



Literacy - Reading Early Years	Long-Term Plan		St Paul's Catholic Primary
	TERM 1	TERM 2	TERM 3
<p>Pre school 2- 3 years literacy</p>	<p>I enjoy sharing a book with an adult</p> <p>I pay attention to a story in a 1:1 situation and respond to the pictures and/or words.</p> <p>I have a favourite book which I seek out to share with an adult or look at alone.</p> <p>I tune in and pay attention when songs and rhymes are being sung.</p>	<p>I repeat words or phrases from a familiar story.</p> <p>I join in with songs and rhymes saying some words and copying some movements and gestures.</p>	<p>I ask simple questions about a book that is being read.</p> <p>I make comments and share my ideas about a story we are reading together.</p> <p>I play around my favourite stories using props.</p> <p>I sometimes sing songs and rhymes independently when playing.</p>
<p>Key Vocabulary</p>	<p>book, page, picture, book corner, story, join in, name, listen</p>	<p>words, story, songs, rhymes, movement.</p>	<p>questions e.g. what/how, book, read, share, together, play, favourite, enjoy, props, puppets, songs, sing, rhymes, play.</p>
<p>Pre school 3-4 years Literacy</p>	<p>I can talk about characters in a story I have recently heard.</p> <p>I can turn the pages of a book.</p> <p>I understand that in English we read from left to right.</p> <p>I am aware that signs and symbols within the environment carry meaning.</p> <p>I look at books independently and know that print carries meaning.</p> <p>I can hear sounds within the environment and distinguish between them.</p>	<p>I actively listen to stories and can join in with repeated phrases.</p> <p>I listen to short stories from beginning to end and can talk with adults about key events.</p> <p>I can use new language that I have heard in stories we have read during my play.</p> <p>I recognise my own name and know what sound it starts with.</p> <p>I can clap out syllables and hear onset and rhyme.</p>	<p>I use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</p> <p>I actively listen to stories and can retell familiar stories.</p> <p>I listen to stories from beginning to end and can answer questions based on the story.</p> <p>I see the letters from my own name in other words.</p> <p>I recognise some letters (graphemes) and know the sounds they make (phonemes)</p>

			<p>I can hear the initial sounds in words.</p> <p>I can orally blend and segment CVC words.</p>
Key Vocabulary	<p>As LL plus: title, illustrator, author, words, front cover, blurb, letters, spaces, illustration, characters, fiction, non fiction, setting, question words (e.g how, when, what, why, where), initial letters and sounds, repeat, alphabet, print, syllables</p>	<p>As LL plus: listen, repeat, repeated phrases, beginning, end, events, characters, sequence, name, sounds, syllables, clapping.</p>	<p>As LL plus: blend, segment, hear, initial sounds, letters (graphemes), sounds (phone,es), name, listen, beginning, end, questions, retell, listen, familiar.</p>
Reception 4-5 years Comprehension	<p>I can answer questions related to character or events within a familiar story, e.g. 'How do you think the family felt when they were walking towards the bear's cave?'</p> <p>I can talk about my favourite story and why I like it.</p> <p>I can recall some facts from non fiction books that have been read to me.</p>	<p>I can orally retell a simple 3 part story with a beginning, middle and end.</p> <p>I recall familiar stories by creating various representations of them, e.g. Story maps, role-play.</p> <p>I can volunteer my prediction about what might happen in a story.</p> <p>I can identify similarities and differences between familiar stories.</p>	<p>I demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <p>I make up new stories that are often based on familiar tales.</p> <p>I have a clear understanding of the beginning, middle and end of stories.</p> <p>I can follow a story without pictures or props.</p>
Reception 4-5 years Word Reading	<p>I can continue a rhyming string.</p> <p>I can recognise some letters (graphemes) and know the sounds they make (phonemes) and can use this knowledge to read some CVC words.</p>	<p>I recognise set 1 graphemes including some where two letters represent one sound.</p> <p>I can read CVC and CVCC words.</p> <p>I can blend five syllable words, e.g. 'hipp-o-po-ta-mus'.</p>	<p>I read a range of familiar, phonetic words as well as key sight vocabulary at word-level, i.e. without orally blending first.</p> <p>I blend longer words in phonemes and read them.</p>

		I can read a few red words from the RWI programme.	I can read the red words from the RWI programme. To recognise set 2 RWI sounds.
Key Vocabulary	As LL and Nursery plus: phonics, segmenting, blending, Fred talk, sounds, letters, digraphs, graphemes, words, CVC words, reading, spelling, spell, RWI rhymes, expression, intonation, tone, repeat, retell, poems	As LL and Nursery plus: retell, middle, story maps, prediction, graphemes, CVC, CVVC, blend, red words RWI	As LL and Nursery plus: narrative, vocabulary, tales, middle, props, phonetic, sight vocabulary, oral blending.

ELG:

Comprehension

- 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, nonfiction, rhymes and poems and during role play

Word Reading

- 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.