

Key Learning in EYFS

Literacy



LPDS



Key Learning in Literacy

Do your reception teachers feel equipped to plan effectively for every child in their class?

How well do your subject leaders understand the foundations of their subject within the EYFS framework?

Are you ready to supercharge your EYFS planning?

Key Learning in the EYFS is the ultimate resource for Reception teachers and subject leaders who want to design a curriculum that's ambitious, well-sequenced and rooted in real developmental progress.

Created by expert consultants at LPDS, this go-to-guide sets out the key learning—skills, knowledge, and concepts. It helps staff check whether children are secure in earlier steps, supports confident decision-making, and links directly to Year 1 expectations so you can plan with purpose and precision.

Why you'll love it:

- Saves time with a clear, easy-to-use layout
- Shows how each subject begins from birth and flows into Key Stage 1
- Supports transition and progression with direct links to the National Curriculum
- Empowers EYFS teams and subject leaders to build a curriculum that truly connects

Whether you're refreshing your provision or leading curriculum design, this is the must-have tool for creating high-quality, joined-up learning from the very start.

Planning for Learning in Reception: Literacy

The Early Years Foundation Stage Statutory Framework identifies important knowledge and skills that can support children's learning. Content choices in the EYFS can help to provide a strong foundation for future learning in the next stage of their Literacy journey.

What is Key Learning in Literacy?

Early Years Literacy experts at LPDS have created a comprehensive set of skills that encompass the learning and development within the Reception year that prepare children for the expectations within the National Curriculum in Year 1 and beyond. These key pieces of learning will guide teachers to plan Literacy opportunities to support progress towards Year 1 readiness, as well as achievement of the Early Learning Goals. The Lancashire Key Learning statements have been derived from the Early Years Foundation Stage Statutory Framework, alongside the non-statutory guidance within Development Matters and Birth to 5 Matters. Other documents have also been used such as The Reading Framework, the Education Endowment Foundation guidance and further relevant research materials. The key learning for Literacy have been broken down for Reading, into Word Reading and Comprehension and for Writing, into Transcription (phonics and handwriting), and Composition (articulating and structuring ideas) including vocabulary, grammar and punctuation, to provide further detail.

How might this document be used?

This publication is designed to support practitioners in making informed decisions about what a child needs to learn and be able to do next within the EYFS and beyond. The guidance provided helps staff check that children are secure in all the earlier steps of learning. Every child has the potential to progress with the right support. Educators can use their professional judgement, informed by their understanding of the children in their care and the broader context, including family, community, and the educational environment, to develop a suitable curriculum. This document aims to guide teachers in designing a thoughtfully planned, well-sequenced, and ambitious curriculum that meets the needs of the children they work with. It emphasises building on individual strengths and planning for those who require additional support.

Links to Previous and Future Learning

In addition to the Key Learning for Literacy, complementary guidance from Development Matters and Birth to 5 Matters have been included to supplement understanding of development and learning. LPDS Consultants have organised these statements so that practitioners can clearly see the progression across age ranges and can be used to facilitate a set of possibilities for those children accomplishing the earlier ranges and stages of child development.

Also included are links to Year 1 Key Learning for Reading and Writing. These Year 1 links are not intended to be used as learning intentions in Reception, however, they are useful for understanding the next steps in Reading and Writing, to support mixed age planning and support for Subject Leaders.

Literacy - Reading

EYFS Statutory Educational Programme:

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 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.

Statutory 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.

