

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (Development Matters 2021)

Phonics and Decoding – Links to ELG09

The knowledge that I am learning is:

- Recognise phonic sounds
- Blend phonemes together to read words/sentences
- Read common exception words
- To recognise the grapheme to represent phoneme's

	Step 1	Milestone (CP2)	Step 2	Step 3	Milestone (CP6)
Stage 1 (Birth-2)	 I am learning to develop speech sounds  I am learning to take it in turns to have conversations making sounds and copy adult	☐ I can babble and take turns in conversation with adults by ☐ I can make noises to get my adults attention	 I am learning to say 20 single words  I am learning to speak in sentences with jargon and some recognisable words	 I am learning to put two words together  I am learning to use 50 single words  I am learning to use speech sounds p,b,m,w	☐ I can put two words together ☐ I can use single words

	speech and lip movements ✚ I am learning to use gestures to communicate		✚ I am learning to say single words. (by 16 months) ✚ I am learning to use intonation, pitch and changing volume when 'talking'		
Stage 2 (2-3)	✚ I am learning to develop listening skills and becoming aware of sounds in my environment. ✚ I am learning to collect the difference between sounds. ✚ I am learning to talk in sentences about sounds.	☐ I can say 100 words ☐ I can ask a simple question ☐ I can use the speech sounds p, b, m, w	✚ I am learning to develop awareness of sounds made with instruments and noise makers. ✚ I am learning to listen to and appreciate the difference made with different instruments. ✚ I am learning to talk about the sounds instruments make.	✚ I am learning to develop awareness of sounds and rhythm. ✚ I am learning to distinguish between sounds and remember patterns of sounds. ✚ I am learning to talk about sounds we make with our bodies.	☐ I can say simple sentences ☐ I can use descriptive language ☐ I can link 5 words together
Stage 3 (3-4)	✚ I am learning to develop my knowledge of rhyme ✚ I am learning to develop my knowledge of alliteration	☐ I can recognise some well known rhymes	✚ I am learning to count or clap syllables ✚ I am learning to spot and suggest rhymes ✚ I am learning to recognise words with the same initial sound	✚ I am learning to orally blend. ✚ I am learning to orally segment ✚ I am learning to listen to sounds in words and to remember them in the correct order. ✚ I am learning to talk about the different	☐ I can orally segment ☐ I can orally blend ☐ I can clap or tap the syllables in words during sound play ☐ I can hear or say the initial sounds in some words

				sounds that make up words.	
Stage 4 (4-5)	- I am learning to recognise phase 2 sounds - I am learning to orally blend - I am learning to segment, and blend sounds to read phase 2 words/sentences.	- I can use recognise phase 2 sounds - I can orally blend and segment CVC words - I can read phase 2 common exceptional words - I can read a simple caption of decodable words with my phonic knowledge. For example, 'A cat in a hat'	- I am learning to recognise phase 3 sounds - I am learning to segment, and blend sounds to read phase 3 words/sentences. - I am learning to read longer 2 syllable words - I am learning to read securely common phase 3 exception words within a sentence	- I am learning to apply phase 2 and 3 sounds to my reading, writing and everyday experiences - I am learning to recognise words with adjacent consonants and longer vowel sounds - I am learning to read securely common exception words in phase 4 within a sentence.	- ELG09: I can say a sound for each letter in the alphabet and at least 10 digraphs. - ELG09: I can read words consistent with my phonic knowledge by sound blending. - ELG09: I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

Fluency and Author Techniques – Links to ELG08

The knowledge that I am learning is:

