

## Literacy/Reading – EYFS

Nursery							
Term		Autumn		Spring		Summer	
Theme		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading	Phonics and Decoding	I can count and clap the syllables in words.		1 RWI sound per week.		2 RWI sound per week	
	Fluency			I know that print has meaning and that in English we read from left to right and top to bottom.		m, a, s, d, t, i	n, p, g, o, c, k
				I am beginning to read individual letters by reading the sounds for them.			
				I am beginning to recognise words with the same initial sound.		I can recognise a few words with the same initial sound.	
				I know the names of different parts of the book.		I enjoy re-listening to stories to build up my confidence in fluency and understanding.	
Comprehension	Form a mental model	I am beginning to enjoy listening to longer stories and can remember much of what happens.		I know that print can have different purposes. I can talk about simple key events from stories. I can express a point of view using words as well as actions.		I can answer simple why questions related to the stories that I have heard. I can engage in extended conversations about stories using the new vocabulary that I have learnt.	
	Comparing, Contrasting and Commenting	I can make comments about the stories that I have heard.		I can express a point of view using words as well as actions.		I can debate with others using words as well as actions.	
	Words in Context and Authorial Choice	I am beginning to understand key vocabulary from stories I have heard.		I can independently use vocabulary from stories in my play.		I can engage in extended conversations about stories using the new vocabulary I have learnt.	
	Inference and Prediction	I can show an understanding of what is happening in a story.		I can predict what might happen next in a story.		I can answer simple why questions related to the stories that I have heard.	
	Poetry and Performance	I am beginning to take part in simple songs and rhymes. I can use familiar stories as a stimulus when engaging in pretend play. I can copy the pitch of a tone sung by another person (pitch match).		I can sing songs and rhymes. I can introduce a simple story or purpose into my pretend play. I can sing the melodic shape of a familiar song.		I can sing a large repertoire of songs. I am beginning to develop complex stories using small world resources. I can create my own songs.	

## Literacy/Reading – EYFS

Reception							
Term		Autumn		Spring		Summer	
Theme		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Word Reading</b>	Phonics and Decoding	<b>See RWI Planning for breakdown</b>					
	Common Exception Words						
	Fluency	I can begin to recognise familiar letters in my environment.	I can recognise familiar letters in stories and books.	I am beginning to blend some CVC words.	I am confident in blending sounds into words.	I am beginning to read simple phrases and sentences.	I can read a sentence showing understanding or enjoyment.
<b>Comprehension</b>	Form a mental model	I enjoy and engage in stories, songs and rhymes.	I can listen to and discuss stories that are familiar to me, repeating words and phrases I have heard.	I can retell a story showing deep familiarity and understanding of text.	I can retell a story and discuss the key events using my own words and recently learnt vocabulary.	I can identify a non-fiction book to develop new knowledge.	I show an understanding of story structure, by anticipating, sequencing and recalling key events.
	Comparing, Contrasting and Commenting	I can listen and participate in an adult led discussion.		I can listen to peers and share my thoughts and ideas during discussions.	I can compare and contrast characters from stories.	I can compare and contrast characters from stories including figures from the past.	I can offer explanations for why things may happen using recently introduced vocabulary.
	Words in Context and Authorial Choice	I can learn new vocabulary.	I am beginning to use new vocabulary in different contexts.	I can engage in discussions about different stories.	I am becoming confident in understanding what has been read to me.	I am beginning to offer explanations of why things might happen.	I can independently re-use newly introduced vocabulary during adult led and independent learning.
	Inference and Prediction	I am beginning to understand why questions.			I can understand why questions and begin to discuss my thoughts and opinions.	I can make predictions of key events in stories and offer explanations to why.	
	Poetry and Performance	I can engage in stories, rhymes, poems and singing independently or in a small group.			I can invent, adapt and recount storylines in my pretend play.	I can confidently perform songs, rhymes, songs and poems independently and with my peers, using props and materials.	
	Non-Fiction	I am beginning to explore non-fiction books and can discuss what I have learned.			I can discuss why things may happen using recently learned vocabulary.	I can use and understand vocabulary during songs, rhymes and role play.	