Word Reading

Oral Blending, GPC Recognition, Blending for Reading Words and Sentences:

- Blend phonemes orally to say Phase 2, Phase 3 and Phase 4 words or equivalent
- Recognise and enunciate correctly GPCs in Phase 2 and 3 or equivalent
- Blend to read VC and CVC words using Phase 2 GPCs or equivalent
- Blend to read VC and CVC words using Phase 3 GPCs or equivalent
- Blend to read two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. *cobweb, raincoat*
- Blend to read a combination of adjacent consonants (Phase 4 or equivalent) at the beginning or at the end of words, including Phase 2 and 3 graphemes or equivalent
- Blend to read polysyllabic words with Phase 2 and 3 graphemes or equivalent, and adjacent consonants, e.g. *toothbrush, sandpit, Manchester*
- Recognise upper case letters alongside lowercase GPCs introduced to support decoding
- Distinguish between a word, letter and a space
- Read words consistent with phonic knowledge by accurately sound blending
- Read phonetically decodable words within sentences using Phase 2 words or equivalent
- Read phonetically decodable words within sentences using Phase 3 words or equivalent
- Read phonetically decodable words within sentences using Phase 4 words or equivalent

Common Exception (Tricky) Words:

- Read Phase 2 common exception (tricky) words or equivalent
- Read Phase 3 common exception (tricky) words or equivalent
- Read Phase 4 common exception (tricky) words or equivalent
- Read sentences including Phase 2 common exception (tricky) words or equivalent
- Read sentences including Phase 3 common exception (tricky) words or equivalent
- Read sentences including Phase 4 common exception (tricky) words or equivalent
- Read books consistent with phonic knowledge

Comprehension

- Listen to and discuss stories or information that has been read to them, or they have read themselves
- Recite a range of simple rhymes, songs and poems
- Understand and discuss the difference between text and illustrations in a range of text types
- Know that in English print is read from left to right and top to bottom, and that print conveys meaning in a range of texts
- Hold a book correctly and turn pages from front to back
- Talk about the front and back cover in stories, discuss the title and illustrations
- Discuss specific information in non-fiction texts, e.g. *labels, images, contents page, captions, glossary*
- Make predictions and anticipate key events, with increasing confidence, based on illustrations, story content and title in stories that have been read to them, or they have read themselves
- Look closely and discuss in more detail the illustrations to develop understanding of the story
- Activate prior knowledge, e.g. *Do you know any stories about bears?*
- Explore, discuss and revisit new vocabulary linked to stories, non-fiction, poetry, rhymes and themes, e.g. *word rap, vocabulary wall, word tree*
- Use and show understanding of recently introduced vocabulary appropriately, during discussions linked to non-fiction, rhymes, poetry and themes, and when retelling stories
- Respond to questions using *who, what, where* and *when* linked to text and illustrations
- Respond to questions about *how* and *why* something is happening
- Identify, describe and discuss the main characters in stories
- Explore what a character might say, feel and/or think
- Identify, discuss and sequence the main events in stories
- Use actions and pictures to orally retell stories and rhymes in their own words
- Role-play stories and events, using simple props and recently introduced vocabulary
- Articulate feelings linked to stories, songs, rhymes, non-fiction and poems

Development Matters: Literacy Reading – Word Reading

Birth to Three:

- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo
- Say some of the words in songs and rhymes
- Enjoy songs and rhymes, tuning in and paying attention
- Sing songs and say rhymes independently, for example, singing whilst playing
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo

3 and 4-year-olds:

- 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

Development Matters: Literacy Reading – Comprehension

Birth to Three:

- Copy finger movements and other gestures
- 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

3 and 4-year-olds:

