

Literacy



Year Group	Milestones (Children at the expected level of development will)	Content
Nursery 0 Little Chicks	<p>Listen to stories 1:1 and begin to turn the pages of board books. Enjoy toy characters from favourite books.</p> <p>Listen to action rhymes, nursery rhymes, and songs. Begin to join in with words and actions.</p> <p>Engage in large mark making activities. Use a range of mark making tools.</p>	<p>We really focus upon building the foundations for literacy early on. Communication and language feeds into literacy, and as the children become more confident they are taught to read and write.</p> <p>Reading and writing in play are vital, to allow children to freedom to practice and make mistakes. We want our children to develop a growth mindset and learning from trying and from making mistakes is praised. Our areas of learning from the home corner to the construction area; the playdough table to the water tray all have links to literacy. We have information books, paper and pens, whiteboards, tools and scaffolds to support the acquisition of literacy skills.</p> <p>Some of the specific learning needs to be done in adult-led activities. We use the Bug Club phonics scheme and our children enjoy learning to read and write. We tap into metacognition and tell the children why they are learning what they are learning to maintain their interest.</p> <p>Our story times are magical and the children look forward to them. We ensure that they are well prepared and stimulating to engage the children.</p>
Nursery 1 Little Chicks	<p>Enjoy songs and rhymes, tuning in, paying attention, copying and joining in. Enjoy sharing books. Develop play about stories that I like. Notice print in the environment. Enjoy and engage in a range of mark making and some representation e.g. "That's me!"</p>	
Nursery 2 Little Owls	<p>Know that print has meaning and that print can have different purposes. Know that in English we read from left to right and top to bottom. Know the names of the parts of a book (cover, author, page number) and about page sequencing. Know how to spot a rhyming word and suggest one. Know how to clap syllables in words. Know how to spot words with the same initial sound.</p> <p>Be interested in new and exciting vocabulary. Use some print and letter knowledge in my early writing. Use some letters accurately. Start to write my name. Blend sounds orally.</p>	
Reception ELG	<p>Comprehension:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading:</p> <p>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.</p> <p>Writing:</p> <p>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	