stories Phonetically plausible spellings using known Phase 2 and 3 sounds Draw story map Attempts simple (dictated) sentences Introduction of finger spacing, capital letters, full stops.	Phonics Recap all of Phase 3 and ensure blending and segmenting with Phase 2 and 3 sounds is secure. Revisit Phase 3 GPCs and CEW for mastery HFW Writes Phase 3 CEW SDS 100 HFW list / next 200 word list introduced when required Writing - Learning to hold a phrase/sentence in memory – think – say-write- check/hold a sentence. Spaces between words Name writing continues as an intervention as needed Talk for Writing Talk in full sentences using conjunctions, and correct tenses Writing – form a sentence orally, memorise it and write it (with a capital letter and full stop and spacing.) Verbally retell stories / non-fiction text Phonetically plausible spellings using known Phase 2 and 3 sounds Draw story map Features of fiction and non fiction being written (story features, instructional writing features) Kinetic Letters	Phonics Begin phase 4 – children using all of Phase 2 and 3 sounds to build up longer words in reading and writing. Phase 4 – CVCC, CCVC words with blending of adjacent consonants that contain graphemes taught in Phase 2 HFW Writes Phase 4 CEW SDS 100 HFW list / next 200 word list introduced when required Talk for Writing (All skills together by now) Writing – form sentences orally, retain and write with capital letters and full stops, correct spacing. This may be in a simple narrative or non-fiction structure. Read the writing back to check. Talk in full sentences using conjunctions, correct tenses and adjectives Verbally retell stories Innovate stories to change characters, setting, problem, animal etc Kinetic Letters *recap movements, positions, lines, ascenders / descenders – family dependent *Keep practising correct pencil hold Formations have now all be taught for all lower case, upper case and numbers.	Phonics Phase 4 – CVCC, CCVC words with blending of adjacent consonants that contain graphemes taught in Phase 3 and polysyllabic CVCC, CCVC words. CCVCC and polysyllabic words. CCCVC words HFW Writes Phases 2/3/4 CEW SDS 100 HFW list / next 200 word list introduced when required (EOY Expectation to write at least 50 HFW) Talk for Writing (All skills together by now) Writing – form sentences orally, retain and write with capital letters and full stops, correct spacing. This may be in a simple narrative or non-fiction structure. Read the writing back to check. Talk in full sentences using conjunctions, correct tenses and adjectives Verbally retell stories Innovate stories to change characters, setting, problem, animal etc Kinetic Letters *recap movements, positions, lines, ascenders / descenders – family dependent *Keep practising correct pencil hold Formations have now all be taught for all lower case, upper case and numbers. Second half of the year,	Handwriting - Pupils should be taught to: * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting ‘families’ (i.e., letters that are formed in similar ways) and to practise these. Writing - write sentences by: * saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher Develop their understanding of the concepts set out in English Appendix 2 by: * leaving spaces between words * joining words and joining clauses using and * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ * learning the grammar for year 1 in English Appendix 2 * use the grammatical terminology in English Appendix 2 in discussing their writing.

