

Literacy Development

Children in Reception

- Read individual letters by saying the sounds for them.
- 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.

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.

Links to KS1

KS1 Literacy
 KS1 phonics (phase 5&6)
 See writing genres below

	Intent	Implementation	Impact
Phonics	<p>We are currently reviewing our phonics programme in line with national recommendations and guidance.</p> <p>We teach synthetic phonics by following the Letter and Sounds programme. https://www.gov.uk/government/publications/letters-and-sounds</p> <p>Phonics sessions start as soon as children enter school focusing on revision of phase 1 in the first instance but are rapidly introduced to phase 2.</p> <p>Parents are invited to a practical and informative phonics workshop early in the Autumn Term (presentation on website)</p>	<p>Daily phonic sessions in small ability groups. Sessions are pacy and interactive and consist of a range of repeated activities and games to embed knowledge.</p> <p>Each week children have the phonemes taught that week to take home in their phonics books. In addition 5/6 words that use those phonemes to practice blending and segmenting skills.</p> <p>In the summer term if ready children take home spellings to learn – these are a mixture of tricky/exception words and spelling patterns.</p>	<p>Daily assessments. Phonic groups fluid and changed accordingly.</p> <p>Assessments and consolidation after each phase for recognition of GPCs and ability to decode and write words for each phase.</p> <p>Tapestry documentation.</p> <p>Regular ‘team talks’ to discuss class and individual needs and make changes to provision or individual/group needs</p>
Reading	<p>We follow 3 stages of reading: decoding- fluency – comprehension.</p> <p>The reading books used at Cononley Primary School are fully decodeable and matched to progression of phonemes and graphemes in Phase 2,3,4 and 5 in Letters and Sounds. This ensures that children are able to read books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Here are some of the schemes we use: Big Cat Phonics Letters and Sounds https://collins.co.uk/pages/phonics-for-letters-and-sounds</p>	<p>Daily phonic sessions provide opportunity to practise reading skills – words, captions, sentences</p> <p>Classroom environment will promote reading with clearly labelled equipment and interactive displays.</p> <p>Reading area will have regularly changed and high quality up to date books to match topics/themes/interests.</p> <p>Pupils vote for favourite book daily as part of self- registration.</p> <p>Fiction and complimenting Non-fiction books studied each half term in depth (same texts used to stimulate writing).</p> <p>Daily singing and rhyme sessions.</p> <p>Weekly library sessions.</p> <p>Indoor and outdoor provision provides pupils with opportunities to practise and extend reading skills.</p> <p>Adults support and redirect if necessary using professional judgement.</p>	<p>Reading books are carefully pitched at the child phonic reading ability. Children only progress to the next reading box/phase/set when they are ready otherwise enrichment books and materials are used to consolidate.</p> <p>decoding- comprehension – fluency</p> <p>Tracked throughout the year on school tracking system.</p> <p>Tapestry documentation.</p> <p>Guided reading records</p>

