

St Charles' Catholic Primary School

Literacy

Curriculum

Reception

St Charles' Catholic Primary School
Reception Literacy Curriculum Overview

Long term literacy curriculum plan that progressively develops pupils reading and writing skills by teaching knowledge and skills through exposure to core literacy genres.

Class reading spine of core, quality texts shared in daily story times and in continuous provision.

Daily RWI synthetic phonics sessions.

Our literacy curriculum links to our over arching themes to engage and embed learning through play opportunities.

Progressive continuous provision curriculum planning for Literacy that builds on children's interests.

Reflective planning following children's interests and using minute by minute formative ongoing assessments to plan opportunities for children to achieve their next steps in learning.

Half termly summative assessments that inform planning and targeted specific interventions for pupils not on track to meet curriculum goals.

Whole school events World Book Day World Poetry Day Author Visits MAD week.

Home readers linked to phonics scheme and individual reading stage.

Characteristics of Learning
Our provision promotes engagement, motivation and thinking.

Parents as Partners
We include parents in their child's literacy learning through workshops and online learning journals.

Enabling Environments
Carefully planned organised and engaging environments to support independent learning through play.



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).

Statutory Framework



Across the year, Reception children will participate in Drawing Club literacy lessons (3 times weekly) which provides a creative and engaging approach to early language development. Through structured storytelling and guided illustration activities, children explore narrative structure, character development, and vocabulary in a meaningful context. By linking drawing to spoken and written language, the Drawing Club fosters children's comprehension, expressive language, and fine motor skills. This multisensory approach not only enhances their enjoyment of literacy but also supports key developmental goals in listening, speaking, reading, and writing. It serves as a foundation for building confident, imaginative, and articulate learners. Each week, a high-quality text is read and used as a stimulus to support children's literacy development.

Reception – Literacy - Reading – Continuous Provision Curriculum Planning

Resources	How is it organised and why	Intended Learning Outcomes	Link to EYFS / Research / C of EL	Adult Role
Reading Area Book Shelves Small table Armchair Cushions and rugs Resources Reading spine books Books linked to theme Magazines Puppets Word games Story props. Simple poetry, song, fiction and non-fiction books in all areas. Add child made books and adult scribed stories to the book area.	The book area is set apart from other areas in a relatively quiet part of the room. This area is away from art, sand, and water type experiences ensuring the books remain safe and dry. The bookshelf is appropriate to the children's height so they can reach books without help. The bookshelf displays books, rather than simply being a place to store books. This sends a message of respect so that books are placed back on the shelf rather than being stored and stacked. The carefully selected resources and decorations in this area invites children to sit, read and explore the world of books. The use of small and large rugs encourages collaborative reading. Arm chairs in cosy corners, allowing children to have some alone time, are also a feature of this space. There is a place for the iPads.	• Discover how to handle books carefully. • Hold books the correct way up and turn pages one at a time. • Shows interest in illustrations and print in book and their environment. • Understand that print carries meaning and is a means of communication. • Enjoy looking at images and pictures. • Use different voices to tell stories. • Talk about how characters from stories feel. • Have some favourite stories, rhymes and poems. • Use stories that they hear in their play. • Begin to be aware of the way stories are structured. • Suggest how a story might begin/end. • Enjoy an increasing range of books. • Understand that information can be retrieved from books.	Participating in meaningful experiences linked to C&L and Literacy and EAD Engaging with cultural artifacts linked to PSE&C&L (Books/images/Puppets from other cultures) Using technology to support Literacy learning Acting out narratives linked to CL&L & EAD Responding to environmental print, linked to literacy Participating in games with rules linked to PSE & CL&L Characteristics of Learning Playing and Exploring - engagement • Showing curiosity about objects, events and people • Initiating activities Active Learning - motivation • Maintaining focus on their activities for a period of time • Not easily distracted • Paying attention to details Creating and Thinking Critically - thinking • Thinking of ideas • Making predictions • Taking a role in their play	Provide children with the space to try out own ideas and theories. Build on children's metacognition through talking out loud, " I think I may need to ... I wonder why this happened. Model being a listener by listening to children and taking account of what they say in your responses to them. Engage in sustained conversations with children. Teach children to use and care for resources. Share rhymes, books and stories from many cultures. Help children to understand what a word is by using names and labels by pointing out words in the environment and books. Discuss with children the characters in books being read. Demonstrate using phonics as the prime approach to decode words while children can see the text e.g. using big books. Book language – cover, title page, page number, contents, index, author, illustrator, fiction, non-fiction. Letter, word, sentence, rhyme, story, character. Sign, label, poster. Why did you choose this book/poem/rhyme.....? What is it about? What is your favourite part? Can you tell me the story? Which character in the story would you like to be? Why? Can you think of a new ending? Do you know any of the letters? Do you recognise any words?

