

<p>Literacy Foundation</p> 	<p>Children will learn to:</p> <p>Please see Little Wandles overview and progression for further break down of 'word reading'.</p> <p>End of year fluency target for F2: 30 words per minute. End of year phonics target for F2: Secure at Phase 4 Key vocabulary on medium term plans</p>		
Term/Year group	F2	F1 N2	F1 N1
<p>Autumn 1</p> <p>Me and my family</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Know to give meaning to marks in the environment - Know how to write the initial sound in words taught during phonics - Know that we write from left to right. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Begin to answer simple retrieval questions about the class book, that has been read to them. - Discuss familiar books with adults, discussing what they notice about characters or settings. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Know most of the sounds taught in Little Wandles Phonics from Aut 1 - Say the individual sounds for some letter. - Blend sounds together in words that contain taught graphemes. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Make marks and drawings that represent themselves. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Engage and participate in conversations around taught stories and familiar books. - Participate in whole group retelling of books e.g. actions and familiar phrases in 'Were going on a bear hunt'. - Join in repeated refrains from familiar stories. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Distinguish between different musical sounds. - Distinguish between different environmental sounds. 	
<p>Autumn 2</p> <p>Travel and transport</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Know how to correctly form letters from phase 2 - Know how to write cvc words - Know how to write words to match pictures that involve only the taught sounds - Know how to write labels - Know how to write their name 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Begin to form marks that represent writing. - Make marks in different directions and shape. - Access writing resources in different areas of continuous provision. <p><u>Comprehension</u></p>	

	<ul style="list-style-type: none"> - Know how to hold a pencil correctly using tripod grip <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Use some taught vocabulary from books, in their play. - Recall definition of some of the new vocabulary taught. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Know most of the sounds taught in Little Wandles Phonics from Aut 2 - To read books matching their phonics ability. - To read some phase 2 tricky words. 	<ul style="list-style-type: none"> - Remember some aspects of books taught earlier in the half term or previous half term. - Link familiar books to their own experiences. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Know and discuss some words that start with the sounds s a t p I n m (orally). - Orally blend some words, as a group. 	
<p>Spring 1</p> <p>Once upon a time</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Know how to write cvc captions - Know how to think of sentences they could write to match a picture - Know how to write lists. - Know how to spell some phase 2 tricky words. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Retell some traditional tales or fairy tales orally, with support of actions/story maps/pictures. - Begin predicting what might happen next in a book. - Sequence and say the main events in a story. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Know most of the sounds taught in Little Wandles Phonics from Spr 1 - To read books matching their phonics ability. - Read cvc words confidently and independently. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Know how to draw a picture involving the use of different shapes. - Make marks that represent a retelling or recount of something they have done. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Say what a character does in part of the story e.g. "goldilocks ate all the porridge". - Name key characters in a familiar books. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Orally blend words that have been practised and taught during phonics. - Know and discuss some words that start with the sounds d g o c k e. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Know where they can find pencils in provision. - Know that they make marks as they put a pencil on paper. - Draw circles and lines with pencils. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Listen to shorts stories and rhymes. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Know that print has meaning. - Know that books are read by turning pages from start to finish.
<p>Spring 2</p> <p>Royalty</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Know how to write simple sentences in line with their phonic knowledge. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Write for a purpose – e.g. making a shopping list in the home corner. 	<p><u>Writing</u></p>

	<ul style="list-style-type: none"> - Know that a full stop goes at the end of their sentence. - Know how to use digraphs in their writing. - Know how to spell some phase 3 tricky words. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Independently retell parts of class readers. - Recall information from previously taught books. - Share opinions on stories, their likes and dislikes. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Know most phase 3 digraphs - Read words containing phase 3 digraphs independently. - Be able to read words containing phase 3 digraphs independently. - To read books matching their phonics ability. 	<ul style="list-style-type: none"> - Make marks that imitate writing. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Use taught vocabulary from books when using linked resources and areas of continuous provision. - Listen to and engage with longer stories. - Answer simple retrieval questions about a book they have just read. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Say the initial sound of a word. - Know and discuss some words that start with the sounds u r h b f l (orally). 	<ul style="list-style-type: none"> - Draw or mark make when guided by an adult, e.g. drawing a character related to the reading book. - Develop fine motor skills to hold a pencil. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Comment on illustrations in familiar books. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Notice some forms of print – e.g. logos they recognise, numbers.
<p>Summer 1</p> <p>My place in the world</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Know how to write simple sentences/captions independently e.g. cat on a mat - Know how to write 'I can see' sentences. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Retell stories in sequence, using vocabulary from the book. - Make connections between books they have read, comparing stories, characters and settings. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Be able to read some phase 4 cvcc, ccvc words. - To read books matching their phonics ability. - Read some phase 4 tricky words. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Know how to write some letters from their name independently. - Know how to copy their name from a name card. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Remember and retell keys aspects in longer stories and books. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Count and clap syllables in a word. - Show an awareness of alliteration. - Know and discuss some words that start with the sounds j v w y z qu ch (orally) 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Give some meaning to their marks. - Talk about their marks with a familiar adult. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Show they understand concepts in key rhymes and books by doing actions. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Hold the book the correct way - Turn pages and show understanding that the story carries on.

Summer 2			
Growing	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Know how to write a sentence that uses their phonic knowledge and can be read by themselves and others. - Know to read back their own work and check it makes sense. - Know that they should put a finger space between each word. - Know how to write in a narrative style, using story phrases from books they know. - Know how to spell some phase 4 tricky words. - Know how to form letters correctly, including some capital letters. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Retell a range of stories, using new vocabulary. - Summarise books they have read/been read to, saying the key parts of the text. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - To read books matching their phonics ability. - Read some phase 4 tricky words. - Begin to read with greater fluency, reading common words without decoding. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Know how to write their name. - Know how to write some letters in provision. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Use pictures in books to tell stories. - Follow some instructions, when read them by an adult. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Know and discuss some words that start with the sounds ck x sh th ng nk (orally). - Recognise when two words have the same initial sound. - Orally segment a word. 	<p><u>Writing</u></p> <ul style="list-style-type: none"> - Draw a picture of something that interests them. - Make marks to represent their name. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> - Know the titles of some key texts that have been taught as class readers. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> - Recognise their name on their name card and peg.
	<p>Early Learning Goals</p> <p>Literacy</p> <p><u>Comprehension FLG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; 		

	<ul style="list-style-type: none"> • 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><u>Word Reading ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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><u>Writing ELG</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 		
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