	<p>Word Sparks https://fdslive.oup.com/www.oup.com/oxed/primary/literacy/ort/word_sparks/wordsparks_quicklook.pdf?region=uk</p> <p>Little Blending books http://fdslive.oup.com/www.oup.com/oxed/primary/littleblendingbooks_quicklook.pdf?region=uk</p> <p>Phonics Play comics https://phonicsplaycomics.co.uk/comics.html</p> <p>See detailed intent below with regards to book coverage for fiction and non-fiction book study.</p>	<p>Group Reading. At first, children will read individually with an adult. Once they are ready, they take part in a daily group reading led by an adult, to practise and apply the letters and sounds they have learned in Phonics lessons. They will also have a book with the same phonemes to read at home. Children practise the book several times to ensure they can read it fluently and accurately. The development of fluent, accurate reading is vital for good comprehension of the text</p> <p>Parents are invited to a reading workshop in the Autumn term to explain the reading journey and the 3 stages of reading.</p>	<p>Regular 'team talks' to discuss class and individual needs and make changes to provision or individual/group needs</p>
<p>Writing</p>	<p>We focus on prewriting skills recognising the need to develop posture, bilateral coordination, sensory perception and hand and finger strength.</p> <p>Once ready children are taught the pre-cursive letter formation (exit joins only)</p> <p>Children are taught to write words, captions and sentences in phonics lessons as well as for a range of purposes (lists, captions, stories, instructions..)</p> <p>Children are taught to access mark making and writing through areas of provision.</p> <p>Children have weekly taught handwriting sessions matched to their ability and need.</p> <p>See detailed intent below with regards book coverage.</p>	<p>Teach handwriting https://teachhandwriting.co.uk/ Daily LinkdIN activities support children's developmental needs with emphasis on prewriting skills (dough gym, funky fingers, shoulder/wrist pivot, posture, bilateral co-ordination, sensory perception, hand/fgt strengt...).</p> <p>Daily phonics sessions provide opportunity to practise writing skills with letter tiles before using a whiteboard/pen or pencil/paper. Handwriting 9when ready) will be introduced using Teach Handwriting scheme for lower and upper case formation with weekly taught sessions and practise opportunities in LinkdIN. Indoor and outdoor provision promotes writing in specific mark making area but also in all other areas of provision.</p> <p>Phillip Webb Literacy https://phillipwebbliteracy.com/ 3 phase model – prediction-understanding-writing (see below for key texts and vocabulary) Both fiction and non-fiction texts used to stimulate oral and written responses in regular small group session led by an adult. Adults model tasks which will enable pupils to practise writing skills.</p> <p>Indoor and outdoor provision provides pupils with opportunities to practise and extend writing skills. Sustained adult and peer interacciones during freeflow play to develop language for different purposes.</p> <p>We are currently exploring 'helicopter stories' and 'tales toolkit' to compliment our talking and writing opportunities.</p>	<p>Daily assessments/observations LinkdIN groups are fluid and changed accordingly.</p> <p>Tracked throughout the year on school tracking system.</p> <p>Tapestry documentation.</p> <p>Regular team meetings to discuss next steps.</p>

Key Texts and Vocabulary (please note this is work in progress as we develop/select key texts)

Year A	Autumn 1 On Our Doorsetep	Autumn 2 Lets Celebrate	Spring 1 All Creature Great and Small	Spring 2 Mediaeval magic	Summer 1 Food Glorious Food	Summer 2 In the Woods
Fiction 1	Book about emotions:  Rhyming books: 	Book Key Vocab:				
Fiction 2 During the 1 st half term as children settle into school routines we focus our work on emotions and rhyming words .						
Pupils will (intent)	<ul style="list-style-type: none"> •recognise features of fiction texts (story, beginning, middle, end, characters..), • read a range of storybook texts • use features to write simple stories • look at a blurb •study the front cover and predict what the story will be about • look closely at the illustrations and discuss •take on the role of characters within the story and share speech/feelings • use book to support our writing focus • gain new vocabulary and understand what it means •retell stories in their own language •use the concept of the story within their own play/provision 					
Non- Fiction 1	see above	Book Key Vocab:				
Non Fiction 2						
Pupils will: (intent)	<ul style="list-style-type: none"> • compare fiction and non-fiction books • sort fiction and non-fiction books • recognise features of non-fiction texts (contents, title, photograph, sentence, label..) • read a range of non- fiction texts • use features to write simple non-fiction texts (lists, instructions, reports) • find out information from a range of non-fiction texts. 					
Links to KS1 Writing Genres	Stories with predictable phrasing/recurring literacy language	Traditiona l tales – Fairy Rhyming Couplets			Stroies from other cultures Poet Focus	

	List poems Labels/lists/captions Recount (y2)	Reports Instructions	Reports Explanations
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Tricky/exception Words

Phase 2		Phase 3			Phase 4			
I the to	no go into	he she we me be	was you are	her all they me	said have like so	do some some little	one were there	what went out

Phase 2/3 GPCs

Phase 2					
s a t p	i n m d	g o c k	ck e u r	h b f ff	l ll ss
Phase 3					
j v w x	y z zz qu	ch sh th ng	ai ee igh oa	oo o oar or	ow oi er ear air ure