	Simple motions as above introduced to KL whiteboards Formations to learn Jumper family – r,n,m,p,h,b	Window cleaner family – l,i,t,u Special squirter letter – e Abracadabra family – c,a,d,g,q,o,s Fisher family - y,j,f,g Slider family – k,v,w,x,z Pulling numbers – 0,1,4,6,9,8 Pushing numbers – 2,3,5,7	Kinetic Letters *recap movements, positions, lines, ascenders / descenders – family dependent *Keep practising correct pencil hold Formations to learn Straight line capital letters – I,L,E,F,H,T Curved line capital letters – C,O,S,G,Q Lines then curves group of capital letters – D,P,B,R,J,U Sliding lines capital letters – A,M,N,V,W,Z,X,K,Y	*recap movements, positions, lines, ascenders / descenders – family dependent *Keep practising correct pencil hold Formations have now all be taught for all lower case, upper case and numbers. Second half of the year, recap all and apply to words / HFW etc Jumper family – r,n,m,p,h,b Window cleaner family – l,i,t,u Special squirter letter – e Abracadabra family – c,a,d,g,q,o,s Fisher family - y,j,f,g Slider family – k,v,w,x,z Pulling numbers – 0,1,4,6,9,8 Pushing numbers – 2,3,5,7	Second half of the year, recap all and apply to words / HFW etc – apply capital letters to proper nouns: Straight line capital letters – I,L,E,F,H,T Curved line capital letters – C,O,S,G,Q Lines then curves group of capital letters – D,P,B,R,J,U Sliding lines capital letters – A,M,N,V,W,Z,X,K,Y	recap all and apply to words / HFW etc – Window cleaner family – l,i,t,u Special squirter letter – e Abracadabra family – c,a,d,g,q,o,s Fisher family - y,j,f,g Slider family – k,v,w,x,z Pulling numbers – 0,1,4,6,9,8 Pushing numbers – 2,3,5,7	
Possible Routes of Implementation in addition to the systematic daily teaching of phonics <i>These are suggestions only and must be personalised by each setting</i>	Writing names independently Practise correct letter formation for both lower case and capital letters Practise correct KL positions and pencil hold Segmenting games Listening games Practise writing / copying names Writing sounds in phonics Writing the first sounds in words Segmenting/writing simple CVC words Drama conventions Opportunities for free choice writing / mark making	Segmenting Games Story mapping and re telling Writing names independently Writing lists, labels and beginning to write simple captions in response to stories Building words Drama conventions Phoneme frames / sound buttons Opportunities for free choice writing / mark making Talk for writing opportunities available for independent rehearsal of skills	Writing captions and simple sentences and beginning to write own using phonic knowledge Colourful Semantics or similar Learning to hold a phrase/sentence in memory – think – say- write- check/hold a sentence Shakespeare Traditional tales Drama conventions Phoneme frames / sound buttons Opportunities for free choice writing / mark making Talk for writing opportunities available for independent rehearsal of skills	Write simple sentences and read back to sense check Write HFW independently Writing dictated sentences, Writing instructions, report Drama conventions Opportunities for free choice writing / mark making Talk for writing opportunities available for independent rehearsal of skills	Write simple sentences using capital letters, finger spaces and full stops. Innovation of known stories and writing own version Drama conventions Opportunities for free choice writing / mark making Talk for writing opportunities available for independent rehearsal of skills Look at bold, italics, use of callouts, !, ? ""	Write simple sentences using capital letters, finger spaces and full stops. Innovation of known stories and writing own version Drama conventions Opportunities for free choice writing / mark making Talk for writing opportunities available for independent rehearsal of skills Structure of a story beginning, middle and end Report writing Drama conventions	
Key Vocabulary <i>These are key words and</i>	Letter, word, phrase, sentence, label, caption, capital letter, full stop, spaces, handwriting scheme specific vocab (e.g., snuggling), adjective, rhyme, story map, sequence, beginning, middle, end, punctuation, noun, verb, adjective, pronoun						

<i>phrases that children need to know and understand</i>				
Throughout the Year <i>These are suggestions only and must be personalised by each setting</i>	Ensure explicit teaching of grammatical terms e.g., Verbs/ pronouns etc Handwriting/ letter formation taught and embedded within Kinetic Letters sessions- see physical development Phonetic spellings taught and embedded within structured phonics sessions Innovation of known stories and writing own version Drama conventions Opportunities for free choice writing / mark making Talk for writing opportunities available for independent rehearsal of skills Regular storytelling and re-telling by children. Multiple writing opportunities in role-play and across provision e.g., notepads, post its, note papers etc Adults encouraging children to write in different contexts during independent learning e.g., drawing a map, writing lists or messages Direct teaching of HFWs Talk for Writing Different genres – instructions, poetry, nursery rhymes, letter writing, narrative, fact files, reports			
Assessment Checkpoint <i>i.e., what a child on track should be able to do by the end of this term</i>	Give meaning to marks that they write. Can hear and say some of the sounds in words e.g., beginning or end sound. Remembers how to write the taught sounds (phoneme- grapheme correspondence), forming most of these letters correctly.	Confidently segments and writes CVC words and attempts phrases. Writes a short list. Attempts to use phonic knowledge to sound out unfamiliar words. Can write some HFWs	Early Learning Goal Write recognisable letters, most of which are formed correctly. 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	See NPAT Writing Assessment Framework Year 1

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