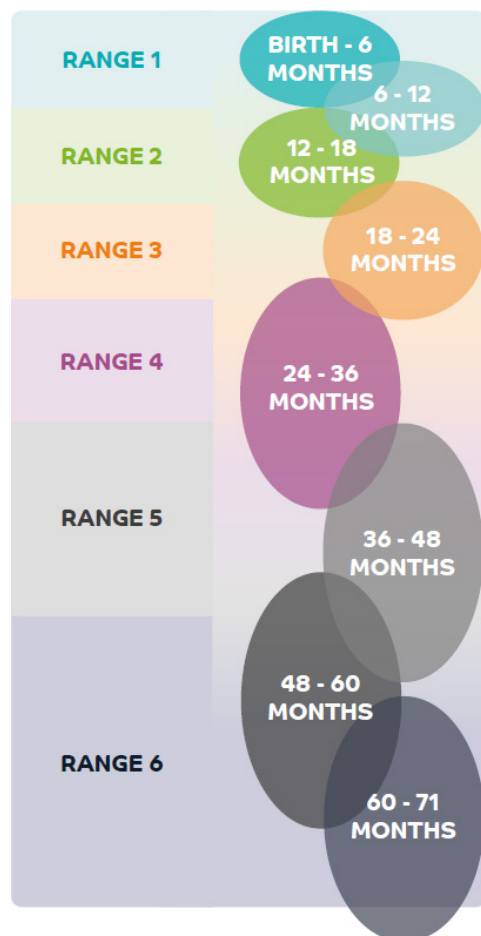
- Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Engage in extended conversations about stories, learning new vocabulary

Children in Reception:

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

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
PD	Gross Motor Skills	PSED:	Making Relationships
	Fine Motor Skills	CL:	Moving and Handling
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

Birth to 5 Matters: Literacy Reading – Word Reading

RANGE 1:	RANGE 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • Notices and engages with sounds and images in the environment 	<ul style="list-style-type: none"> • Responds to sounds in the environment such as cars, sirens and birds • Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes 	<ul style="list-style-type: none"> • Begins to join in with actions and sounds in familiar songs and book sharing experience 	<ul style="list-style-type: none"> • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... • Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes 	<ul style="list-style-type: none"> • Begins to develop phonological and phonemic awareness: <ul style="list-style-type: none"> - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons 	<ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or “Mummy”/” Daddy” for example • Begins to develop phonological and phonemic awareness: <ul style="list-style-type: none"> - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes etc.

Birth to 5 Matters: Literacy Reading– Comprehension

RANGE 1:	RANGES 2:	RANGE 3:	RANGE 4:	RANGE 5:	RANGE 6:
<ul style="list-style-type: none"> • As part of sensory exploration, may touch and handle books and digital reading devices • Enjoys looking at books and other suitable printed or digital material with familiar people, and being read to 	<ul style="list-style-type: none"> • Handles books, printed and digital reading material with interest • Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences 	<ul style="list-style-type: none"> • Is interested in and anticipates books and rhymes and may have favourites. 	<ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps 	<ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Talks about events and principal characters in stories and suggests how the story might end • Looks at and enjoys print and digital books independently • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence 	<ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves

Reception



Year 1

The National Curriculum for English (Word Reading)

Pupils should be taught to:

- 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

The National Curriculum for English (Comprehension)

Pupils should be taught to:

- 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.

Lancashire LPDS Year 1 Key Learning – Reading

Word Reading

- Read aloud accurately books that are consistent with their developing phonic knowledge
- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to grapheme for the 44 phonemes
- Recognise and use the different ways of pronouncing the same grapheme; e.g. *ow* in *snow* and *cow*
- Read accurately by blending sounds in unfamiliar words
- Read common exception words, noting tricky parts (see below)
- Read words containing *-s, -es, -ing, -ed, -er, -est* endings
- Split two and three syllable words into the separate syllables to support blending for reading
- Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter
- Develop fluency, accuracy and confidence by re-reading books
- Read more challenging texts using phonics and common exception word recognition

Comprehension

Developing pleasure in reading and motivation to read

- Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems
- Relate texts to own experiences
- Recognise and join in with language patterns and repetition
- Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors
- Orally retell familiar stories in a range of contexts e.g. *small world, role play, storytelling*
- Enjoy and recite rhymes and poems by heart
- Make personal reading choices and explain reasons for choices

Understanding books which they can read themselves and those which are read to them

- Introduce and discuss key vocabulary, linking meanings of new words to those already known
- Activate prior knowledge, e.g. *What do you know about minibests?*
- Check that texts make sense while reading and self-correct
- Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text
- Give opinions and support with reasons e.g. *I like the Little Red Hen because she...*
- Explain clearly their understanding of what is read to them
- Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how
- Identify and discuss the main events in stories
- Identify and discuss the main characters in stories
- Recall specific information in fiction and non-fiction texts
- Locate parts of text that give particular information, e.g. *titles, contents page and labelled diagram*
- Discuss the title and how it relates to the events in the whole story e.g. *Peace at Last by Jill Murphy*
- Make basic inferences about what is being said and done
- Make predictions based on what has been read so far

Participating in discussion

- Listen to what others say
- Take turns

Literacy - Writing

EYFS Statutory Educational Programme:

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 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.