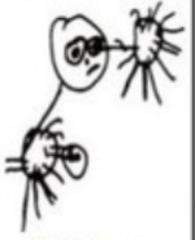
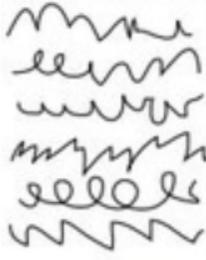
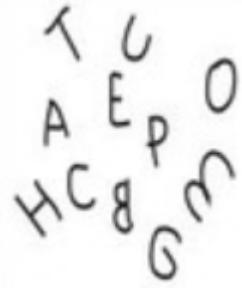
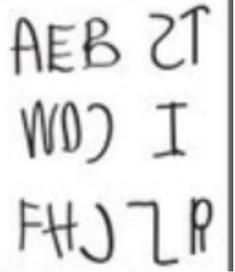
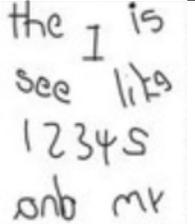
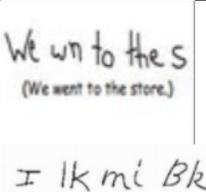
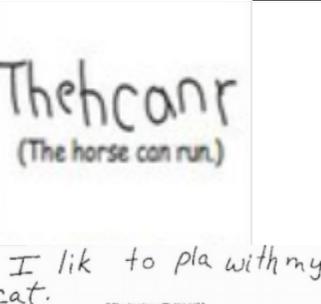
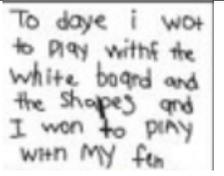
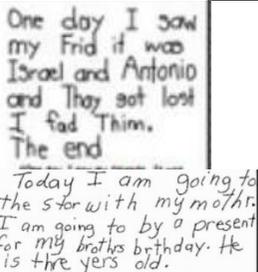
Phonics Blending progression (Reading)

Phase 1			Phase 2				Phase 3 digraphs/trigraphs				Phase 4		
Voice sounds	Alliteration	Oral blending	GPCs (Grapheme-Phoneme Correspondence)	Blending	Tricky & High Frequency Words	Captions	Books and sentences	Digraphs and trigraphs	Blending	Tricky & High Frequency Words	Captions, sentences and books	CCVC and CVCC	Captions sentences and books
Make a range of sounds with voice (buzzzz, wheeee, boing,shhhh)	Listening to words with same initial letter sound (mum, mat, mug) Matching and grouping.	Listening to the phonemes in a CVC picture adult/puppet makes sounds eg p-i-n child blends and says PIN.	Say Phoneme for each grapheme (single letters)	Blend CV and CVC words Oral blending Blend for reading	Learn phase 2 tricky words	Read simple captions with phase 2 words and tricky words	Blend words in reading books. Phase 2 GPCs plus j,v,w,x,y,z,zz phase 3. Read for fluency.	Learn phase 3 digraphs and digraphs	Blend words with digraphs and trigraphs	Learn phase 3 tricky words and HFWs	Read captions sentences and books with increased fluency Re-read books	Phase 4 introducing blending CVCC, CVCC and CCVCC words	Read captions sentences and books with increased fluency Re-read books

Phonics Segmenting progression (Writing)

Phase 1			Phase 2				Phase 3				Phase 4		
Voice sounds	Alliteration/oral segmenting	Oral segmenting	Put phonemes in order	Write graphemes	Spell tricky words	Write simple labels/lists / captions with phase 2 phoneme and tricky words	Put phonemes in order	Write digraphs/trigraphs	Spell tricky words	Write simple captions/sentences	Put phonemes in order	Spell tricky words	Write simple captions/sentences
Make a range of sounds with voice (buzzzz, wheeee, boing,shhhh)	Saying first phoneme in words What's the first sound in sun? 's' Tell me something else that starts with 's'.	Making the phonemes in a CVC picture eg look at picture of a DOG and say d-o-g.	use phoneme frames and letter tiles for CV and CVC words oral segmenting Segment for writing	Write the grapheme for each phoneme (exit joins taught) https://teachhandwriting.co.uk/		Use a phoneme mat Spaces between words?	Using letter tiles or written form	(exit joins taught) https://teachhandwriting.co.uk/		with phonic knowledge using phase 2 and phase 3 phonemes and tricky words use a phoneme mat			with CVC CCVC CVCC CCVCC words and phase 2,3,4 tricky words use a phoneme mat