Reception – Literacy - Writing – Continuous Provision Curriculum Planning

Resources	How is it organised and why	Intended Learning Outcomes	Link to EYFS / Research / C of EL	Adult Role
Writing Area Drafting table Open Shelves Resources Blackboards whiteboards Name labels Clipboards Markers Pencils Range of mark making materials Rulers Paper Clips Treasury Tags Envelopes Note pads Gift tags Tracing paper Variation of paper Glue Phonic resources Reference books Blank cards Alphabet/word mats Magnetic letters and boards Scissors Picture and word dictionaries	The organisation of this area respects the materials which are organised in neat and systematic way. For example, similar items are grouped together in the same area and each basket is labelled Open shelves appropriate to the children's height so they can reach resources without help. Adults and children's writing displayed for modelling and celebration. Labelled, well organised resources. Ensure provision is good quality and kept clean and tidy throughout the day and on an ongoing basis. Provide activities that give children the opportunity and motivation to practice manipulative skills.	• Experience and explore a print-rich environment inside and out. • Make marks with a range of tools. • Use mark making to convey meaning. • Develop their own writing in play situations. • Write labels, lists, stories with marks, letters and words. Experiment with punctuation. • Use their phonic knowledge in writing. • Manipulate writing instruments. • Learn about structure in different writing formats	Participating in meaningful experiences linked Literacy Exploring sounds in many ways from tactile letters/ gel/ letter pebbles/blocks and writing experiences linked to CLL and L Physical Development – Fine Motor skills PSED – Sharing and working with others. Playing and Exploring - engagement • Engaging in open ended activity • Seeking challenge • Showing a 'can-do' attitude Active Learning - motivation • Maintaining focus on their activity for a period of time Creating and Thinking Critically - thinking • Thinking of ideas	Provide children with the space to try out own ideas and theories. Encourage children to make their own meaningful symbol systems Engage in sustained conversations with children Teach children to use and care for materials and trust them to do so independently. Model use of materials in area to encourage interest. Encourage appropriate behaviour/use support and extend children's learning. Support use of correct pencil grip. Notice and encourage the marks children make and the meanings that they give to them. Observe children as they learn to identify achievement and to inform planning for extending learning. Model writing for a purpose. Vocabulary: Writing, letters, line, full stop, capital letter, finger space, sentence, number, write, word, read, alphabet, sound, phoneme, blend, segment, pictures, name, caption, speech bubble, etc. Writing genres: story, letter, instructions, recipe, fiction, non-fiction. Resource Vocabulary The language used when 'talking through' letter formation & shared/individual writing. Can you tell me about...? What are you going to write? Can you write...? Which resources will you need? Can you write a list/letter/card/note/ story? Who are you writing to? Which sounds can you hear? Can you see the letter you need? Can you read to me what you have written? Can you help me read those words? What could happen next?

Progression of Skills Reading

Skilled Word Reading

Development Matters – ELG – National Curriculum

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. it is not used to limit our curriculum to specific objectives.

Nursery

Reception

Year 1

Range 5

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book.
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Children in Reception:

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.

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.

ELG -Word Reading

Children at the expected level of development will:

- 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

Apply phonic knowledge and skills as the route to decode words

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.

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).

Read aloud accurately books 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.

Revise and consolidate the GPCs and the common exception words taught in Reception.

Once children can read words comprising the year 1 GPCs accurately and speedily, they should move onto the year 2 programme of study for word reading.

Practice reading unfamiliar words by blending and sounding to develop confidence in decoding and opportunities for teachers to explain the meaning and therefore develop vocabulary.

Build on known root words to read words with suffixes.

Read and re-read books that are closely matched to developing phonic knowledge and knowledge of common exception words to support fluency as well as increasing confidence.

Begin to read longer books.