Statutory ELG: Physical Development

Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrates strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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

Oral Segmenting, GPC Formation, Segmenting to Spell Words, Phrases and Sentences:

- Orally segment words into phonemes within Phase 2, Phase 3 and Phase 4 words or equivalent
- Use some clearly identifiable letters to communicate meaning
- Use appropriate letters for initial phonemes in words
- Use clearly identifiable letters to represent some phonemes correctly and in sequence
- Segment to spell VC and CVC words using Phase 2 GPCs or equivalent
- Segment to spell VC and CVC words using Phase 3 GPCs or equivalent
- Segment to spell two syllable words using Phase 2 and 3 GPCs or equivalent, e.g. *cobweb*, *bedroom*
- Begin to segment to spell a combination of adjacent consonants (Phase 4 or equivalent) at the beginning and at the end of words, including Phase 2 and 3 GPCs or equivalent
- Begin to segment to spell polysyllabic words with Phase 2 and 3 GPCs or equivalent, and adjacent consonants, e.g. *toothbrush*, *sandpit*, *Manchester*
- Make phonetically plausible attempts when writing words beyond current phonic knowledge
- Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 2 GPCs or equivalent
- Write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 3 GPCs or equivalent
- Begin to write phonetically decodable words within phrases and sentences (including dictated and independently composed) using Phase 4 GPCs or equivalent

Common Exception Words (tricky):

- Write Phase 2 (or equivalent) common exception words (tricky)
- Write Phase 3 (or equivalent) common exception words (tricky)
- Begin to write Phase 4 (or equivalent) common exception words (tricky)
- Write sentences including Phase 2 (or equivalent) common exception words (tricky)
- Write sentences including Phase 3 (or equivalent) common exception words (tricky)
- Begin to write sentences including Phase 4 (or equivalent) common exception words (tricky)

Composition – Articulating and Structuring Ideas

- Give meaning to pre-phonemic writing:
 - patterns
 - pictures
 - random scribbling
 - scribble writing
 - symbols that represent letters
 - random letters or numerals
 - letter strings (continuous string of letters, symbols or numerals)
 - letter groups (groups of letters, symbols or numerals including spaces)
 - environmental print
- Understand that thoughts and ideas can be written down using pictures, letters, words, phrases and sentences, either through adult scribing or a child making marks
- Have ideas and reasons for mark-making and writing
- Give meaning to mark-making through drawing, painting, writing, and technology
- Show some understanding of writing for different purposes and emulate adults' writing behaviours, e.g. *writing on a whiteboard, making a tally chart, creating a 'register'*
- Know that in English, print is written from left to right and top to bottom and that print conveys meaning in a range of texts
- Show some understanding of writing for different audiences, e.g. *writing a note to the fairy, creating a get-well card for a friend*
- Independently use writing during play
- Write familiar words, e.g. *mummy, daddy*
- Use developing phonic knowledge when composing and writing ideas
- Orally compose a word, phrase or sentence and hold it in memory, before attempting to write it
- Begin to use simple sentence forms, using strategies such as phonic fingers, counting the words to support
- Create a simple narrative using drawings, words, phrases and sentences
- Write different text forms for a range of purposes, e.g. *lists, stories, menus, instructions, labels, captions, recipes, letters, posters*
- Respond to questions (who, what, where, when) linked to text and illustrations, using drawings, words, phrases and sentences
- Use writing to say what a character might be thinking, saying or feeling
- Sequence a simple story or event using drawings, words, phrases and sentences
- Demonstrate some use of familiar language patterns of stories through mark-making, e.g. *Once upon a time, Suddenly, I'll huff and I'll puff*

