	Autumn	Spring	Summer / Early Learning Goal
Literacy Word Reading	**Three & Four-Year Olds will be learning to** • 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 will be learning to** • 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. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Working at Red level group by the end of Summer 1 • Working at Green level group by the end of Summer 2 • Able to recognise all Set 1 sounds and special friends • Able to read simple sentence using 'Fred talk' / 'Fred in my Head' **ELG 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.
Literacy Reading Comprehension	**Three & Four-Year Olds will be learning to** • Understand key concepts about print: - print has meaning - print can have different purposes • Engage in extended conversations about stories, learning new vocabulary. • Enjoys an increasing range of books both fiction and non-fiction. • Uses vocabulary and forms of speech in conversation and in play that are increasingly influenced by their experiences of reading. • Shares simple stories using Helicopter Stories which feature a basic plot and main character.	**Children in Reception will be learning to** • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Compare and contrast characters from stories, including figures from the past. • Knows that information can be retrieved from books, computers and digital devices. • Builds upon their stories using Helicopter stories, demonstrating progression in relation to their use of vocabulary, characters and plot.	• Use and understand recently introduced vocabulary during discussion of books, poems and stories and using them to enhance their play. • Make predictions and use vocabulary relevant to the story in order to explain what they think might happen • Attempts to offer alternative endings / characters to the stories they have heard and stories they have shared using Helicopter stories. **ELG - 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.

Launchpad for literacy Phonological Awareness Rhythm & Syllable	3+ Skills	4+ Skills	5+ Skills
	• I keep a steady beat alongside others or to a piece of music or rhythm. • I copy simple rhythms containing one, two or three beats using claps, instruments or body percussion. • I clap out one to three syllable words depending on the number of syllables they have. I also use musical instruments to indicate the beat/syllables within words. • I copy simple rhythms containing up to five beats or shorter rhythms with beat variation.	• I clap out one to five syllable words depending on the number of syllables they have. • I count the number of claps/syllables in a one to three syllable word. • I count the number of claps/syllables in a one to five syllable word. • I sort words/objects based on the number of claps/syllables they contain.	• I use syllable skills to read multisyllabic words (visual and auditory blending skills permitting.) • I use my syllable skills when attempting to write longer words (auditory memory and segmentation skills permitting.)

