

## Literacy- Knowledge Sequencing at Knavesmire Primary

<b>Intent:</b>	All pupils at Knavesmire access an inspiring and engaging English curriculum that focuses not only on developing excellent communication skills but that fosters a lifelong love of reading. Our Intent is that children leave Knavesmire with excellent written communication skills, confidence in their proficiency in using the English language and with a genuine love for reading. We teach children the building blocks of word recognition through high-quality phonics teaching and we build on those foundations with teaching comprehension and understanding skills through whole-class reading; we enable children to access a wide range of high-quality texts that reflect the diversity of our world. Children are taught how to write a variety of text types and are encouraged to explore their creativity through a high-level use of language.
<b>Substantive knowledge in Literacy:</b>	Children in Early Years learn that Literacy is purposeful, fun and achievable. They learn to read through phonics decoding strategies and develop fluency to understand what they are reading. They learn to segment to spell and learn the 44 grapheme phoneme correspondences. They learn simple sentence structure and know that they should be using capital letters, finger spaces and full stops as well as knowing how to form letters.
<b>Disciplinary knowledge in Literacy:</b>	Children apply their Literacy skills in a range of situations from using Literacy in the classroom such as labels and designs to choosing books for pleasure during our weekly library visits and reading to show their skills at home. They know that reading and writing has a range of purposes and use both skills in practical situations.
<b>Literacy:</b>	The key to future education.



## EYFS Literacy

### Nursery

Language and literacy are a key priority in Early Years. In nursery children develop a love of reading and books through daily 'getting lost in a story' story times and poem/song sessions and an environment rich in literacy. Books for pleasure are sent home and chosen from the library each week. Children in Nursery get a taste for Reading at Knavesmire through group focus sessions, stories, rhymes, language rich areas of provision, reading buddies and well supported families. Writing opportunities are throughout Nursery inside and out and children are taught that writing is for many purposes so that they are inspired to want to write.

Children leave Nursery prepared for Reception with a **love** of a range of Literacy from **poems** to **stories** and **rhymes**. They have tuned in their **listening skills** and can **remember and talk** about some stories as well as being able to remember new words and **vocabulary** that they have heard. They understand **how to handle books** and look through them with interest. Children are tuned into what they hear and have developed **phonological awareness** through hearing initial sounds and being able to carry on rhymes as well as developing **oral blending skills** ready for when they begin to read in Reception. Children are **keen to write** and mark make and they are beginning to write some **letters** of personal significance.

### Key Texts

The Little Red Hen/The Little Red Hen makes a pizza, Tilda tries Again, Charlie chooses, Goldilocks and the 3 bears/The 3 Snow bears, Pip and Egg, Harry and his Bucketful of Dinosaurs, The Worrysaurus. How the body works/Books about the Olympics, There you are, Meesha makes friends.

### Word Reading, Comprehension and Writing

- Know that **Print has meaning** and different purposes.
- Know that we **read from left to right** and from **top to bottom**.

- Have phonological awareness - can hear and spot **rhymes, syllables** in a word, hear and say other words with the same **initial sound**.

- **Writes some letters** in context and some accurately.



	<ul style="list-style-type: none"><li>• Knows <b>different aspects of books</b> – front page, page numbers ect.</li><li>• Knows that <b>pages</b> come in <b>order</b>.</li><li>• Knows how to <b>orally blend</b> short words.</li></ul>	<ul style="list-style-type: none"><li>• Knows and <b>remembers some stories</b> that they have read and <b>talks about these</b>.</li><li>• Knows a range of <b>new vocabulary</b> from books and discussions.</li></ul>	
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### Reception

Language and language are a key priority in Early Years. In Reception children develop a love of reading and books through daily 'getting lost in a story' story times and poem/song sessions, 3x weekly reading practice sessions, group focus sessions, individual reading times, stories, rhymes, language rich areas of provision, reading buddies and well supported families. Each week the child takes home 1 reading book that is matched exactly to their phonic ability as well as a book chosen by themselves as a book for reading pleasure. We also visit the library every week where the children can explore and enjoy a wide range of literature. Daily phonics sessions following the Little Wandle Letters and Sounds program take place every day followed by group and individual catch up sessions where adults use precision teaching to ensure that every child is keeping up and making progress. Children develop handwriting through daily handwriting sessions and dough disco to develop the motor skills needed to support this. Children are taught the fundamentals of successful writing and learn to write for a purpose. Children love reading and writing and know that it is purposeful and exciting!