Progression of Skills Reading**Comprehension****Development Matters – ELG – National Curriculum**

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

nursery

reception

Year 1

	Range 5 Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. - page sequencing Engage in extended conversations about stories, learning new vocabulary.	Children in Reception: Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ELG: Comprehension Children at the expected level of development will: - 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.	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them. Extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher and other adults to engender a love of reading. Vocabulary should be developed when listening to books and discussing what they have heard. The meaning of some new words should be introduced to pupils before they start to read on their own to not hold up comprehension. Listening to and discussing information books and other non-fiction establishes the foundations for learning in other subjects. Pupils should be shown some of the processes for finding out information. Role-play to help identify with and explore characters and to try out the language they have listened to.
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St Charles' Reading Progression of Skills

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

	Nursery	Reception	Year 1
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**NOT ON
TRACK
WORKING
TOWARDS
EXPECTED
STANDARD
(WTS)**

Range 1 - 4

Enjoy songs and rhymes, tuning in and paying attention.
Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
Say some of the words in songs and rhymes.
Copy finger movements and other gestures.
Sing songs and say rhymes independently, for example, singing whilst playing.
Enjoy sharing books with an adult.
Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
Repeat words and phrases from familiar stories.
Ask questions about the book.
Make comments and shares their own ideas.
Develop play around favourite stories using props.
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Note: There is a wide range of levels where children WTS ELG expectation can be. The skills below are for children working within the Reception age band range:

Children in Reception:

- 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. Children WTS may be reading at CVC word level.
- Read some letter groups that each represent one sound and say sounds for them (less than 10)
- 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.
- Read simple books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

For Pupils to be Expected in Year 1 pupils must be able to:

- Pupil can apply phonic knowledge and skills as the route to decode words.
- Pupil can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Pupil can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Pupil can read common exception words (Y1 word list). Pupil can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Pupil can read words with contractions (e.g. I’ll, we’ll), and understands the apostrophe represents omitted letter(s).
- Pupil can accurately read aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

To achieve the expected standard pupils must also achieve 10 KPI - 13 of the objectives below:

- Pupils can identify and tell you the features of familiar texts e.g. Fairy Tales have a happy ending, there is always a baddie, they begin with ‘once upon a time’ or ‘long, long ago...’
- Pupils can make comparisons between texts, e.g. this is like the story of Cinderella because there is a princess in this story too.
- Pupils can recognise a Non-Fiction text as a text that gives information rather than telling a story.
- Pupils can give reasons for liking or disliking a story, drawing on own experiences, e.g. I don’t like this story about going to the beach because once I fell in a rock pool at the beach.
- Pupils can identify and discuss simple points from familiar texts e.g. Can you tell me what happened at the beginning of the story? Can you tell me what this book is about by looking at the picture on the cover/title?
- Pupils can discuss new vocabulary and link meanings to what is already known e.g. tell me another word for scared, tell me another word for nice.
- Pupils can check that the text makes sense as they read e.g. self-correction

			- Pupils can talk about the different features of books, e.g. title, contents page, punctuation or specific parts of a story, e.g. why was baby bear sad when he saw that his porridge had been eaten? - Pupils can link what they read or hear read to their own experiences e.g. I had an ice cream and a picnic when I went to the beach just like Kipper.
EXPECTED (EXP)	Range 5 Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. - page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	ELG -Word Reading Children at the expected level of development will: - 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 ELG: Comprehension Children at the expected level of development will: - 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.	- Pupils can refer to own personal experiences or information provided by the teacher to make sense of events in a text e.g. “He must be going on holiday – he’s packing his case.” - Pupils can predict what might happen based upon what has been read so far e.g. “Jack will save them because that’s what he always does” or “The next part will tell you about what lions eat.” - Pupils can use role play to demonstrate/show how characters might feel/ react in a given situation. - Pupils can recognise and join in with repeated phrases in familiar stories, e.g. “Run, run as fast as you can, you can’t catch me I’m the Gingerbread Man.” - Pupils can discuss or express another way of saying something (new meanings to what is already known), e.g. tell me another word for scared, tell me another word for big, tell me another word for nice. - Pupils can understand how written language can be structured e.g. - Stories have a beginning, middle and end so that the story/narrative can be built up / a series of linked events with a conclusion. - Use a title, headings, bullet points/numbered sentences to present facts in non-fiction - Pupils can use some of the language that they have heard in the story when retelling the story or when acting out the story through role play. - Pupils can notice and comment upon some of the obvious features in a text, e.g. rhymes, repeated/significant refrains, words and phrases, e.g. ‘Silly old fox, doesn’t he know, there’s no such thing as a Gruffalo’. GDS: all objectives secure with a deeper understanding of the text. Can read fluently, at the expected speed and with expected intonation (applicable for the year group)

Exceeding Year Group Expectations	Pupils working above ARE in Nursery will be confident using a range of skill within the Reception year expectations: Range 6: 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. 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. Range 6 Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	When completing the Early Years Profile children are assessed at either WTS or EXP. There is no longer an EXC judgement. If children are meeting the ELG securely before the profile their skills should be continued to be developed within our Early Years Curriculum so that they obtain a level of Mastery. Phonics is delivered through the RWI synthetic phonics programme. Pupils move through the scheme after half termly assessments and are matched to their current level which may exceed ELG expectations.	
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Progression of Skills Writing

Development Matters – ELG – National Curriculum

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. It is not used to limit our curriculum to specific objectives.

