Walkern Primary School - Literacy

Phonics and Early Reading is taught following Little Wandle Letters and Sounds.

Behaviours for Learning

Makes voice and finger match when following 2-3 lines of print (1:1 correspondence), *e.g. points with finger to each word as they read*

Shows awareness when something is not right, *e.g. by pausing, looking at an adult for help or through other body language signals*

	Autumn	Spring	Summer	Summer/ELG
Comprehension Vocab building (V) Retrieval (R) Summary (S) Inference (I) Prediction (P) Compare, contrast & comment (C) Author Choice Questions	Use clues in text and illustrations to build understanding of unknown vocabulary with adult guidance (V) Identifies title (R) Respond to simple, single, questions – who, where, what (R) Use illustration and photo prompts to summarise a page of the text (S) Understand who the characters are in a text, reflect on the character's emotions & apply thought to own life (I) Anticipate and join in with repeated refrains (P) Compare the text to own experiences and share this with others (C)	Suggests appropriate synonyms for given words (V) Retrieves key information from the text – who, where, what, when (R) Discusses characters and questions whether they are good/bad – justifies answer in response to why questions (R) Recall what happens at the beginning or end of the text (S) Uses illustrations and pictures as prompts to summarise a text (S) Reflect on how a character might feel or how the author wants the reader to feel – with support reflect this in reading with expression (I) Predict how a story may end (P)	Uses newly learnt words in own sentence and context, as well as to retell known texts (V) Chooses words for purpose in retelling of stories (V) Selects favourite/scariest/saddest/more interesting part of a text and justifies in response to why (R) Shows awareness of story structure to retell familiar stories, with and without visual prompts (S) Respond to questions why questions Why did the character do x? Why has the author used a speech bubble, !, … or ? Link this to how they choose to read the book. (I) Compare and contrast familiar texts with one another (C) Predict how stories with alternate tales may have different endings to the traditional tale (P)	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. Deepening Learning – Follows stories with familiar characters, without illustrations.

Word Reading Independent Reading Colour Progression: Autumn – Pink Spring – Red Summer - Yellow	Recognise own name. Say and hear phase 2 sounds. Make links between initial sounds they hear and words that they know. Orally blend CVC words. Recognise Phase 2 graphemes, Blend CVC words using Phase 2 graphemes. Read non-decodable words in line with Little Wandle Progression. Read simple, decodable sentences with the appropriate non-decodable words. Read words with s added for plural.	Hear, say and recognise Phase 3 sounds. Apply P3 sounds to the reading of words. Read non-decodable words in line with Little Wandle Progression. Read multi-syllabic words with application of phonics. Internalise the process of blending using P2 sounds, to build up fluency. Begin to read some P2 sentences with fluency independently upon repetition. Recognise and know the purpose of !, …, ? and speech bubbles.	<u>Short Vowel Sounds</u> Read CVCC, CCVC, CCVCC CCCVC CCCVCC (P4) words. Apply P4 skills to multi-syllabic and compound words. Apply the suffixes –ing, –ed /t/, –ed /id/ /ed/ –est to root words. <u>Long Vowel Sounds</u> Read CVCC, CCVC, CCVCC CCCVC CCCVCC (P4) words. Apply P4 skills to multi-syllabic and compound words. Apply the suffixes –ing, –ed /t/, –ed /id/ /ed/ –est to root words. Read non-decodable words in line with Little Wandle progression. Internalise the process of blending using P3 sounds, to build up fluency. Read sentences containing long & short CVC words with fluency, using phonics as a strategy rather than reading style. In modelled contexts respond and read appropriately to !, …, ? and speech bubbles.	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. <u>Deepening learning –</u> Respond to !, …, ? and speech bubbles when reading with fluency.
Writing Writing to take place in different contexts and to span different genres.	Holds writing equipment near the nib and using the tripod grip. Use wrist action to mark make – circles of varying sizes, lines in varying directions, dots, dashes etc. Introduce P2 sounds for writing.	Form recognisable letters. Write CVC words & three word captions independently. Write P3 long vowel CVC words. Use the addition of s for plurals in writing.	Form upper and lower case letters correctly. Independently verbalise and write own sentences using P2&3 sounds. Write a series of sentences, with some punctuation, pertaining to the same theme.	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.

	Hear, say and write initial sounds. Hear, say and write CVC words, Use sounds effectively to communicate own meaning. Write short captions (three words) following modelling. Recognise, copy then independently write own name.	Write modelled simple sentences, using P2&3 known sounds & non-decodable words. Write multi-syllabic words, use these words within modelled writing. Verbalise own simple sentence and write, with support if necessary. Write own surname.		<u>Deepening learning –</u> Write CVCC, CCVC and CCVCC words. Sometimes apply the suffixes –ing, –ed /t/, –ed /id/ /ed/ –est to root words.