- Imitate stories and rhymes using pictures, words, phrases and sentences
- Innovate stories and rhymes using pictures, words, phrases and sentences

Transcription – Handwriting	Composition- Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> • Demonstrate pre-phonemic writing: <ul style="list-style-type: none"> - patterns - pictures - random scribbling - scribble writing - symbols that represent letters - random letters or numerals - letter strings (continuous string of letters, symbols or numerals) - letter groups (groups of letters, symbols or numerals including spaces) - environmental print • Hold writing tools and implements with a developing grip, using an appropriate amount of pressure • Make marks, drawings and symbols with increasing control • Use some recognisable letters and symbols • Use handwriting patten/phrase to support formation, if appropriate • Form some lower-case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated • Form some capital letters correctly, including the initial letter of their name • Form letters from their name correctly • Write left to right and top to bottom • Begin to form clear ascenders ('tall letters') and descenders ('tails') to write recognisable letters • Form lower-case letters with developing consistency • Hold paper in position, and use preferred hand for writing, developing a comfortable pencil grip • Begin to write on the lines with some control of letter size 	<ul style="list-style-type: none"> • Use recently introduced vocabulary orally and attempt in writing, e.g. <i>drawing and labelling a spider's web</i> • Explore and apply new vocabulary in writing linked to stories, non-fiction, poetry, rhymes and themes • Begin to recognise and know there needs to be spaces between words in a phrase or a simple sentence • Recognise and know that full stops are at the end of a sentence • Recognise and know that a sentence starts with a capital letter • Orally compose sentences that make sense • Write a simple phrase including finger spaces, that can be read by themselves and others • Write simple sentences including finger spaces that can be read by themselves and others • Re-read what they have written to check that it makes sense

Development Matters: Literacy - Writing

Birth to Three:

- 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

3 and 4-year-olds:

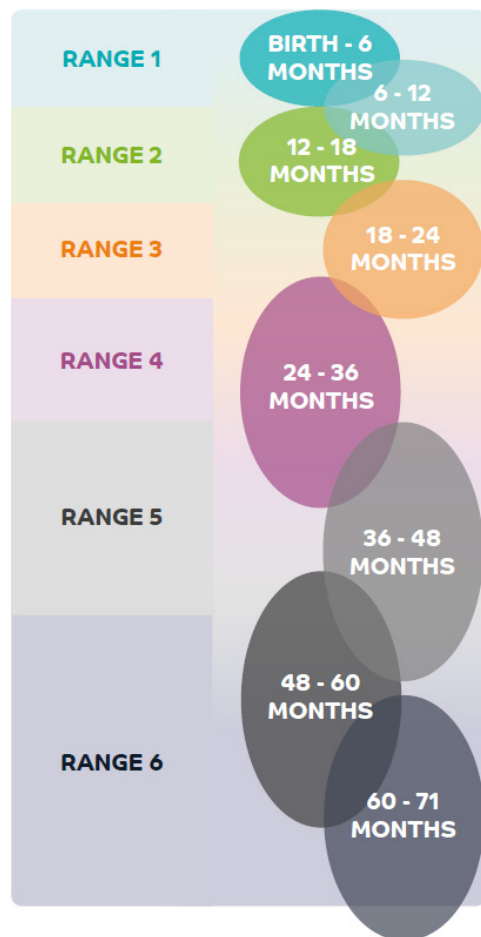
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy
- Write some or all of their name
- Write some letters accurately

Children in Reception:

- 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

Birth To 5 Matters – Reference Guide

Key to understanding the age ranges:



Organisation of strands within Birth to 5 Matters:

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	Characteristics of Effective Learning	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	Characteristics of Effective Learning	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

Birth to 5 Matters: Literacy– Writing

RANGES 1 – 2:

Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and Language).