- To use vocabulary and speech influenced by books

	Step 1	Milestone (CP2)	Step 2	Step 3	Milestone (CP6)
Stage 1 & 2	Please see communication and language Birth to 3				
Stage 3 (3-4)	- I am learning to show interest in illustrations and print in books and print in the environment. - I am learning to understand that print has meaning	☐ I can understand that print carries meaning	- I am learning to look and handle books independently (holds books the correct way up and turns pages). - I am learning to understand that print can have different purposes - I am learning to name of different parts of a book - I am learning to ascribe meanings to marks that they see in different places.	- I am learning to recognise familiar words and signs such as own name and advertising logos. - I am learning to understand we can read English text from left to right and from top to bottom - I am learning to understand page sequencing	☐ I can understand key concepts about print ☐ I can recognise print and its use in a variety of environments and situations
Stage 4 (4-5)	- I am learning to blend sounds into words, so that they can read short words made up of letter-sound correspondences - I am learning to point to the front cover, back cover, author and title	☐ I am interested in books and want to know what print means	I am learning to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words	- I am learning to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - I am learning to understand that a non-fiction book is a	☐ ELG09: I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	✚ I am learning to break the flow of speech into words.		✚ I am learning to point to the spine, blurb, illustration and illustrator	non-story and it gives information ✚ I am learning to understand that fiction means a story	
Comprehension – Understanding and correcting inaccuracies – Links to ELG08 The knowledge that I am learning is: Use questions to check my understanding					
	Step 1	Milestone (CP2)	Step 2	Step 3	Milestone (CP6)
Stage 1 (Birth-2)	✚ I am learning to notices and engage with sounds and images in the environment	☐ I can handle print with interest	✚ I am learning to handle books, printed and digital reading material with interest	✚ I am learning to be interested in and anticipates books and rhymes and may have favourites	☐ I can handle books with interest
Stage 2 (2-3)	✚ I am learning to listen to two nursery rhymes in a group of four children ✚ I am learning to listen to listen to music and move my whole body to the beat	☐ I can move my body to music ☐ I can listen to a few favourite nursery rhymes in a small group	✚ I am learning to listen to simple stories with pictures and props ✚ I am learning to listen to four nursery rhymes in a group of four people ✚ I am learning to respond to familiar environmental sounds	✚ I am learning to listen to talk that interests me ✚ I am learning to respond accurately to the question what can you hear? ✚ I am learning to listen to the noises adults make when reading stories	☐ I can shift my attention from my chosen task if you say my name or get my attention ☐ I can tune into and recognise environmental sounds

Stage 3 (3-4)	- I am learning to listen to and remember simple stories - I am learning to listen to conversation that interests me	☐ I can listen to a short story in a small group ☐ I can listen to new vocabulary and repeat this	- I am learning to listen to longer stories and recall and retell simple phrases - I am learning to understand 'why' questions	- I am learning to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. - I am learning to engage in extended conversations about stories, learning new vocabulary	☐ I can listen to and debate conversations in a group ☐ I can anticipate key phrases from stories I have listened to.
Stage 4 (4-5)	I am learning to listen carefully to rhymes and songs, paying attention to how they sound.	☐ I can focus during familiar adult led routines ☐ I can listen and respond to questions appropriately	I am learning to listen to and talk about stories to build familiarity and understanding.	- I am learning to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - I am learning to retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	☐ ELG08: I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. ☐ ELG08: I can anticipate (where appropriate) key events in stories. ☐ ELG08: I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Comprehension – Comparing, contrasting and commenting – Links to ELG08

The knowledge that I am learning is:

- Compare two things are alike
- Contrast two things are different.
- Comment on my understanding of what is happening and why
- Use questions to gain more information and check my understanding

	Step 1	Milestone (CP2)	Step 2	Step 3	Milestone (CP6)
Stage 1 & 2	Please refer to communication and language Birth to Three				
Stage 3 (3-4)	 I am learning to anticipate key events and phrases in rhymes and stories.	☐ I can recall some key phrases from stories	 I am learning to enjoy an increasing range of books.	 I am learning to describe main story settings, events and principal characters.	☐ I can express a point of view about the stories I read
Stage 4 (4-5)	 I am learning to extend my vocabulary by grouping, naming and exploring the meaning of new sounds and words  I am learning to accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	☐ I can respond to comments and questions and give my opinion on texts I listen to	 I am learning to look closely at similarities, differences, patterns and change  I am learning to demonstrate understanding when talking with others about what they have read.	 I am learning to develop my own narratives and explanations by connecting ideas	☐ I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ☐ I can listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Comprehension – Words in context and Vocabulary – Links to ELG08					
The knowledge that I am learning is: - To develop a deep familiarity with new knowledge and vocabulary. - Use new vocabulary correctly and in context in my everyday experiences					
	Step 1	Milestone (CP2)	Step 2	Step 3	Milestone (CP6)
Stage 1 & 2	Please refer to communication and language				
Stage 3 (3-4)	 I am learning to use vocabulary to explain my experiences	☐ I can use vocabulary that describes my experiences accurately	 I am learning to remember new vocabulary introduced to me weekly	 I am learning to engage in extended conversations about stories, learning new vocabulary.	☐ I can use vocabulary that I have learned from stories in context
Stage 4 (4-5)	 I am learning to use new vocabulary daily	☐ I can use and remember new vocabulary I have learned in context when speaking	 I am learning to use vocabulary and forms of speech in my daily experiences that are increasingly influenced by their experiences from a range of books and poems	 I am learning to discuss word meaning and link new meanings to those already known.	☐ ELG08: I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. ☐ ELG08: I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Comprehension – Inference Retrieval and Prediction – Links to ELG08					

