



EARLY YEARS FOUNDATION STAGE

Literacy



FS1	Term 1	Term 2	Term 3
3 – 4 years	<ul style="list-style-type: none"> • Understand print has meaning • Name different parts of a book- front cover, back cover, blurb, author, page. • Recognise we read English text left to right and top to bottom. • Give meaning to some marks they make. • Make marks for their name. • Repeat words and phrases from familiar stories 	<ul style="list-style-type: none"> • Understand print can have different purposes. • Spot and suggest rhymes. • Count or clap syllables in a word • Engage in extended conversations about stories learning new vocabulary. 	<ul style="list-style-type: none"> • Write some letters accurately. • Write some or all of their name. • Recognise words with the same initial sound. • Use some of their print and letter knowledge in their early writing.

FS2	Term 1	Term 2	Term 3
4 – 5 years	<ul style="list-style-type: none"> • Name writing with name card to support. • Begin to segment to spell words by identifying the sounds and then write the grapheme/letter to represent the sounds heard in order – Phase 2. • Word writing for labels, lists. • With support, write a simple short caption using finger spaces to separate words. • With support, write a simple short sentence with sentence starter scaffold using finger spaces to separate words beginning to be aware of directionality. • Begin to write some phase 2 tricky words from memory. • Begin to use writing for a range of purposes – speech bubbles, thinking bubbles, instruction writing, character description. 	<ul style="list-style-type: none"> • Name writing without name card to support. • Developing letter formation. • Develop confidence to segment to spell words by identifying the sounds and then write the grapheme/letter to represent the sounds heard in order – Phase 2 and 3. • With support, begins to make a phonetic attempt to spell a simple word with more than one syllable. • Write a simple short sentence – showing increasing independence - using sentence starter scaffold using finger spaces to separate words. • Increasing awareness of directionality in writing. • Write a short sentence with support using a simple conjunction. • Write phase 2 and some phase 3 tricky words from memory. • Develop increased confidence and competence in writing for a range of purposes – speech bubbles, thinking bubbles, instruction writing, character description, story retell, alternative story endings. • Develop imagination in oral story invention 	<ul style="list-style-type: none"> • Most letters formed correctly. • Segment to spell words by identifying the sounds and then write the grapheme/letter to represent the sounds heard in order – Phase 2 and 3 – include now adjacent consonants. • Spell a simple word with more than one syllable. • Write a simple short sentence – showing independence - using finger spaces to separate words. • Write a short sentence using a simple conjunction. • Write phase 2 and some phase 3 and 4 tricky words from memory. • Rehearse and refine confidence and competence in writing for a range of purposes – speech bubbles, thinking bubbles, instruction writing, character description, story retell, alternative story endings. • With support, re-read what they have written to check for mistakes and ‘fix – it’. • Imagination in oral story invention using story structure