

It is crucial for children to develop a **life-long love of reading**. Reading consists of **two dimensions: language comprehension and word reading**. **Language comprehension** (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. **Skilled word reading**, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the speedy recognition of familiar printed words. **Writing** involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing).

	Comprehension		Word Reading		Writing	
Objectives (Development Matters)	Engage in extended conversations about stories. Retell familiar stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories (where appropriate) Use a range of recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play activities.		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. (ie. digraphs and trigraphs). 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 sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	
Early Learning Goals (Assessment)	*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		*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.		*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.	
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Small Steps	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Knows how to sequence familiar stories.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text. Knows how to sequence familiar stories.	Knowing that words can be written. Knowing the sounds that the taught letters make. Knowing what the taught letters looks like. Knowing how to write the taught letters. Recognising taught HFW in text. Knows how to spell some familiar words.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knows how to spell some familiar words.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a connective Uses learnt words and phrases to discuss familiar stories or during role play. Knows how to spell some familiar words.	Knowing the sounds that the taught phonemes make. Knowing what the taught phonemes look like. Knowing how to write the taught letters. Recognising taught HFW in text. To know that a sentence starts with a capital letter and ends with a full stop. Knowing that sentences can be extended by using a connective. Uses learnt words and phrases to discuss familiar stories or during role play.