

Literacy Curriculum End Points and Progression

End point : What an EYFS child needs to understand?	End point: What do they need to know? (Substantive / Disciplinary Knowledge), New Vocabulary.	How can we see that they are confident with Literacy in Year R	Preparation for Year 1 Curriculum
To understand that learning phonics is the process to them to read and fluently and accurately.	<p>How to segment and blend a word at Basics 2,3 and 4 level of Super Sonic Phonic Friends (SSPF) in order to read.</p> <p>How to read on sight all tricky words to Basics 4 SSPF.</p> <p>How to read sentences from all books up to Basics 4 SSPF level.</p>	Children will read fluently and independently all books up to Basics 4 level SSPF.	Children will be ready to start Basics 5 SSPF in Year 1.
That stories must be both read and understood in order to achieve full enjoyment.	<p>How to use the reading strategies of: Vocabulary development, Predicting, Sequencing, Retrieval and Inference to ensure full understanding of the text.</p> <p>Support children to create mental models to help them use the above to understand and explore the text in depth.</p>	<p>Children will be able to ask and answer questions about the text they are reading.</p> <p>Children will ask for the meaning of words they do not know.</p> <p>Children will be able to make predictions about what might happen next in a story.</p> <p>Children will be able to make inferences about how characters in the story are feeling at different points.</p>	<p>Year 1 Comprehension Objectives: Discuss word meanings, linking new meanings to those already known.</p> <p>Understand books they read and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>

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		Children will be able to retell with detail and sequence stories they are familiar with.	
Children will understand that books are written in different genre and that they can use this information to help them choose books they will enjoy.	How to select books using the following genre distinctions: Fiction - Fairytales / Classics Comedy Adventure Spooky Animal Non-Fiction – The Natural World Past and Present People and Communities	Children will discuss genre as they read. Children will use genre distinctions to choose books they will enjoy. Children will be able to choose the appropriate genre to put a book into when they have read it.	Year 1 Comprehension Objectives <i>Listening to and discussing a wide range of poems, stories, non-fiction at a level beyond that at which they can read independently ie challenging texts being read to them by the teacher.</i> <i>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i>
To understand that learning phonics is the process to them to write and fluently and accurately. To understand that a sentence must make sense, have a full stop	How to segment and write a word at Basics 2,3 and 4 level of Super Sonic Phonic Friends (SSPF). How to spell all tricky words to Basics 3 SSPF.	Children will write simple sentences that they have composed that can be read by others. Children’s independent sentences will show understanding of full stops, capital letters and finger spaces.	Children will be ready to access SSPF Basics 5. Year 1 Objectives: Composition <i>Writing communicates meaning through simply structured sentences (simple sentences).</i>

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<p>and a capital letter, have finger spaces and be sounded out accurately using phonic knowledge.</p>	<p>How to write sentences that are composed by the child and read by others.</p> <p>How to use finger spaces, full stops and capital letters in a sentence.</p> <p>How to position writing on the page.</p>	<p>Tricky words will be spelt correctly and correct models will be given at the time of writing if they are not.</p> <p>Children will often choose to write from left to right and choose an appropriate place on the page to start writing.</p> <p>Children will read and check their sentence for sense and make any edits necessary with support if appropriate.</p>	<p>Year 1 Objective: Punctuation Separate words in sentence with spaces. Beginning to use full stops</p> <p>Use capital letters for names and the pronoun 'I'.</p> <p>Year 1 Objectives: Spelling Usually correct spelling of high frequency words.</p>
<p>To understand that we use different genres of writing for different purposes.</p>	<p>How to write in the form of different genre: caption, list, recount - who, what, when / sequenced events / final sentence expressing feelings, narrative - setting, problem, resolution, instructions – what do you need or ingredients / what to do in sequence.</p>	<p>Children will choose appropriate genre when writing independently and will show some understanding of the features of that genre.</p>	<p>Year 1 Objective: Audience and Purpose Write simple recounts and instructions or retelling of traditional and narrative stories.</p> <p>Year 1 Objective: Text Structure and Organisation: Compose simple sentences and sequences to form short narratives.</p>

Development Matters

- Read individual letters by saying the sounds for them.

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- 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.
- 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 letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

ELG

Comprehension ELG

Children at the expected level of development will:

- -Demonstrate 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, non-fiction, rhymes and poems and during role-play.

Word Reading ELG

Children at the expected level of development will:

- -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.

Writing ELG

Children at the expected level of development will:

- -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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