WRITING PROGRESSION

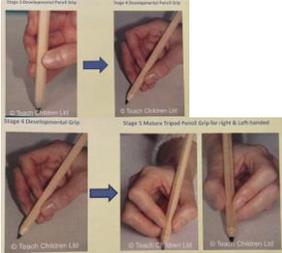
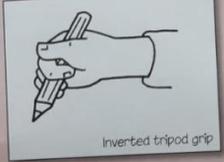
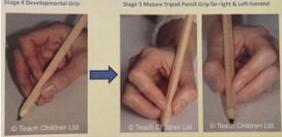
Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						

Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words	Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.
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PROGRESSION OF HANDWRITING – strengths and abilities -The Key Strengths are needed to support the Key Abilities. Based on Teach Handwriting.

THE 4 KEY STRENGTHS					
Posture Base (Gross Motor)		Bilateral Co-ordination (Gross Motor)		Sensory Perception (Fine Motor)	
The muscle group that supports the pelvis, trunk, shoulder and arms that allow then to work in a coordinated way; vital for maintaining good sitting position.		The use of the left and right sides of the body, needed for coordination and well balanced movement, necessary to be able to handwrite freely across the whole width of the paper.		The body's ability to send accurate messages to the brain relating to touch and being touched; enabling a child to hold a pencil appropriately and apply the correct pressure when handwriting.	
THE 6 KEY ABILITIES					
Sitting	Hand dominance	Pencil grip	Paper position and tilt	Non-pencil pre -handwriting patterns and letter formation	Pencil pre -handwriting patterns and letter formation
To sit at a table for appropriate position for handwriting activities	To develop hand dominance skills	To hold a pencil and hold it effectively (New EYFS tripod grip)	To develop the idea that and motion of pushing objects and paper diagonally up a table with one hand; to promote good paper tilt and movement skills while maintaining a good sitting position, for handwriting.	To develop the physical awareness of directional movement and changes in direction, as required for handwriting; supported through sigs, symbols and directional language (forwards, backwards, bend, curve, up, down, along, turn, rught, left , right, start, finish, stop, turn around)	To develop the range of strikes (directional pushes and pulls) needed to correctly for letters with a writing tool, bring aware of and using specific start and finish points. To correctly form letters with a writing tool, being aware of specific start and finish points.

TRIPOD PENCIL GRIP PROGRESSION (BASED ON ALISTAIR BRYCE CLEGG AND TEACH HANDWRITING SCHEME)

Pencil Grip		Teach	Needs to develop:
 <p>Palmer supinate grip</p>	<p>All children start their mark making journey with a palmer supinate grip or palm grip. this is the grip that will probably be prevalent through the entire shoulder, elbow and possibly wrist pivot development. The mark making implement is held in the palm of the hand and the fingers clamped around it to keep it in place. There is not yet the development in the palm arches or the dexterity in the fingers to support the mark making tool being held in any other way. All of the manipulation and movement of your mark making tool is coming from a pivot further up the arm. Only when the muscles in the arm have been strengthened (and pivots have moved from shoulder to wrist) alongside mastering the palm arches and the in-hand manipulation skills will there be enough dexterity and strength to support the grip change.</p>	<p>Teach children stage 2 to 3 to 4 to 5 Teachhandwriting grip</p> 	<p>Move from shoulder pivots to wrists pivots palm arches finger and hand strength/ manipulation pincer grip Finger isolation Crossing midline</p>
 <p>Digital pronate grasp</p>	<p>This first grip change is likely to be a digital pronate grasp although not all children go through this stage of development. It is called a digital pronate because the children primarily use one digit (finger) to pronate (rotate/manipulate) their mark making implement. To adopt a digital pronate grasp you have to be able to pivot from the wrist as you need to be able to achieve that 90 degree angle to get to the paper.</p>		<p>Move from wrist pivots to finger joints Crossing midline</p>
 <p>Static tripod grip</p>	<p>What often comes next is a grip that tends to be more prevalent in boys than girls. This is also a tricky grip because its development often coincides with children's ability to begin to link sounds to letters and record them as recognisable symbols or begin to recognise and write their name. This grip is called the expanded or static tripod grip. The mark making tool has been pushed right to the end of the fingers. The thumb is used to 'clamp' the mark making tool in place and it is mainly the little finger that is creating the range of movement. Although this is a perfectly normal stage of mark making development for some children, it is a particularly crucial one and needs to be handled with care! If a child begins to regularly record recognisable letters with this (or any other) unusual grip their brain very soon gets into the habit of thinking that this is the way of holding a pencil and forming letters is 'comfortable' and it becomes the norm. The more they do it, the more they are embedding this grip and range of movement.</p>	<p>Teach children stage 3 to 4 to 5 Teachhandwriting grip</p> 	<p>Crossing midline Move from only little finger movements to ALL finger movements /final finger pivot Pincer grip- tips of fingers Strengthen ends of fingers Knuckle, PIP And DIP joints</p>
 <p>Inverted tripod grip</p>	<p>Another version of this grip is the inverted tripod grip where the child's little finger and fourth are behind the pencil near to the point and their index and second finger are curled around the front of it midway up. Meanwhile their thumb is at the very top of the pencil clamping it in place against the fingers. Children who adopt an expanded or inverted tripod grip often do this because they still lack dexterity in their final finger joints. These children need lots of opportunity to practise manipulating these joints, either by using them to pick up or manoeuvre tiny objects or to work with a small amount of malleable material that will give a great deal of resistance like a putty.</p>		
 <p>Triangulation grip</p>	<p>A triangulation or tripod grip is where the mark making implement is held between the thumb and the forefinger and supported from behind with the middle finger. The movement of the mark making implement is controlled by the pivoting joints for the thumb and fingers. This allows for maximum flexibility and maximum range of movement and is why it is the 'ultimate grip'.</p>	<p>Teach stage 4 to stage 5 tripod and mature tripod Teachhandwriting grip</p> 	<p>Letter and number formation</p>

