

Literacy Curriculum - Year R

Genres			
Autumn	Spring	Summer	
All About Me Texts ("I am...", "I like...", "I can...") Stories with repetitive and reoccurring language (Mr Wiggle and Mr Waggle) Nursery Rhymes (Humpty Dumpty)	Fairy Tales (Goldilocks and the Three Bears) Lists, Labels and captions Instructions (How to be a Pirate) Fantasy stories (Pirate Adventure)	Stories from other cultures (Handa's Surprise) Fact file (Animals) Traditional Stories (The Enormous Turnip) Stories with a familiar setting (Owl Babies)	
Communication, Language and Literacy			
	40-60M	ELG	ELG Exceeding
Listening and Attention	<ul style="list-style-type: none"> • I can maintain attention, concentrates and sit quietly during a group activity. • I can listen and do for a short span. 	<ul style="list-style-type: none"> • I can listen attentively in a range of situations. • I can listen to stories, accurately anticipating key events. • I can respond to what I hear with relevant comments, questions or actions. • I can give attention to what others say and respond appropriately, while engaged in another activity 	<ul style="list-style-type: none"> • I can listen to instructions and follows them accurately, asking for clarification if necessary. • I can listen attentively with sustained concentration to follow a story without pictures or props. • I can listen in a larger group, for example, at assembly.
Understanding	<ul style="list-style-type: none"> • I can respond to instructions involving a two-part sequence. • I can understand humour, e.g. nonsense rhymes, jokes. • I can follow a story without pictures or props. • I can listen and respond to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> • I can follow instructions involving several ideas or actions. • I can answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> • After listening to stories, I can express views about events or characters in the story and answer questions about why things happened. • I can carry out instructions which contain several parts in a sequence.
Speaking	<ul style="list-style-type: none"> • I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • I can use language to imagine and recreate roles and experiences in play situations. • I can link statements and sticks to a main theme or intention. • I can use talk to organise, sequence and clarify thinking, ideas, feelings and events. • I can introduce a storyline or narrative into my play. 	<ul style="list-style-type: none"> • I can express myself effectively, showing awareness of listeners' needs. • I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • I can develop my own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> • I can show some awareness of the listener by making changes to language and nonverbal features. • I can recount experiences and imagines possibilities, often connecting ideas. • I can use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
Phonics			
Children work in ability groups according to current phase they are on. Children working within Year R expectations should be secure at Phase 3 by the end of the Year R.			
Reading			
30-50M	40-60M	ELG	ELG Exceeding
<ul style="list-style-type: none"> • I can enjoy rhyming and rhythmic activities. • I can show an awareness of rhyme and alliteration. • I can recognise rhyme in spoken words. • I can listen to and join in with stories and poems, one to one and in small groups. • I can begin to be aware of the way stories are structured. • I can suggest how the story might end. • I can listen to stories with increasing attention and recall. • I can describe main story settings, events and principal characters. • I can show interest in illustrations and print in books and in the environment. • I can recognise familiar words and signs such as my own name and advertising logos. • I can look at books independently. • I can handle books carefully. • I can understand that information can be relayed in the form of print. • I can hold books the correct way up and turn pages. • I can understand that print carries meaning and is read from left/right and top/bottom. 	<ul style="list-style-type: none"> • I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books. • I enjoy an increasing range of books. • I know that information can be retrieved from books and computers. • I can answer literal questions about a familiar book that has been read to me. • I can continue a rhyming string. • I can hear and say the initial sound in words. • I can segment the sounds in simple words and blend them together and know which letters represent some of them. • I can link sounds to letters, naming and sounding the letters of the alphabet. • I can begin to read words and simple sentences. 	<ul style="list-style-type: none"> • I can read and understand simple sentences. • I can use my phonic knowledge to decode regular words and read them aloud accurately. • I can read some common irregular words. • I can demonstrate understanding when talking with others about what I have read. 	<ul style="list-style-type: none"> • I can read phonically regular words of more than one syllable as well as many irregular but high frequency words. • I can use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. • I can describe the main events in the simple stories I have read.
Writing			
30-50M	40-60M	ELG	ELG Exceeding

<ul style="list-style-type: none">• I can sometimes give meaning to the marks as I draw, write and paint.• I can ascribe meaning to marks that I see in different places.• I can begin to copy letter forms like labels and captions.	<ul style="list-style-type: none">• I can give meaning to marks I make as they draw, write and paint.• I can begin to break the flow of speech into words.• I can continue a rhyming string.• I can hear and says the initial sound in words.• I can segment the sounds in simple words and blend them together.• I can links sounds to letters, naming and sounding the letters of the alphabet.• I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• I can write my own name and other things such as labels and captions.• I can attempt to write short sentences in meaningful contexts.	<ul style="list-style-type: none">• I can use my phonic knowledge to write words in ways which match my spoken sounds.• I can write some irregular common words.• I can write simple sentences which I can read back and others can read too.• I can write some words that are spelt correctly and others are phonetically plausible.• I can form some lower case letters in the correct direction, starting and finishing in the right place.	<ul style="list-style-type: none">• I can spell phonetically regular words of more than one syllable.• I can spell many irregular but high frequency words.• I can use the key features of narrative in own writing.
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