

Delves Lane Primary School Early Years Curriculum

Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
On entry	At DLPS children generally join us with little speech but they are beginning to show an early interest in books and turning pages or lifting the flaps. They enjoy humming along to nursery rhymes. They are beginning to make marks which generally starts with making straight lines on paper.					
Observational check points	Can children show attention to nursery rhymes or songs? Can children turn the pages of books? Can children point to an object in a book and use the word e.g car? Do children recognise their name?					
2 Year Olds						
Comprehension	Children enjoy songs and rhymes, tuning in and paying attention.	Children will join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	Children will say some of the words in songs and rhymes.	Children can sing songs and say rhymes independently, for example, singing whilst playing.	Children can ask questions about their book. Make comments and shares their own ideas.	Children will develop play around favourite stories using props.
Word Reading	Children enjoy sharing books with an adult.	Children pay attention and respond to the pictures or the words.	Children have favourite books and seek them out, to share with an adult, with another child, or to look at alone.		Children will repeat words and phrases from familiar stories.	
Writing	Children enjoy drawing freely.		Children can add some marks to their drawings, which they give meaning to. For example: "That says mummy."		Children will make marks on their picture to stand for their name.	
On exit	When leaving our 2's to join Nursery our children can make marks on paper and say it represents something, for example 'my mam'. Children will be enjoying short stories and engaging in lift and flap books and will have their favourites. They will be able to repeat words and phrases from familiar stories. Children will have been exposed to lots of nursery rhymes and singing activities and will be able to join in.					
Observational check points	Can the child join in with some words to a favourite nursery rhyme? Can children listen to a short story from an adult? Can children ask and answer simple questions about stories? Can children make and describe marks that they make?					
Nursery						
Comprehension	Children understand print has meaning.		Children can engage in extended conversations about stories, learning new vocabulary.		Children understand the five key concepts about print: - print has meaning - print can have different purposes	

			<ul style="list-style-type: none"> - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
Word Reading	<p>Children can understand we read English text from left to right and from top to bottom.</p> <p>Children know the names of the different parts of a book.</p> <p>Children are developing their phonological awareness, so that they can spot and suggest rhymes.</p>	<p>Children understand page sequencing.</p> <p>Children are developing their phonological awareness, so that they can count or clap syllables in a word.</p>	Children can recognise words with the same initial sound, such as money and mother
Writing	Children can write some of their name.	Children can write all of their name.	<p>Children can use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Children can write some letters accurately.</p>
On exit	When leaving Nursery, it is our goal that children can understand a greater number of words and be able to use them in context. Children will be able to clap out the syllables in their names and the names of friends in the class. Children will be able to retell a simple story using visual aids like props or story maps. Children will be able to write their names with some children doing this independently and forming some letters correctly.		
Observational check points	Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?		
Reception			
Comprehension	<p>Children will re-read what they have written to check that it makes sense.</p> <p>Children will re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children will talk about their reading books and answer questions and talk about what has happened to develop their understanding and comprehension skills.</p>		

Word Reading	Children will read individual letters by saying the sounds for them.	Children will read a few common exception words matched to the school's phonic programme.	Children will read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Children will re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Children will read some letter groups that each represent one sound and say sounds for them.	Children will re-read what they have written to check that it makes sense.
Writing	Children will form lower-case and capital letters correctly.		Children can spell words by identifying the sounds and then writing the sound with letter/s.		Children can write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	
On exit	It is our intention that children will leave Reception to enter KS1 with a wide vocabulary that they have picked up from their love of books. Children will be able to retell longer stories and change them to add their own characters or places and change events. Children will be able to discuss stories with friends and in a group and will be able to know the difference between fiction and non-fiction books. Children will be able to use their phonics knowledge to read and write simple sentences.					
Early Learning Goals						
Comprehension	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	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	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.					