As children finish Reception and move into Year 1 they have built on skills learnt in Nursery and are passionate about Literacy. They have the **communication skills and a broad vocabulary** needed to succeed. They are confident to **decode** through **blending and segmenting** and develop **fluency** in reading that allows them to know about and discuss the composition of **narratives** and **take information** from books. Children develop a passion for reading and feel confident to **read in group situations** and use **prosody** to enhance the reading experience. They use **stories in their play**, showing just how much they engage in story lines. Children finish Reception feeling **inspired to write** and know that writing, like reading, can be used for a range of **purposes**. They know how to form sentences and use **capital letters, full stops and finger spaces** in most of their writing. They have the basic reading and writing skills that they need to extend their knowledge into the Year 1 National Curriculum. Moving into Year 1 children continue with the **fidelity to Little Wandle Letters and Sounds Revised** and they know and understand what they are learning and the structure that they are learning it in. They have knowledge of phase 2 and 3 sounds with phase 4 skills and are **ready to learn further alternative pronunciations**.

## Key Texts

Dough Disco, Squiggle While you Wiggle, The Boy Who Loved Everyone, Giraffes Can't Dance, Alliteration, Georges Marvelous Medicine, A Planet full of Plastic, You Are Welcome, Welcome to our world, If all the world were, Because... How do Dinosaurs say Goodnight? Tyrannosaurus T, National Geographic – Dinosaurs, Kitchen Disco, Give it a go, eat a Rainbow, The Busy Body Book, Healthy Eating Habits.

Word Reading	Comprehension	Writing
<ul style="list-style-type: none"> <li>• Knows individual letters by saying the sounds for them.</li> <li>• Knows <b>phase 2 and 3 graphemes</b> and can apply them when reading words.</li> <li>• Blend sounds into words (<b>overt blending</b>) and start to read with more fluency (<b>blending in head</b>) as they learn more GPCs.</li> <li>• Can read <b>common exception words</b>.</li> <li>• Knows how to <b>decode sentences</b> including <b>digraphs fluently</b>.</li> <li>• Read longer words and words with more than one syllable.</li> </ul>	<ul style="list-style-type: none"> <li>• Reads with <b>fluency</b> and interest and can <b>discuss</b> what they have read after this in more <b>detail</b>.</li> <li>• Knows when to use <b>prosody</b> in reading and applies this skill appropriately.</li> <li>• Knows how to use stories in play through <b>re-enacting</b> them and <b>changing</b> and <b>adapting</b> story lines.</li> <li>• <b>Relates</b> their own lives to stories.</li> <li>• Knows some repeated refrains and joins in with these.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows how to <b>form most letters correctly</b> in non-cursive handwriting.</li> <li>• Write sentences <b>spelt phonetically</b> using <b>capital letters, finger spaces</b> (<i>sometimes</i>) and <b>full stops</b> that they can read back.</li> <li>• Knows that writing can be used for <b>different purposes</b> such as lists, recipes, stories or information giving.</li> <li>• Knows how to hold a pencil correctly using a <b>tripod grip</b>.</li> <li>• Know how <b>letters</b> are <b>formed similarly</b> to other letters in the same family.</li> <li>• Knows <b>which hand</b> feels more comfortable to write with.</li> </ul>

