

Year R		Literacy		Provision Audit across the Year
Autumn		Spring	Summer	
<p>Reading 30-50m</p> <ul style="list-style-type: none"> -Enjoys rhyming and rhythmic activities. -Shows awareness of rhyme and alliteration. -Recognises rhythm in spoken words. -Listens to and joins in with stories and poems, one-to-one and also in small groups. -Joins in with repeated refrains -Beginning to be aware of the way stories are structured. -Suggests how the story might end. -Listens to stories with increasing attention and recall. -Describes main story settings, events and principal characters -Recognises familiar words -Holds books the correct way up and turns pages. -Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>40-60m</p> <ul style="list-style-type: none"> -Continues a rhyming string. -Hears and says the initial sound in words. -Can segment the sounds in simple words and blend them together and knows which letters represent some of 	<p>Reading 30-50m</p> <ul style="list-style-type: none"> - Shows interest in illustrations and print in books and print in the environment. -Recognises familiar words and signs such as own name and advertising logos. -Looks at books independently. -Handles books carefully. -Knows information can be relayed in the form of print. -Holds books the correct way up and turns pages. <p>40-60m</p> <ul style="list-style-type: none"> -Knows that information can be retrieved from books and computers. <p>Writing 30-50m</p> <ul style="list-style-type: none"> - <p>40-60m</p> <ul style="list-style-type: none"> - Writes own name and other things such as labels, captions. - Attempts to write short sentences in meaningful contexts. 	<p>Reading Early Learning Goal Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing 40-60m</p> <ul style="list-style-type: none"> - Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Children will know, recognise and match spoken sounds to written sounds.</p> <p>Children will use their phonic knowledge to read words.</p> <p>Children will read familiar and high frequency words.</p> <p>Children will use phonic sounds to write labels, captions and sentences independently.</p> <p>Children form recognisable letters and can read their own writing back to others.</p> <p>Children enjoy reading and can talk about the books they like.</p> <p>Children have an understanding of how stories are made, and can talk about events, characters and settings with confidence.</p>	

them.

- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys an increasing range of books

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Writing

30-50m

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

40-60m

- Gives meaning to marks they make as they draw, write and paint
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name