The knowledge that I am learning is:

- Make inferences by predicting, asking & answering questions, identifying evidence to support opinion
- Retrieve information from texts

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	Step 1	Milestone (CP2)	Step 2	Step 3	Milestone (CP6)
Stage 1 (Birth-2)	✚ I am learning to pay attention to my caregiver when they sing nursery rhymes.	☐ I can tune into nursery rhymes	✚ I am learning to anticipate key moments during nursery rhymes and books through finger play such as clapping during a nursery rhyme	✚ I am learning to sing three nursery rhymes and join in with gestures and actions	☐ I can anticipate simple gestures of favourite nursery rhymes ☐ I can vocalise up to three favourite nursery rhymes
Stage 2 (2-3)	✚ I am learning to be interested in and anticipate familiar books and rhymes and may have favourites	☐ I can make choices about my favourite books and nursery rhymes	✚ I am learning to repeat and use actions, words or phrases from familiar stories	✚ I am learning to fill in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a	☐ I can remember key phrases and gestures
Stage 3 (3-4)	✚ I am learning to begin to understand 'why' and 'how' questions. ✚ I am learning to join in with repeated refrains and anticipates key events and phrases in rhymes and stories	☐ I can join in with key phrases from familiar stories and rhymes	✚ I am learning to predict what might happen next ✚ I am learning to listen to and join in with stories and poems, when reading one-to-one and in small groups	✚ I am learning to infer what might happen based on my knowledge of key stories so far ✚ I am learning to make up stories based on my knowledge of stories	☐ I can use my skills to predict what might happen next ☐ I can use my skills to provide alternative endings to familiar stories ☐ I can remember key phrases in familiar stories

Stage 4 (4-5)	 I am learning to retell a story with actions and / or picture prompts as part of a group.  I am learning to answer how questions about their experiences in response to stories or events.  I am learning to explain the main events of a story.  I am learning to listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  I am learning to take predictions.  I am learning to play cooperatively as part of a group to develop & act out a narrative  I am learning to listen to stories, accurately anticipating key events & respond to what they	☐ I can recall and discuss familiar stories or information that has been read to me ☐ I can predict what might happen next in stories that are new to me ☐ I can ask some key questions to learn more about the story or text	 I am learning to sequence a story using picture cards.  I am learning to answer why questions about their experiences in response to stories or events.  I am learning to draw pictures of characters/ event / setting in a story.  I am learning to talk independently about what happens and why they occur.  I am learning to represent their own ideas, thoughts & feelings through role play & stories.	 I am learning to use story language when acting out a narrative.  I am learning to draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.  I am learning to independently develop their own narratives and explanations by connecting ideas or events.  I am learning to use my oracy skills to communicate my thoughts, feeling and ideas to support my opinion.	☐ ELG08: I can anticipate (where appropriate) key events in stories. ☐ ELG08: I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
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	hear with relevant comments, questions and reactions.				
Comprehension – Poetry, Facts, Review and Performance- Links to ELG08					
The knowledge that I am learning is: • Review and perform texts • To use and enjoy a range of print and digital books, both fiction and non-fiction					
	Step 1	Milestone (CP2)	Step 2	Step 3	Milestone (CP6)
Stage 1 & 2	Please refer to communication and language				
Stage 3 (3-4)	 I am learning to listen to and join in with stories, non-fiction and poems, one-to-one and also in small groups.	☐ I can listen to and join in with familiar stories, poems and non-fiction books	 I am learning to use intonation, rhythm and phrasing to make the meaning clear to others.	 I am learning to develop preference for forms of expression  I am learning to explore audio books	☐ I can listen to, review and perform key poems and stories familiar to me
Stage 4 (4-5)	 I am learning to play cooperatively as part of a group to develop and act out a narrative  I am learning to listen to a story without pictures (including audio books) for two minutes 	☐ I can use and remember new vocabulary I have learned ☐ I can tell you what an audio book is	 I am learning to express myself effectively, showing awareness of listeners' needs.  I am learning to tell my peers about facts I have learned from a non-fiction book  I am learning to listen to a story without pictures (including audio books) for three minutes	 I am learning to recite and perform key poems and stories  I am learning to remember key facts from non-fiction books and use the	☐ ELG08: I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.

