

# Pathway to understanding: Literacy



Comprehension



Word Reading



Writing

## 3 & 4 year olds will be learning to...

- a) Understand the five key concepts about print:
  - print has meaning,
  - print can have different purposes,
  - we read English text from left to right and from top to bottom,
  - the names of the different parts of a book,
  - page sequencing
- b) Develop their phonological awareness, so that they can:
  - spot and suggest rhymes,
  - count or clap syllables in a word,
  - recognise words with the same initial sound, such as money and mother
- c) Engage in extended conversations about stories, learning new vocabulary.
- d) 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.
- e) Write some or all of their name.
- f) Write some letters accurately.

## Development Matters

## Children in reception will be learning to...

- a) Read individual letters by saying the sounds for them.
- b) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- c) Read some letter groups that each represent one sound and say sounds for them.
- d) Read a few common exception words matched to the school's phonic programme.
- e) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- f) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- g) Form lower-case and capital letters correctly.
- h) Spell words by identifying the sounds and then writing the sound with letter/s.
- i) Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- j) Re-read what they have written to check that it makes sense.

## Development Matters

## Literacy



### Comprehension

1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
2. Anticipate – where appropriate – key events in stories;
3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



### Word Reading

4. Say a sound for each letter in the alphabet and at least 10 digraphs;
5. Read words consistent with their phonic knowledge by sound-blending;
6. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



### Writing

7. Write recognisable letters, most of which are correctly formed;
8. Spell words by identifying sounds in them and representing the sounds with a letter or letters;
9. Write simple phrases and sentences that can be read by others.

## Early Learning Goal

Developing a life long love of learning

Developing language through talk and

Enjoying the written word together

Securing reading through effective

Accurately transcribing ideas

Articulating ideas in speech before composing them in writing



Boughton Heath Academy Early Years Foundation Stage