



## Educational Programmes - Statutory Framework

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

The expectations for children's development must ensure that cognitive development proceeds hand-in-hand with their social and personal development.

### **Literacy**

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).

### Development Matters (non-statutory guidance) – Children in Reception will be learning to:

Children in reception will be learning to:

Read individual letters by saying the sounds for them.

Examples of how to support this:

Help children to read the sounds speedily. This will make sound-blending easier.

Children in reception will be learning to:

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Examples of how to support this:

Ask children to work out the word you say in sounds: for example, h-a-t G hat; sh-o-p G shop.

Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

Children in reception will be learning to:

Read some letter groups that each represent one sound and say sounds for them.

Examples of how to support this:

Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.

Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.



## Development Matters (non-statutory guidance) – Children in Reception will be learning to:

Children in reception will be learning to:

Read a few common exception words matched to the school's phonic programme.

Examples of how to support this:

Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.

Children in reception will be learning to:

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Examples of how to support this:

Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.

Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.

Children should not be required to use other strategies to work out words.

Children in reception will be learning to:

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Examples of how to support this:

Make the books available for children to share at school and at home.

Avoid asking children to read books at home they cannot yet read.

Children in reception will be learning to:

Form lower-case and capital letters correctly.

Examples of how to support this:

Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.



## Development Matters (non-statutory guidance) – Children in Reception will be learning to:

Children in reception will be learning to:

Spell words by identifying the sounds and then writing the sound with letter/s.

Examples of how to support this:

Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.

Children in reception will be learning to:

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Examples of how to support this:

Support children to form the complete sentence orally before writing.

Help children memorise the sentence before writing by repeatedly saying it aloud.

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.

Children in reception will be learning to:

Re-read what they have written to check that it makes sense.

Examples of how to support this:

Model how you read and re-read your own writing to check it makes sense.



## Early Learning Goals.

### Children at the expected level of development will -

#### **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, non-fiction, 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.

#### **Writing**

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.