Activities to support Gross and Fine motor skills for handwriting – used for LinkdIN

GROSS MOTOR

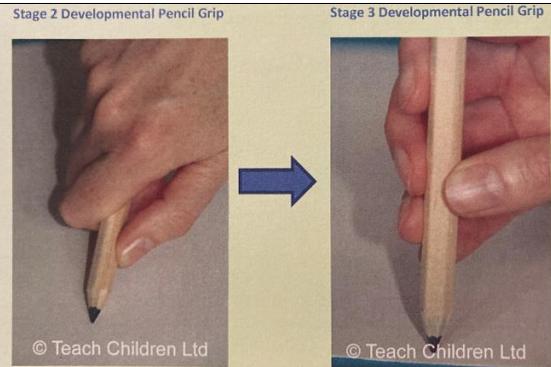
	Posture	Core strength	Kneel up on knees to do tasks, toss and catch in kneeling position, Teach handwriting - crab walk, tummy skittles, bridge games,
		Balance and co-ordination	Obstacle courses and balancing arms, , dancing, stand on one leg, balance bean bag on head Teach handwriting – step ups, cross crawling, marching
		Balance and stability	Teach handwriting - chair pushups, statues, tightrope trail
	Bilateral coordination	Body awareness and direction	http://therapiststreetforkids.com/BilateralCoord.html prepositional language, maps, percusiion instruments (symbols and drums) Teach handwriting – simon says, model village, journey sticks
		Crossing the midline	http://therapiststreetforkids.com/CrossingMidline.html target games rolling/throwing slightly to one side, bongos banging with hand oppsite side to drum, scopp sand to put ini bucket in other hand, figure of 8 streamers, steerig wheel all the way around with 1 hand, passing balloons in a circle, draw large, circle, oval, line that require crossing midline, flip cons from one hand to another, deal cards to everyone in a circle , Teach handwriting – lazy *, Cross pass ball, Messy mid line games
		Co-ordination and ball skils,	throw and catch a bean bag/ball, bounce a large ball with 2 hands, juggle scarves, ride a bike, air bike on back, spread butter on bread, scissors, string beads, crawl on all fours, animal walking , thumb opposition(touch each finger and spread palms – 2 hands together, same and opposite direction), rub tummy and pat head, fingers horizontal and vertical bends, nose and ear cross over (brain gym), Teach handwriitn - Bubble & flash light tag, keep it in the air, goal psot skittles,
	Shoulder pivots		http://therapiststreetforkids.com/UpperBody.html Sweeping, mopping, digging wittth shovels, dancing ribbons, large movements in the air, climbing up climbing frame, wheelbarrow walking, crawl on all fours, draw large pictures on chalk boards/easel, dough gym (with a large piece of heavy dough)
	Wrist pivots		Egg and spoon (tennis ball and large spoon), putting weight in to arms (crawl like a crab, monkey,..), yoyos, opening jar lids of various sizes, pour water from different jugs/pitchers