## Moving into Year 1 and the National Curriculum

Children in Year 1 build on the skills learnt in Reception through broadening their phonic knowledge to learn **alternative pronunciations** for the sounds that they have learnt in Reception as well as learning **further common exception words, contractions, different endings for words** and how to read words with **more than one syllable**. They learn to **apply** these in their reading and writing and become fluent and confident readers and writers. They explore further **texts** and broaden their bank of stories, songs and rhymes. They can **explain and clarify** texts that they have read and **ask** appropriate questions to further this. Moving into Year 1 children continue with the **fidelity to Little Wandle Letters and Sounds Revised** and they know and understand what they are learning and the structure that they are learning it in. They have knowledge of phase 2 and 3 sounds with phase 4 skills and are **ready to learn further alternative pronunciations**. They also continue with *Getting Lost in a Story* and are passionate about the structure of this and the information that they gain. They delve deeper into stories and use this with a **talk for writing** approach.

Word Reading	Comprehension	Writing
<ul style="list-style-type: none"> <li><b>Apply phonic knowledge</b> and skills as the route to decode words.</li> <li>Knows the correct sound to graphemes for all 40+ phonemes, including <b>alternative sounds</b> for graphemes.</li> <li>Can read accurately by blending sounds in <b>unfamiliar words</b> containing GPCs that have been taught.</li> <li>Knows how to <b>read common exception words</b>, noting <b>unusual correspondences</b> between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a <b>further pleasure</b> of reading but exploring a range of books.</li> <li>Knows how to listen to and discuss a <b>wide range of poems, stories and non-fiction</b> at a level beyond that at which they can read independently.</li> <li>Knows how to <b>link</b> what they read or hear to their own <b>experiences</b> and discusses this in <b>detail</b>.</li> <li>Knows familiar <b>key stories</b>, fairy stories and traditional tales, retelling them and considering their <b>particular characteristics</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to <b>spell words</b> containing each of the <b>40+ phonemes already taught</b>, common exception words and days of the week.</li> <li>Knows the letters of the <b>alphabet</b>: naming the letters of the alphabet <b>in order</b>.</li> <li>Knows <b>letter names</b> to distinguish between <b>alternative spellings</b> of the same sound.</li> <li>Knows how to add <b>prefixes</b> and <b>suffixes</b>. or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un–using –ing, –ed, –er</li> </ul>

- Knows how to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est **endings**.
- Knows how to read other words of **more than one syllable** that contain taught GPCs.
- Read words with **contractions** [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).
- Can read books aloud, accurately, that are consistent with their developing phonic knowledge and that **do not require them to use other strategies** to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

- **Recognises and joins in** with predictable phrases.
- Knows **further rhymes and poems**, and to recite some by heart.
- Knows **word meanings, linking** new meanings to **those already known**.
- Knows how to **draw on** what they already know or on background information and vocabulary provided by the teacher.
- **Check** that the **text makes sense** to them as they read, and correcting inaccurate reading.
- Discuss the **significance** of the **title and events**.
- Makes **inferences** on the basis of what is being said and done.
- Knows how to **make predictions** on the basis of what has been read so far.
- **Participate in discussion** about what is read to them,

- and –est where no change is needed in the spelling of root words.
- Knows how to use the **spelling rule** for adding –s.
- Knows how to apply simple **spelling rules** and guidance.
- Knows how to **write from memory** simple sentences dictated by the teacher that include words **using the GPCs** and **common exception words** taught so far.
- Knows how to **sit correctly at a table**, holding a pencil comfortably and correctly.
- **Form** lower-case letters in the **correct** direction, starting and finishing in the right place.
- Knows how to **form capital letters**.
- Knows how to **form digits 0-9**.
- Understand which letters belong to which **handwriting 'families'** (ie letters that are

			<p><b>taking turns</b> and <b>listening</b> to what others say.</p> <ul style="list-style-type: none"><li>• <b>Explain clearly</b> their understanding of what is read to them.</li></ul>		<p>formed in similar ways) and to form most correctly.</p>
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