

Literacy

		Comprehension	Word Reading	Writing
Gems	Intended Knowledge	<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. 	<ul style="list-style-type: none"> Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 	<ul style="list-style-type: none"> Enjoy drawing freely. Begin to say what they have drawn
	Intended Activities	<p><i>Core songs/rhymes</i> Daily song time using the singing bag Core songs sent home Parents rhyme time Parent story time</p> <p>Ensure that there is a calm inviting book corner that clearly display the core stories or stories that have been read linked to the topic. This must look inviting throughout the session</p>	<p><i>Core stories</i> Daily story time Library take home books. Parents story sessions. Adults reading stories during provision time. Take home bags -linked with AAM children</p> <p>Ensure that there is a calm inviting book corner that clearly display the core stories or stories that have been read linked to the topic. This must look inviting throughout the session</p>	<p>Provide a range of opportunities for mark making using a wide range of tools as part of CP both indoors and outdoors. All adults to encourage children to give meanings to their marks. Adults write children's names on their drawings explicitly telling the children what they are doing.</p>
Nursery	Intended Knowledge	<ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother Be able to tune in to sounds to hear them and be able to copy them e.g. environmental sounds, animal sounds etc 	<ul style="list-style-type: none"> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.
	Intended Activities	<p><i>Daily story time</i> <i>Core songs/rhymes</i> Daily song time using the singing bag Core songs sent home Parents rhyme time. Core stories Library take home books. Parents story sessions. Adults reading stories during provision time.</p> <p>Ensure that there is a calm inviting book corner that clearly display the core stories or stories that have been read linked to the topic. This must look inviting throughout the session</p> <p>Stories linked to topics and the 100 word lists to be read alongside the core stories and displayed in reading areas</p>	<p><i>Listen and learn core songs/rhymes</i> Miss out a word in a rhyme so they have to fill it in e.g. Humpty Dumpty sat on a ____.</p> <p><i>Daily phonics sessions</i> Find opportunities during daily routines to tune into sounds. Use core stories to give children opportunities to copy sounds. Take home bags with props -linked with AAM children Find opportunities during daily routines to practice clapping syllables in words and recognising words with the same initial sound</p>	<p>Provide a range of opportunities for mark making using a wide range of tools as part of CP both indoors and outdoors. All adults to encourage children to give meanings to their marks. Encourage children to add marks to their drawings Sometimes adults model writing captions on children's drawing. Adults write children's names on their drawings explicitly telling the children what they are doing. Adults to ask children to give meaning to the marks they make Adults to prompt children to write their own names on their work Name card writing/copying on entry to nursery session Squiggle whilst you wiggle 3 x per week – followed by mark making the movement with different tools e.g. crayons, pens, brushes</p>
Reception	Intended Knowledge	<ul style="list-style-type: none"> Demonstrate an 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, nonfiction, rhymes and poems and during role play. 	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Say a sound for each letter in the alphabet and at least 10 digraphs. <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. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense. 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.
	Intended Activities	<p>Core stories Learn by heart stories Daily story time</p> <p>Ensure that there is a calm inviting book corner that clearly display the core stories or stories that have been read linked to the topic. This must look inviting throughout the session</p> <p>Stories linked to topics to be read alongside the core stories and displayed in reading areas</p> <p>Provide story props Open ended resources provided in provision Provide opportunities during literacy inputs to anticipate. To develop new vocabulary bring in objects, pictures and photographs to talk about. Discuss they taste, smell, and feel</p>	<p>Daily literacy input Daily phonics Daily group reading sessions using which match their phonic knowledge Same day intervention for phonics Regular phonics assessment Meaningful Print displayed around the classroom through clear labelling Displaying children's work on the wall Take home bags -linked with AAM children Weekly library book exchange Celebration of work through star of the week and well done book</p>	<p>Daily literacy input Daily phonics Regular phonics assessment Daily group writing sessions Same day intervention for phonics Writing focus morning task Squiggle sessions at least 3x weekly A range of writing equipment to be freely available around the classroom/outdoors Adults to encourage children to write in provision e.g. provide scenarios for the children – make a list of snack needed next week for Mrs Saeed Purposeful writing opportunities e.g. letters to Mrs Faruque when printer was broken or lists of ingredients to make pancakes Explicitly showing the power of children's writing</p>