	3+ Skills	4+ Skills	5+ Skills
Launchpad for literacy Rhyming	3+ Skills ● I fill in gaps during songs and rhymes and, later, sing familiar ones in full. ● I find it funny when you make a deliberate 'mistake' during a rhyming story or song ● I find it funny when you make a 'mistake' during a rhyming activity and I tell you what the right word should be. ● I detect rhyme and match two words from a choice of three when there is a different syllable structure e.g. match 'candle' with 'handle' and not 'hat'	4+ Skills ● I detect rhyme and match two words from a choice of three when there is a differing rime but the same syllable structure. ● I match words that rhyme in games such as 'rhyming lotto.' ● I detect rhyme even when the odd-one-out is semantically linked to the target word. ● I add a word that rhymes to a rhyming string you generate. ● I independently generate a string of rhyming words.	5+ Skills ● I know that two words rhyme alongside the written word, even when they contain different spelling patterns ● I generate a word that rhymes and also gives appropriate meaning when making up stories, songs or poems to tell or sing and, later, to write.
Launchpad for literacy Alliteration	3+ Skills ● I enjoy stories and songs containing alliteration particularly if actions, props and pictures are used. I also enjoy alliteration alongside daily routines and activities. ● I enjoy stories and songs containing alliteration increasingly as an auditory activity ● I find it funny when you produce an alliterative word string. ● I detect an odd-one-out in an alliterative word string if the 'mistake' begins with a very different phoneme from the others.	4+ Skills ● I detect the word that is an odd-one-out in an alliterative word string even if the 'mistake' begins with a similar phoneme to the others. ● I independently detect alliterative words during specific activities such as sorting whether a word starts with the target sound or not. I do not need to hear you say the words first (vocabulary permitting.) ● I generate a string of alliterative words or make suggestions when you make a 'mistake.'	5+ Skills ● I identify alliteration alongside the written word even when the words contain different spelling patterns. ● I generate an alliterative word that also gives appropriate meaning when making up stories, songs or poems to tell or sing and, later, to write.
Launchpad for literacy Auditory Blending	3+ Skills ● I blend compound words e.g. 'foot-ball' and 'rain- bow.' ● I blend two syllable words e.g. 'ta-ble' and 'co-ffee.' ● I blend three syllable words e.g. 'e-le-phant.' ● I blend a cvc word when the vowel is split e.g. 'ca-at.' ● I blend at onset-rime level when the onset is a long phoneme e.g. 'sh-ark.'	4+ Skills ● I blend at onset-rime level when the onset is a long or short phoneme e.g. 'sh-ark' or 'p-ark.' ● I blend four syllable words e.g. 'he-li-cop-ter.' ● I blend cvc words with long phonemes e.g. 's-oa-p' or 'sh-ar-k.' ● I blend cvc words with long and short phonemes e.g. 'sh-ar-k' and 'b-a-t.'	5+ Skills ● I blend four phoneme words with ccvc, cvcc, cvcv and vcvc blends e.g. 's-t-o-p,' 'm-a-s-k,' 'w-at-er' and 'o-p-e-n.' ● I blend five syllable words e.g. 'hi-ppo-po-ta-mus. ● I blend five phonemes e.g. 'j-u-m-p-er.' ● If I can decode at syllable level I blend and read longer words.
Launchpad for literacy Auditory Discrimination	3+ Skills ● I discriminate and identify sounds in simple activities, matching sounds to objects and pictures without visual support e.g. selecting a musical instrument I have heard from a choice of six, matching an animal, environmental, human or transport sound to an object or photograph from a choice of four to six ● I discriminate between minimal pairs where the phonemes are distinct (e.g. 'sun-bun') and then more alike (e.g. 'tap-cap.') ● I am aware that words start with the same phoneme in an 'auditory bombardment' activity but may not be able to name it. ● I discriminate between two long phonemes - distinct then more alike. ● I discriminate between two short phonemes - distinct then more alike.	4+ Skills ● I identify the odd-one-out in an 'auditory bombardment' activity, initially when the word begins with a very distinct phoneme from the others and, later, when they are more alike. ● I know some phoneme-grapheme links, visual skills permitting. ● I discriminate and name the phonemes at the beginnings of words. ● I identify the odd-one-out in an 'auditory bombardment' activity, initially when the word ends with a very distinct phoneme from the others and, later, when the phonemes are more alike. ● I discriminate and name phonemes at the ends of words. ● I discriminate and name phonemes in the middle of words	5+ Skills ● I discriminate and name phonemes in clusters containing two consonants. ● I name phonemes in three consonant clusters and within longer words.
Launchpad for literacy Auditory Memory	3+ Skills ● I discriminate and identify familiar, environmental, human, animal or transport sounds even if there is a slight delay between hearing the sound and the identification. ● I fill in gaps within familiar songs, rhymes and mantras. ● I carry out rhythmical, beat and simple body percussion activities. ● I copy two instruments from a choice of six in any order without visual support. ● I repeat two phonemes, numbers, words or syllables in any order. ● I match two environmental sounds to two objects or pictures in any order. ● I find an object or picture to match an environmental sound from another location. ● I repeat three phonemes, numbers, words or syllables in any order.	4+ Skills ● I find two objects or pictures to match two environmental sounds from another location. ● I find an object or picture to match an environmental sound if given a different simple instruction/ task first. ● I sort by initial phoneme following successful discrimination. ● I discriminate sounds at the beginnings of multisyllabic words and am not confused by the number of sounds e.g. 'tomato' or 'elephant. ● I discriminate initial phonemes even if the word is used in the middle of your sentence.	5+ Skills ● I discriminate end phonemes even if the word is used in the middle of your sentence ● I discriminate most sounds in longer words, words used in the middle of sentences or if you say something else before asking for the answer.

	3+ Skills	4+ Skills	5+ Skills
Launchpad for literacy Sequential Auditory Memory	• I participate in familiar, phrase-level mantras in simple activities and stories e.g. "Ready-steadygo" or "Crash, bang, wallop. • I follow body percussion sequences of two then three in the right order • I copy two instruments from a choice of six without visual support in order. • I participate in familiar, sentence-level mantras in simple activities and stories e.g. "We can't go over it..." or "Silly old fox, doesn't he know " I copy two instruments from a choice of six with • I repeat two phonemes, numbers, words or syllables in order. • I remember two environmental sounds in order.	• I repeat three phonemes, numbers, words or syllables in order in a simple activity e.g. auditory blending or a shopping list. • I copy three instruments from a choice of six without visual support in order. • I participate in familiar, simple, story-level mantras in repetitive, supported stories e.g. 'Talk for Writing' or using puppets. • I repeat four phonemes, numbers, words or syllables in order in a simple activity e.g. auditory blending or a shopping list. • I hold three then four phonemes in more complex tasks e.g. writing a word. • I hold a sentence and repeat back the words in the right order.	• I write a sentence in the right order, holding words and phonemes. • I use longer, story-level mantras without visual support e.g. 'Talk for Writing' or retelling stories