	Prior Learning Nursery	Reception	Year 1
Spelling	Range 5 Literacy - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write some letters accurately.	Children in Reception: Literacy - 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. ELG: Writing Children at the expected level of development will: - 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.	- spell words containing each of the 40+ phonemes taught (The St Charles' Phonics curriculum sets out the taught sounds) - spell common exception words - spell the days of the week - name the letters of the alphabet in order - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using –ing, –ed, –er and –est where no change is needed in the spelling of root words
Spelling (Word Lists)		Children in Reception: St Charles phonics curriculum words I, the, you, said, your, they, to, was, me, go, no, are, of, want, what, he, she, we, my, be ELG: Writing Children at the expected level of development will: - 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.	The, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house and our. Plus, additional St Charles phonics curriculum words: Water, I've, call, her, so, wash, tall, making, over, old, do, does, taller, small, there, many, any, one, anyone, school, their, were, brother, I'm, fall, wall, above, love, why, other, two, could, would, wasn't, through, once, son, who, where, people, whole, worse, caught, great

Handwriting	Range 5 Physical Development • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. Literacy • Write some letters accurately.	Children in Reception: Physical Development • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. Literacy • Form lower-case and capital letters correctly. ELG: Writing Children at the expected level of development will: - 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.	▪ sit correctly at a table, holding a pencil comfortably and correctly ▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place ▪ form capital letters ▪ form digits 0-9
Composition	Range 5 Literacy • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	Children in Reception: Literacy • 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.	▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ read their writing aloud clearly enough to be heard by their peers and the teacher

	Note early composition of writing links closely with the areas of speaking and being imaginative development matters and ELG's (refer to the St Charles' curriculum for these areas when considering writing)	ELG: Writing Children at the expected level of development will: - 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. Note early composition of writing links closely with the areas of speaking and being imaginative development matters and ELG's (refer to the St Charles' curriculum for these areas when considering writing)	▪ to reread their writing to check that it makes sense and to independently begin to make changes ▪ joining words and joining clauses using "and" ▪ To use adjectives to describe
Performing Writing	Range 4 -5 Literacy ▪ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Children in Reception: Literacy • Re-read what they have written to check that it makes sense. ELG: Writing Children at the expected level of development will: - 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.	▪ read their writing aloud clearly enough to be heard by their peers and the teacher ▪ to say out loud what they are going to write about
Sentence	Rang 4-5 Literacy • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Children in Reception: Literacy • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Non- statutory: ▪ Leaving spaces between words ELG: Writing Children at the expected level of development will:	▪ leaving spaces between words ▪ joining words and joining clauses using "and"

		- 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.	
Grammar	Non- statutory: ▪ Introduction of capital letters for names	Children in Reception: Literacy • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Non- statutory: ▪ Introduction to separation of words with spaces ▪ Capital letters for names ELG: Writing Children at the expected level of development will: - 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.	▪ regular plural noun suffixes (-s, -es) ▪ verb suffixes where root word is unchanged (-ing, -ed, -er) ▪ un- prefix to change meaning of adjectives/adverbs ▪ to combine words to make sentences, including using and ▪ Sequencing sentences to form short narratives ▪ separation of words with spaces ▪ sentence demarcation (. ! ?) ▪ capital letters for names and pronoun 'I')
Punctuation			▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Grammatical Terminology	Non- statutory: Letter, capital letter, word	Non- statutory: Letter, capital letter, word, caption, sentence, full stop	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark

Progression Through St Charles' Grammar and Punctuation Scheme			
	Nursery	Reception	Year 1
	▪ Introduction of capital letters for names	▪ Use correct sequence of movements to write letters • Introduction to separation of words with spaces • Use capital letters for start of their own names • Write words, captions and labels for pictures • Begin to write sentences to match pictures or sequences of pictures using thinking-writing skills • Capital letters at the start of sentences • Use of demarcation (.)	• Simple sentences • Capital letters for the start of a sentence, personal pronoun 'I' and a name • Capital letters for familiar names and places • Using full stops in sentences • Conjunctions/Conjunctions – and, but, that, so that, because, or • Conjunctions/Conjunctions – who, until, then, while, when, where • Compound sentences • Writing sentences with question marks • Writing sentences with exclamation marks • Prepositions – up, down, in, into, out, to, onto • Prepositions – inside, outside, towards, across, under • Writing complex sentences using conjunctions • Verbs • How the prefix 'un' changes the meaning of verbs • Suffixes added to verbs when there is no need to change the spelling of the root word • Using adjectives to describe

