

Dene House Primary Literacy



This document is supported by RWI phonics progression of skills document.

	Autumn		Spring		Summer
Book Links	Kyeet Binday Kyeet Binday Califords and the Property of the		Non Fiction - maps, atlas, encyclopaedia Woody Wo		Non Fiction – Jungle and Animal Rights
Word Reading:	out syllables in a word.BHaving an awareness ofsalliteration- big bluesball. Begin to recogniseBtheir name.aJoining in with rhymesaand songs.rlBegin to identify initialssounds and the sounda	Recognise their name. Begin to identify initial counds and the initial cound in the word. Begin to orally blend CV and CVC words. Begin to continue a hyming string. Begin to read CVC words and match what they have ead to a picture.	Children will recognise their name and begin to recognise their surname. Identify all initial sounds and some 'special friends'. Beginning to blend sounds into words- CVC Read CVC words and match what they have read to a picture. Continue a rhyming a string.	Children will recognise their name and begin to recognise their surname. Children will be able to read Set 1 sounds including Set 1 'special friends' and will progress onto Set 2. Children will begin to read simple sentences.	Children will identify all Set 1 sounds and will be able to consistently blend and segment. Children will identify 10 'special friends' this will be supported through the teaching of Set 2 sounds. Children will read simple sentences end discuss what they have read.
Comprehension:	familiar stories.	Begin to ask questions about stories. Discuss key characters,	Listen to stories without questions about what the	-	Understand and answer questions about key elements of a book- spine, front cover, author, illustrate, blub. Children



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	next. Repeat new vocabulary that	events and settings in stories.	Summaries what happens at key parts of the story, beginning, middle and ending.	will be able to listen to what has been read and discuss / explain.
	they have heard in texts. Begin to ask questions about stories. Answer simple questions- who what.	Use new vocabulary that they have heard from texts within their play. Predict what will happen next in an unfamiliar story. Listen to stories without pictures, begin to answer questions about what they have heard. Expose children to key elements of a book- spine, front cover, author, illustrate, blub. Answer questions about the text.	Sequence stories with a beginning, middle and end. Understand key elements of a book- spine, front cover, author, illustrate, blub. Answer questions about the text.	Children will use a wide variety of vocabulary that they have discovered from a range of different genres of texts- fiction / non fiction / magazines / poems as well as from day to day life.
Writing:	Opportunities for mark m and interesting resources Range of fine and gross m develop pencil control an Squiggle Whilst You Wigg planning). Self portraits. Ascribing meaning to draw RWI jingles to develop let	notor skills activities to d pencil grasp. le mark making (See PD wings and mark making.	Developing letter formation, children will be prompted to use jingle for formation. Children will form recognisable letters, mostly formed correctly. Drawing recognisable pictures- self portraits, observational drawings- ascribe meaning to these drawings. Begin to write CVC, using RWI skills to segment and write. Children to write their name and other labels /	Independently writing CVC / CVCC/CCVC words. Writing simple sentences independently. Children will use RWI jingles to support letter formation so that they are forming letters correctly. Children will be able to write their name independently using some correctly formed letters.



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