		4+ Skills	5+ Skills
Launchpad for literacy Segmentation		• I find the two words that go together to make a compound word. • I segment compound words with visual support. • I independently segment compound words. • I segment a syllable from a word with two syllables.	• I segment a syllable from a word with three syllables. • I segment words at onset-rime level, segmenting the initial consonant or consonant cluster. • I segment a phoneme from the end of a word. • I segment a phoneme from a blend in a ccvc or cvcc word • I segment a phoneme from any location in longer words.

	3+ Skills	4+ Skills	5+ Skills
Launchpad for literacy Phoneme Identification	• I know what sound my name starts with. • I know if there is a word within a longer word e.g. 'cat' in 'caterpillar' or 'spy' in 'spider.' • I know if there is a syllable within a word e.g. 'tion' in 'cushion' and 'station.'	• I am aware when some words start with the same sound as my name • I independently sort by long and/or 'lip' initial phonemes. • I independently sort by distinct, short initial phonemes. • I independently sort by similar, long or short initial phonemes. • I independently identify initial phonemes with long or 'lip' sounds. • I independently identify all initial phonemes • I independently identify long and/or 'lip' final phonemes.	• I independently identify all final phonemes • I independently identify medial phonemes with long then short vowels • I independently identify phonemes within blends or longer words.

	3+ Skills	4+ Skills	5+ Skills
Launchpad for literacy Visual Memory	• I recognise something when shown an incomplete object. • I identify the object depicted by a line drawing. • I name familiar colours. • I recognise things when shown an incomplete coloured picture • I identify the object depicted by a silhouette or an abstract picture. • I play 'Kim's Game' with a set of four then six similar objects. • I sequence two items I have seen without auditory support. • I recognise what is depicted in an incomplete line drawing.	• I understand the meaning conveyed by familiar symbols. • I recognise shapes and patterns. • I recognise abstract symbols, some letters and numbers • I recognise and write my name. • I sequence three items I have seen without auditory support • I recognise single graphemes and know the phonemes they make. • I recognise some high-frequency sight vocabulary • I associate lower with upper case letters and print with cursive script • I recognise digraphs and know the phoneme. I identify digraphs in a word.	• I sequence four items I have seen without auditory support. • I read familiar, phonetic words and key sight vocabulary at word-level. • I recognise groups of letters forming a syllable group or consonant blend. I recognise these groups within words. • I mainly read at word-level, using phonics for 'new' words.

	3+ Skills	4+ Skills	5+ Skills
Launchpad for literacy Visual Attention & Discrimination	• I discriminate between similar photographs and coloured pictures • I notice detail in busy pictures in books and jigsaws. • I discriminate between dissimilar line drawings. • I lift meaning from a stationary picture and work out activity e.g. "What is he doing?" or "What is happening?" • I look at and track lines of objects or pictures from left-to-right. • I discriminate between similar line drawings by detail or orientation. • I discriminate between silhouettes. • I discriminate between dissimilar symbols, patterns and shapes. • I discriminate between similar symbols, patterns and shapes.	• I discriminate between numbers and dissimilar letters. • I find my name from a choice, even if some also start with the same letter. • I discriminate between similar letters. • Inference & Prediction: I lift less obvious meaning from pictures e.g. "Where do you think he is going?" or "What do you think they are making?" • I discriminate between similar digraphs, consonant clusters and two-digit numbers. • I discriminate between distinct words by the shape of the word. • I discriminate between words that do or do not contain a certain grapheme. • I discriminate between words that do or do not contain a certain digraph.	• I rapidly discriminate between short, similar words • I discriminate between similar, longer words due to small differences. • Inference & Empathy: I work out how people feel, what has happened or what is wrong when 'reading' non-verbal communication or when looking at non-verbal and situational clues in pictures.