



Nursery: Literacy

Development Matters Links

Writing 22—36 Months:

- Distinguishes between the different marks they make.

30-50 Months:

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

Reading 22—36 Months:

Has some favourite stories, rhymes, songs, poems or jingles.

- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

30-50 Months:

- Enjoys rhyming and rhythmic activities.
 - Shows awareness of rhyme and alliteration.
 - Recognises rhythm in spoken words.
 - Listens to and joins in with stories and poems, one-to-one and also in small groups.
 - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
 - Beginning to be aware of the way stories are structured.
 - Suggests how the story might end.
 - Listens to stories with increasing attention and recall.
 - Describes main story settings, events and principal characters.
 - Shows interest in illustrations and print in books and print in the environment.
 - Recognises familiar words and signs such as own name and advertising logos.
 - Looks at books independently.
 - Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Activities

- Describing mark making
- Tracing over mark making patterns
- Holding a pencil and observing pencil grip. time
- Beginning to trace over their own name
- Writing the initial sound in a word
- Linking the sound to a letter shape
- Developing our pencil grip when mark making and in gross motor activities.
- Tracing /copying their name independently
- Ascribes meanings to marks that they see in different places.
- Linking the sound to a letter shape in their name and some familiar words (mum)
- Developing our letter formation mostly using correct pencil/ paintbrush grip. writing their name.
- Writing their name independently
- Writing the initial, medial and final sounds in CCVC (chat, shop) words
- Begins to write a variety of sentences including captions, labels and lists

Literacy Overview



LONG DITTON
INFANT AND NURSERY SCHOOL
THE HEART OF LONG DITTON SINCE 1911

Reception: Literacy

Development Matters Links

Writing 40—60 Months:

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Reading 40—60 Months:

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books.
- Knows that information can be retrieved from books and computers.

Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Activities

- Tracing over mark making patterns
- Holding a pencil in the same hand each time
- Beginning to trace over/write their own name
- Writing the initial sound in a word
- Starting to form letters in a cursive script
- Linking the sound to a letter shape
- Forming letters in a cursive script (lead ins and outs)
- Developing our pencil grasp
- Writing their name independently
- Writing the initial, medial and final sounds in simple CVC (cat, hen) words
- Begins to write a simple sentence
- Linking the sound to a letter shape
- Developing our pencil grasp
- Writing the initial, medial and final sounds in CCVC (chat, shop) words
- Begins to write a variety of sentences including captions, labels and lists
- Being aware of capital letters, finger spaces and full stops

Year 1: Literacy

Autumn

FRED
Stories with Familiar settings/Drama
Character/ Setting descriptions
Recounts
Instructions
Recipes
Poems—firework/ shape/ descriptive
Alternative endings/Drama/Improvisation
Letters
Handwriting—lead in's and out's/letter families
Capital letters and full stops

Spring

FRED
Writing about familiar events
Letter names
Book reviews
Lists
Stories
Writing about our opinions (Philosophy for Children)
Recounts
Prefixes and suffixes
Capital letters for people, plac-es, I as a pronoun
Punctuation
Connectives

Summer

FRED
Conjunctions
Diary writing
Book review
Poems
Story Endings
Sentence Starters
Different tense
Grammar—prefixes, suffixes, compound words
Creative writing
Cross curricular writing

Curriculum Links: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf



Year 2: Literacy

Autumn

FRED
Recounts
Writing plans
Adjectives
Character description
Setting Description
Story writing—planning
Publishing work
Drama - exploring feelings
Sequence events
Dead Famous: Significant individuals from history
SPAG (Spelling, Punctuation and Grammar)

Spring

FRED
Comprehension/ Guided Reading
Instructions
Recounts
Newspaper reports
Persuasive writing
Riddles
Speaking and listening
Different Punctuation
Conjunctions/ Sentence skills
Alliteration
Similes
Poems—Idioms, Magic box poem
Adjectives
Using a thesaurus
Story writing—setting, characters, plot, alternative endings
Character compare and contrast
Types of sentences
SPAG (Spelling, Punctuation and Grammar)

Summer

FRED
First hand recount
Newspaper articles
Non fiction texts
Instructions
Persuasive writing
Sentence starts
Story writing—editing
Diary writing
Writing in different styles
Reports
Researching information
SPAG (Spelling, Punctuation and Grammar)

Curriculum Links: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

