



## Early Years Foundation Stage

Literacy							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Comprehension	<ul style="list-style-type: none"> <li>To use pictures to tell stories.</li> <li>To sequence familiar stories.</li> <li>To independently look at books, holding them the correct way and turning pages.</li> </ul>	<ul style="list-style-type: none"> <li>To engage in story times, joining in with repeated phrases and actions.</li> <li>To begin to answer questions about the stories read to them.</li> </ul> <p>To enjoy an increasing range of books including fiction, non-fiction, and poems.</p>	<ul style="list-style-type: none"> <li>To act out stories.</li> <li>To begin to predict what may happen in the story.</li> <li>To suggest how a story might end.</li> </ul>	<ul style="list-style-type: none"> <li>To retell a story.</li> <li>To follow a story without pictures or props.</li> </ul> <p>To talk about the characters in the books they are reading.</p>	<ul style="list-style-type: none"> <li>To begin to answer questions about what they have read.</li> </ul> <p>To use vocabulary that is influenced by their experiences of books.</p>	<ul style="list-style-type: none"> <li>To answer questions about what they have read.</li> <li>To know that information can be retrieved from books.</li> </ul>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives 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>
Word reading	<ul style="list-style-type: none"> <li>To recognise their name.</li> </ul> <p>/m/ as in mountain /a/ as in apple /s/ as in snake /d/ as in dinosaur /t/ as in tower /i/ as in insect /n/ as in net /p/ as in pirate /g/ as in girl /o/ as in orange /c/ as in caterpillar /k/ as in kangaroo /u/ as in umbrella /b/ as in boot /f/ as in flower /e/ as in egg /l/ as in leg</p>	<ul style="list-style-type: none"> <li>To know double letters can make a sound.</li> <li>To blend simple words using known letter-sounds</li> <li>To segment simple words with support.</li> </ul> <p>/sh/ as in shush /th/ as in thankyou /ch/ as in achoo /qu/ as in queen /ng/ as in string /nk/ as in think /ff/ as in huff /ll/ as in lollipop /ss/ as in dress /zz/ as in buzz</p>	<ul style="list-style-type: none"> <li>To blend simple words using known letter-sounds.</li> <li>To segment simple words with support.</li> <li>To consolidate zz, qu, th, ss, ck etc</li> </ul>	<ul style="list-style-type: none"> <li>To read words with different structures e.g., CCVC, CVCC, CCVCC.</li> </ul>	<ul style="list-style-type: none"> <li>To consolidate Set 1 sounds.</li> <li>To read words with adjacent consonants.</li> <li>To read some common exceptions words</li> </ul> <p>/ay/ as in play /ee/ as in see /igh/ as in high /ow/ as in snow /oo/ as in zoo /oo/ as in book /ar/ as in car /or/ as in door /air/ as in fair /ir/ as in swirl /ou/ as in shout /oy/ as in toy</p>	<ul style="list-style-type: none"> <li>To consolidate Set 1 sounds.</li> <li>To read words with adjacent consonants.</li> <li>To read simple sentences aloud</li> <li>To read some common exceptions words</li> </ul>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that phonic knowledge, including some common exception words.</p>



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	<p>/h/ as in horse /r/ as in robot /j/ as in jack in a box /v/ as in vulture /y/ as in yak /w/ as in worm /z/ as in zip /x/ as in exercise</p> <ul style="list-style-type: none"><li>• To orally blend words</li><li>• To orally segment words with support</li></ul>	<p>/ck/ as in tick tock</p>					
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