- Singular and plural – -s and -es
- Commas in a lists
- Simple noun phrases i.e. two adjectives to describe the noun e.g. The fluffy, ginger cat.
- Alliteration
- Similes using like and as
- Imperative sentences to instruct

St Charles' Writing Progression of Skills

This document lists typical development at each stage in order for practitioners to judge if children are on track for expected development. it is not used to limit our curriculum to specific objectives.

	Nursery	Reception	Year 1
WORKING TOWARDS EXPECTED STANDARD (WTS)	Range 1- 4 Physical Development • Reach out for objects as co-ordination develops. • Clap and stamp to music. • Develop manipulation and control. • Explore different materials and tools. Literacy • Copy finger movements and other gestures. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name.	Note: There is a wide range of levels where children WTS ELG expectation can be. The skills below are for children working within the Reception age band range: Children in Reception: Physical Development • Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Developing the foundations of a handwriting style which is fast, accurate and efficient. Children in Reception: Literacy • Spell simple words by identifying the sounds and then writing the sound with letter/s. • Write short captions with words with known sound-letter. • Starting to form some lower-case and capital letters correctly. • Re-read what they have written.	The pupil can write sentences that can be read by themselves and others. ▪ Pupil can use a capital letter for thie name. ▪ Pupil can write words using my phonics to help me spell i.e. hapee (happy) plai (play). ▪ Pupil can spell some common exception words (from Reception word list). ▪ In their writing, some words are spelt correctly and others are phonically correct. ▪ Pupil can write simple sentences which can be read by themselves and others. ▪ Pupil can use finger spaces between words.

**EXPECTED
(EXP)**

Range 5

Physical Development

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Range 5:

Literacy

- Develop their phonological awareness, so that they can:
 - - spot and suggest rhymes
 - - count or clap syllables in a word
 - - recognise words with the same initial sound, such as money and mother
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

ELG: Writing

Children at the expected level of development will:

- 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.

The pupil can write sentences that are sequenced to form a short narrative after discussion with the teacher.

- Pupil can punctuate sentences: capital letter and a full stop some of the time and beginning to use question marks and exclamation marks.
- Pupil can use capital letters for names of people, places, days of the week and the personal pronoun 'I'.
- Pupil can write words containing each of the 40+ phonemes already taught and use my phonics to attempt unfamiliar words.
- Pupil can spell many common exception words (from word list).
- Pupils can spell days of the week.
- Pupil can sometimes add the prefix 'un-' .
- Pupil can sometimes use suffixes such as -ing -ed -er -est, where the root word does not change.
- Pupil can join words and clauses using 'and'.
- Pupil can sequence sentences to form short narratives or simple texts, consisting of a paragraph or more.
- Pupil can form capital letters and most lower case letters in the correct direction, starting and finishing in the right place.

	• Write some letters accurately.		▪ Pupil can begin to use interesting word choices in their writing, including adjectives.
Exceeding Year Group Expectations	Pupils working above ARE in Nursery will be confident using a range of skill within the Reception year expectations: Physical Development • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. Literacy • 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. • Form lower-case and capital letters correctly.	When completing the Early Years Profile children are assessed at either WTS or EXP. There is no longer an EXC judgement. If children are meeting the ELG securely before the profile their skills should be continued to be developed within our Early Years Curriculum so that they obtain a level of Mastery. In the area of learning of writing this includes stamina for longer pieces of writing and using language and text structure influenced from our broad range of core texts.	After discussion with a teacher, the pupil can write clearly, accurately and coherently for a range of purposes across the curriculum. ▪ Pupil can use full stops and capital letters most of the time and are beginning to vary their use of punctuation. ▪ Pupil can use different sentence openers. ▪ Pupil can spell most common exception words correctly. ▪ Pupil uses their phonics correctly most of the time, selecting between alternative graphemes. ▪ Pupil can form all of their letters correctly and accurately, distinguishing between ascenders and descenders. ▪ Pupil can sometimes use conjunctions such as 'because', 'but' ▪ Pupil is beginning to use new vocabulary in their writing. ▪ Pupil can write for different purposes, across the curriculum.