What is often referred to as “early mark-making” is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency. (See roots of mark-making and handwriting in Playing and exploring and Physical Development)

RANGE 3:

As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.

- Begins to understand the cause and effect of their actions in mark making
- Knows that the marks they make are of value
- Enjoys the sensory experience of making marks

RANGE 4:

- Distinguishes between the different marks they make

Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology

RANGE 5:

- Makes up stories, play scenarios, and drawings in response to experiences, such as outings
- Sometimes gives meaning to their drawings and paintings
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
- Includes mark making and early writing in their play
- Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

RANGE 6:

- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology
- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Reception



Year 1

The National Curriculum for English (Writing – Transcription)	The National Curriculum for English (Writing - Handwriting)	The National Curriculum for English (Writing – Vocabulary, Grammar and Punctuation)	The National Curriculum for English (Writing – Composition)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest) • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - leaving spaces between words - joining words and joining clauses using and - 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’ - learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher

Lancashire LPDS Year 1 Key Learning – Writing

Composition

Vocabulary, Grammar and Punctuation:

- Say, and hold in memory whilst writing, simple sentences which make sense
- Write simple sentences that can be read by themselves and others
- Separate words with spaces
- Use punctuation to demarcate simple sentences (capital letters and full stops)
- Use capital letter for the personal pronoun I
- Use capital letters for names of people, places and days of the week
- Identify and use question marks and exclamation marks
- Use the joining word *and* to link words and clauses
- Extend range of joining words to link words and clauses using *but* and *or*
- Make singular nouns plural using 's' and 'es' e.g. *dog, dogs; wish, wishes*
- Add suffixes to verbs where no spelling change is needed to the root word, e.g. *helping, helped, helper*
- Add the prefix 'un' to verbs and adjectives to change the meaning, e.g. *untie, unkind*

Composition:

Planning

- Orally plan and rehearse ideas
- Sequence ideas and events in narrative
- Sequence ideas and events in non-fiction
- Use familiar plots for structuring the opening, middle and end of their stories

Drafting and Writing

- Orally compose every sentence before writing
- Re-read every sentence to check it makes sense
- Compose and sequence their own sentences to write short narratives
- Compose and sequence their own sentences to write short non-fiction texts, e.g. *recounts, information texts, instructions*
- Use formulaic phrases to open and close texts
- Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts*

Evaluating and Editing

- Discuss their writing with adults and peers

Performing

- Read aloud their writing audibly to adults and peers

Transcription

Spelling:

- Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words
- Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. *off, well, miss, buzz, back*
- Spell words with the /nk/sound spelt n before k, e.g. *bank, think*
- Divide words into syllables, e.g. *pocket*
- Spell words with -tch, e.g. *catch, fetch, kitchen, notch, hutch*
- Spell words with the /v/ sound at the end of words, e.g. *have, live, give*
- Add s and es to words, e.g. *thanks, catches*
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Add -er and -est to adjectives where no change is needed to the root word
- Spell words with vowel digraphs
- Spell words with vowel trigraphs
- Spell words ending -y /i/, e.g. *happy*
- Spell words with new consonant spellings ph and wh, e.g. *dolphin, wheel*
- Spell words using k for the /k/ sound, e.g. *Kent*
- Add the prefix -un
- Spell compound words, e.g. *farmyard, bedroom*
- Spell statutory common exception words
- Spell days of the week
- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting:

- Sit correctly at a table and hold a pencil correctly
 - Hold a pencil with an effective grip
 - Form lower-case letters correctly – *starting and finishing in the right place, going the right way round, correctly oriented*
 - Form digits 0-9 correctly
 - Practise forming letters in handwriting families:
 - 'Long ladders' – i, j, l, t, u,
 - 'One armed robots' – b, h, m, n p, r
 - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s
 - Zig-zag letters – k, v, w, x, y, z
 - Have clear ascenders ('*tall letters*') and descenders ('*tails*')
- Form capital letters correctly

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