

## Early Years Outcomes for English

### Nursery: 3 and 4 Year Olds:

#### Literacy:

Understand the five key concepts about print: - print has meaning

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

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

Engage in extended conversations about stories, learning new vocabulary.

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; write 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

#### 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

#### Communication and Language:

Enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication.

Use longer sentences of four to six words.

### Reception: Children in Reception

#### Literacy:

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.

Form lower-case and capital letters correctly.

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

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

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

#### 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.

#### Communication and Language:

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.  
Articulate their ideas and thoughts in well-formed sentences.  
Connect one idea or action to another using a range of connectives.  
Describe events in some detail.  
Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  
Engage in story times.  
Listen to and talk about stories to build familiarity and understanding.  
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  
Use new vocabulary in different contexts.  
Listen carefully to rhymes and songs, paying attention to how they sound.  
Learn rhymes, poems and songs.  
Engage in non-fiction books.  
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

### Early learning Goals:

#### 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.

#### 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.

#### Physical Development: Fine Motor Skills:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

#### Communication and Language: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  
Make comments about what they have heard and ask questions to clarify their understanding.  
Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### Communication and Language: Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  
Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.  
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Nursery Literacy Long Term Plan 2024– 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and my world	Seasons and change	Space	Travel	Growth	Animals and habitats
Main Text	The Magic Porridge Pot	The Enormous Turnip	Goldilocks and the Three Bears	Chicken Licken	Jack and the Beanstalk	Red Riding Hood
Wow Moments / key events	Making flapjacks	Woodland / seasonal changes	Bear biscuits	Ice painting	Growing beans	Woodland learning  Spoon puppets
Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p> <p>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Throughout the year children will develop these listening skills</p> <ul style="list-style-type: none"> <li>•Responding to questions and instructions directed to them</li> <li>•Following 2 part instructions</li> <li>•Taking part in short exchanges with others – listening and responding to adults and peers</li> <li>•Taking turns in conversation</li> <li>•Joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories</li> </ul> <p>Throughout the year children will develop these speaking skills</p> <ul style="list-style-type: none"> <li>•Articulating and speaking clearly</li> <li>•Speaking in 4-6 word sentences</li> </ul>					

	<ul style="list-style-type: none"> <li>•Explaining feelings in simple terms i.e. I am sad because....</li> <li>•Expressing wants and needs, such as asking for particular resources</li> <li>•Using simple conjunctions to connect ideas such as ‘and’ and ‘because’</li> <li>•Using some positional language</li> <li>•Retelling a story/ event (not always in correct order)</li> <li>•Joining in with repeated refrains in stories/ rhymes</li> </ul>					
<p>Literacy</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.</p> <p>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.</p> <p>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)</p>					
<p>RETELLING AND RECALLING</p> <p>VOCABULARY ACQUISITION</p> <p>PREDICTION</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times</p> <p>Knows that print carries meaning and is read, in English, from left to right</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times</p> <p>Knows that print carries meaning and is read, in English, from left to right</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen in stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times</p> <p>Knows that print carries meaning and is read, in English, from left to right</p>	<p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen in stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times</p> <p>Knows that print carries meaning and is read, in English, from left to right</p>
<p>SOUND DISCRIMINATION / LETTER KNOWLEDGE</p> <p>Phonics Lessons whole class and</p>	<p><b>Aspect 1 General Sound Discrimination - Environmental Sounds</b></p> <ul style="list-style-type: none"> <li>• Develop listening skills and awareness of sounds in the environment</li> <li>• Identify and remember the differences between sounds</li> <li>• Talk about sounds in greater detail</li> </ul> <p><b>Aspect 2 General Sound Discrimination - Instrumental Sounds</b></p> <ul style="list-style-type: none"> <li>• Develop awareness of sounds made with instruments</li> <li>• Listen to and appreciate the difference between sounds made with instruments</li> <li>• Use a wide vocabulary to talk about instrument sounds</li> </ul> <p><b>Aspect 3 Body Percussion</b></p> <ul style="list-style-type: none"> <li>• Develop awareness of sounds and rhythms</li> <li>• Distinguish between sounds and remember patterns of sound</li> </ul>					