				information for a purpose I am learning to listen to a story without pictures (including audio books) for five minutes	
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Writing

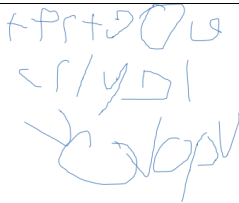
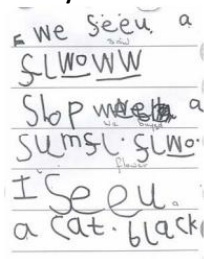
The knowledge that I am learning is:

- I am learning that marks can carry and record my messages, experiences and stories
- I am learning that marks can record facts
- I am learning to form letters correctly
- I am learning to use a capital letter
- I am learning to use a full stop
- I am learning to use my phonics knowledge to write words

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	Step 1	Check Point 2	Step 2	Step 3	Check Point 6
Stage 1 (Birth-2)	 I am learning to explore my body through sensory experiences  I am learning to grasp objects with my hands	☐ I can make movements with my whole body when exploring messy play	 I am learning to enjoy the sensory experience of making marks  I am learning to use my shoulder movements to cause marks	 I am learning to understand that my actions have a cause and effect when making marks  I am learning to value the marks that I make  I am learning to make marks with a crayon or pencil	☐ I can notice the marks that I make ☐ I can make marks during sensory experiences

				using a palmer grasp	
Stage 2 (2-3)	I am learning to mark making which feature lots of random marks, often made over other marks	☐ I can hold tools with a palmer grasp ☐ I can make marks randomly 	- I am learning to begin hold the pencil/crayon in a pincer grip between the thumb and index finger - I am learning to make a definite attempt to make individual marks. - I am learning to close shapes making an inside and an outside; these shapes are often circular.	- I am learning to combine shapes and lines; these marks will often represent one word - I am learning to have a clearer idea of the marks I wants to make. - I am learning to showing preference for one hand but uses both	☐ I can combine shapes and lines in my marks ☐ I can use a range of tools to make marks ☐ I can show interest in mark making 
Stage 3 (3-4)	- I am learning to realise that print carries a message and I can 'read' what it says. - I am learning to copy adults and make marks going across the page; these are often zigzags and wavy lines. - I am learning to show interest in letters on a	☐ I can show interest in print ☐ I can tell you what my marks say or mean ☐ I can make marks for a purpose 	- I am learning to make symbols that have meaning - I am learning to write my own name, or names that are important to me, using combinations of lines, circles and curves, or letter-type shapes	- I am learning to say what purpose I am writing- e.g. letters, shopping lists, labels etc. - I am learning to write my name - I am learning to use mark making to plan	☐ I can form some recognisable letters to label my work ☐ I can use mark making for a purpose ☐ I can use mark making for mathematics

	keyboard, identifying the initial letter of my own name and other familiar words 				
Stage 4 (4-5)	I am learning to Write some letters accurately. 	☐ I can write some letters accurately ☐ I can use marks to describe my experiences and record information 	 I am learning to form some lower case letters correctly.  I am learning to write CVC words 	 I am learning to form lower-case and capital letters correctly.  I am learning to write short sentences using a capital letter and full stop.  I am learning to re-read what I have written to check it makes sense.	☐ ELG10: I can write recognisable letters, most of which are correctly formed ☐ ELG10: I can spell words by identifying sounds in them and representing the sounds with a letter or letters ☐ ELG10: I can write simple phrases and sentences that can be read by others. 
Vocabulary					