FINE MOTOR

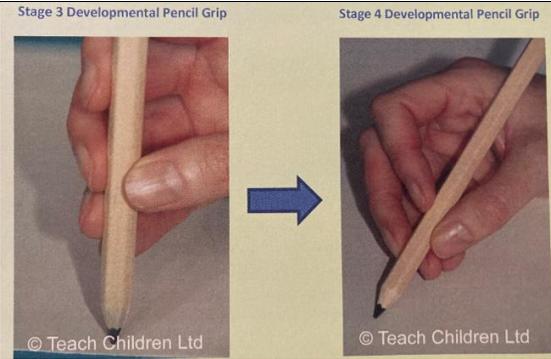
	Sensory	Tactile perception	http://therapiststreetforkids.com/Sensory2.html (see link for sensory problem ideas) feel and describe objects that are soft, hard, smooth, rough, cold, warm, small, large, round, cornered, curvy, spiky, - in view or out of view Teach handwriting – feely bag games, grocery hunt, whats the fabric/material?
		Tactile defence	Explore dry textures with spoons and scoops and hands (bird seed, sand, beans, pasta, rice, oats), explore wet/sticky textures (water play (suds, bubbles), playdough, foam, moon sand, paint, food necklace (cherios, pocorn etc,)) Teach handwriting – messy play, butied treasure, cooking,
		Tactile pressure	Stamping,printing,wax rubbing activities, Teach handwriting – imprint, prining, how thick can you go?
	Hand and Finger Muscles	Hand strength	Dough disco (manipulating small piece of dough). Funky finger activities – finger football, golf tees, marble balance, pom-pom sort, tweezers and tongs, threading – pipe cleaners, beads, pasta shapes..., scissors, hole punchers, nuts and bolts, Teach handwriting – hole/thumb punch, clothes pegs, squirter activities
		Individual finger strength	Use pointing finger to point to shapes/words, finger puppets, pointing figner to trace shapes, castanets, toy piano, finger painting Teach handwriting –marbles, finger football, finger escape,
		In-hand manipulation	Pick up several small obejcts with one hand one at a time (and keep hold of the others), post a handful of coins into a piggy bank, string beads (holding a few in the hand),lacing boards, turn a small cup of water around in your hand with your fingers without spillin, turn a dice about to see all 4 faces, spin a pencil around like a windmill, nuts and bolts, Teach handwriting – pinch pots, egg box share, posting frenzy,
		Arch of hand (palm archers) and Grip release	http://therapiststreetforkids.com/fm-handarches2.html#top hold objects of different shapes and sizes, scissors, screw lids, wind up toys, spinning tops, post coins in a money box, peg boards, zips and buttons, stringing beads, tongs and tweezers, linking chains, break off pieces clay/playdough, rolling pins and cutters, spray bottles, wring out cloths, clothes pegs, hole punchers, bubble wrap (between fingers or on hard surface), squeeze pipettes, squeeze bottles. Teach handwriting –wheelbarrow races, model making, grab and drop
	Pincer grip	Pick up small/tiny objects, tweezers, tiddlywinks, pick up sticks, jenga, zips and buttons, string beads, peel stickers, tear paper, dress dolls, pegs, roll putty/clay to make balls, pinch dough, squash balls of dough between fingers, spray bottles, bubble wrap, thumb opposition(touch each finger and spread palms – 2 hands together, same and opposite direction)	

TEACH HANDWRITING PENCIL GRIP DEVELOPMENT

STAGE 2 DEVELOPMENTAL PENCIL GRIP TO STAGE 3 **Use round or hexagonal thick pencils**



STAGE 3 DEVELOPMENTAL PENCIL GRIP TO STAGE 4 **Use hexagonal or triangle thick and medum sized pencils**



STAGE 4 DEVELOPMENTAL PENCIL GRIP TO STAGE 5 **Use hexagonal or triangle thick and medum sized pencils**