<p>small group.</p> <p>Child initiated learning</p> <p>See separate phonic long term plan</p>	<ul style="list-style-type: none"> <li>• Talk about sounds we make with our bodies and what the sounds mean</li> </ul>					
	<p><b>Aspect 4 Rhythm and Rhyme</b></p> <ul style="list-style-type: none"> <li>• Experience and appreciate rhythm and rhyme</li> <li>• Develop awareness of rhythm and rhyme in speech</li> <li>• Increase awareness of words that rhyme and develop knowledge about rhyme</li> <li>• Talk about words that rhyme and produce rhyming words</li> </ul>					
	<p><b>Aspect 5 Alliteration</b></p> <ul style="list-style-type: none"> <li>• Develop understanding of alliteration</li> <li>• Listen to sounds at the beginning of words and hear the differences between them</li> <li>• Explore how different sounds are articulated</li> </ul>					
	<p><b>Aspect 6 Voice Sounds</b></p> <ul style="list-style-type: none"> <li>• Distinguish between the differences in vocal sounds</li> <li>• Explore speech sounds</li> <li>• Talk about the different sounds that we can make with our voices</li> </ul>					
	<p><b>Aspect 7 Oral Blending and Segmenting</b></p> <ul style="list-style-type: none"> <li>• Develop oral blending and segmenting of sounds in words</li> <li>• Listen to sounds within words and remember them in the order in which they occur</li> <li>• Talk about the different sounds that make up words</li> </ul>					
	<p><b>Level 2 Twinkl Phonics from Autumn 2 – see separate Phonics LTP.</b></p>					
<p><b>None first half term</b></p>	<p>Introduce L2 GPCs s,a,t,p,i,n</p>	<p>Recap s,a,t,p,i,n Introduce L2 GPCs m,d,g,o,c</p>	<p>Recap m,d,g,o,c Introduce L2 GPCs k,ck,e,u,r</p>	<p>Recap k,ck,e,u,r Introduce L2 GPCs h,b,f,l,ff</p>	<p>Recap h,b,f,l,ff Introduce L2 GPCs l,ss,s(saying z)</p>	
<p>Writing</p>	<p>Mark making using mark making tools in trays of sand etc. Using larger paintbrushes to paint with. Using chunky chalks on the ground outside. Manipulating play dough with variety of tools Draw some marks on paper, not always distinguishable</p>	<p>Mark making using mark makers such as chunky chalks, paintbrushes, pens Following large pattern templates Draw some marks on paper, not always distinguishable.</p> <p>Manipulating play dough with variety of tools</p>	<p>Mark making using mark makers such as chunky chalks, paintbrushes, pens Following large pattern templates Draw some marks on paper, not always distinguishable</p> <p>Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make.</p> <p>Uses pens/ pencils/ paintbrushes with developing tripod grip.</p>	<p>Mark making using pens/ pencils/ chalks/ paintbrushes Follows large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make.</p> <p>Uses pens/ pencils/ paintbrushes with developing tripod grip.</p> <p>Can draw some recognisable pictures and give meaning to the marks they make</p>	<p>Uses pens/ pencils/ paintbrushes with developing tripod grip.</p> <p>Can draw some recognisable pictures and give meaning to the marks they make</p> <p>Form some letter shapes/ can copy or write their own name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)</p>	<p>Uses pens/ pencils/ paintbrushes with developing tripod grip.</p> <p>Form some letter shapes/ can copy or write their own name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)</p>

Reception Literacy Long Term Plan 2024 – 2025

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Traditional Fairy Tales	Toys	Our Wonderful World	Minibeasts and Living Things	Our Community
Wow moments / key events	Making bread	Baking gingerbread	Making pop-up toys	Creating Van Gogh inspired Starry Nights	School Trip to Waltham Abbey Gardens	Creating model emergency vehicles
Talk through stories texts	Little Red Hen	The Gingerbread Man	The Three Little Pigs	Three Billy Goats Gruff	The Ugly Duckling	Rumpelstiltskin
Other key texts	I'm special I'm me  Little Red Hen makes a pizza	Leaf Man  Biscuit Bear	The three horrid pigs and the friendly wolf  The three little pigs and the big bad book	The three Billy Goats fluff.	The crocodile who didn't like water.  The dragon who didn't like fire.	The truth according to Arthur.
Literacy - comprehension	Listening to stories.  Joining in with rhymes and showing an interest in stories with repeated refrains.  Having a favourite story/rhyme. 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. Sequencing familiar	Listening to stories.  Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Orally retelling familiar stories. Sequence story (use vocabulary of beginning, middle and end). Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps.	Explaining the stories they have listened to or have read themselves Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words. Read a few common exception words	Explaining the stories they have listened to or have read themselves Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Editing story	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

	<p>stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>		<p>matched to Twinkl Phonics. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>maps.</p> <p>Information leaflets / books about travel and places around the world. Book Week Activities.</p>		
<p>Development Matters and ELG's</p>	<p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Describe events in some detail.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>				<p>Literacy Comprehension ELG</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul>	
<p>Literacy - word reading</p>	<p>Linking sounds to letters. Phonic Sounds: Twinkl level 2 whole class.</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p>	<p>Begin to read words by soundblending. Phonic Sounds: Twinkl level 2/3 whole class</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. 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.</p>	<p>Begin to read words by soundblending. Phonic Sounds: Twinkl level 2/3 whole class</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. 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</p>	<p>Begin to read words by soundblending. Phonic Sounds: Twinkl level 3 whole class</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'..</p>	<p>Begin to read words by soundblending. Phonic Sounds: Twinkl level 3 / 4 whole class</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>Begin to read words by soundblending. Phonic Sounds Twinkl level 4 whole class</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. 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.</p>

groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

<p>Development Matters and ELG's</p>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> </ul>	<p>Word Reading ELG</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
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<p>Literacy - writing</p>	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p> <p>Creating story maps</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation. Writing labels for pictures.</p> <p>Creating Story maps.</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p> <p>Creating Story maps.</p> <p>Story map a – plotting, characters, settings, problems and resolutions with labels.</p>	<p>Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing CVCC, CCVC words, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p> <p>Creating Story maps.</p> <p>Story map a – plotting, characters, settings, problems and resolutions with labels.</p> <p>Creating alternative story maps</p>	<p>Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Beginning to use correctly formed letters.</p> <p>Creating Story maps.</p> <p>Story map a – plotting, characters, settings, problems and resolutions with labels.</p> <p>Creating alternative story maps</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. 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.</p> <p>Creating Story maps.</p> <p>Story map a – plotting, characters, settings, problems and resolutions with labels.</p>
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						Creating alternative story maps
Development Matters and ELG's	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>			<p>Writing ELG</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>		