	Phonics and Decoding – Links to ELG09	Fluency and Author Techniques Comprehension – Poetry, Facts, Review and Performance- Links to ELG08	Comprehension – Understanding and correcting inaccuracies Comprehension – Inference Retrieval and Prediction – Links to ELG08	Comprehension – Comparing, contrasting and commenting – Links to ELG08 Comprehension – Words in context and Vocabulary – Links to ELG08	Writing – Links to ELG10
Stage 1 (Birth-2)	 Sound  hear	 Book  Picture  Actions	 Story  Now	 Talk  Lie  Fail  Stop  Sad 	 Mark  Draw
Stage 2 (2-3)	 rhyme  Read  Listen 	 Page  Turn the page  Front  Back  Show	 Now  Why  Happen 	 Language  Sly  Disrupt  Control  Upset	 Mark Make  Picture  Grasp  Roll
Stage 3 (3-4)	 Alliteration  Blending  Syllable  Segment 	 Middle  Print  Logo  Non-fiction  Fiction  Performance  Character 	 Understand  Environmental sounds  Retell  Predict  Oracy 	 Question  Opinion  Fact  Vocabulary  Wonder  Example  Expression  Lie  Shocked	 Write  Letter name's specific to the child  Zig Zag  Wavey  Lines  Spiral  Represent  Pinch

				✚ Examine ✚ Deceitful ✚ Disaster ✚ Diffuse ✚ content	✚ Lists
Stage 4 (4-5)	✚ Phoneme ✚ Grapheme ✚ Digraph ✚ Trigraph ✚ Common exception words/irregular words ✚ Adjacent constants ✚ Consonants ✚ Decoding ✚ Vowel	✚ Author ✚ Blurb ✚ Illustrator ✚ Fluency ✚ Spine ✚ Audio ✚ Genres ✚ Principle character ✚ Setting ✚ Narrate	✚ Comprehension ✚ Sequence ✚ Retrieve ✚ Inference ✚ Narrative ✚ Extract ✚ Review	✚ Debate ✚ Contrasting ✚ Commenting ✚ Evaluate ✚ Anticipate ✚ Astonished ✚ Wonder ✚ Perusal ✚ Cunning ✚ Debacle ✚ Quell ✚ Disgruntled ✚ Canard ✚ Conversation	✚ Sequencing ✚ Sequence ✚ End Line ✚ Finger space ✚ Sentence ✚ Letter names ✚ Tricky words ✚ Alliteration ✚ Question mark ✚ Comma ✚ Thought bubble ✚ Speech bubble ✚ Full stop ✚ Capital letter ✚ Uppercase ✚ Lowercase ✚ Suffix ✚ adjective ✚ Text ✚ Instruction Plan ✚ Notes ✚ Letter ✚ Caption ✚ Recipe
Characteristics of Effective Teaching and Learning					

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- Playing and exploring – children investigate and experience things, and ‘have a go’
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

	Playing and Exploring (Engagement)	Active Learning (Motivation)	Thinking Creatively and Critically (Thinking)	Emotional Well-being
	☐ I can recognise that my actions have an effect on the world, so I like to repeat them. ☐ I can make choices and explore different resources and materials ☐ I can plan and think s ahead about how I will explore or play with objects. ☐ I can guide my own thinking and actions by talking to myself as I play ☐ I can bring experiences from home into my play ☐ I can show awe and wonder when I learn about new experiences	☐ I can participate and predict routines. I enjoy my routines ☐ I can demonstrate goal directed behaviour ☐ I can show resilience by changing my approach to help me achieve my goal ☐ I can show that I am motivated to keep on trying when I run into difficulties ☐ I can set out to achieve a goal without extrinsic reward ☐ I can celebrate my own achievements when I achieve my own goals ☐ I can concentrate deeply when I am	☐ I can participate in pretend play and think beyond the here and now ☐ I can sort materials and resources ☐ I can think of my own ideas and find new ways of doing things ☐ I can solve problems, make links and patterns in my play ☐ I can make predictions and test my ideas ☐ I can concentrate on things that are important to me	☐ I can demonstrate I feel like I belong in my setting ☐ I can identify my special adults ☐ I can demonstrate I feel valued and I value others ☐ I can demonstrate I feel safe in my setting ☐ I can demonstrate resilience ☐ I can demonstrate positive self esteem and self worth

		working on achieving my own goals	and solve real life problems ☐ I can review my progress	
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