

Foundation Curriculum Guidelines - Literacy

•Reading –

- Continues a rhyming string
- Hears and says the initial sounds in words
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet
- Begins to read words and simple sentences
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Enjoys and increasing range of books
- Knows that information can be retrieved from books and computers
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•ELG (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.

•Writing-

- Gives meaning to the marks they make as they draw, write and paint.
- Begins to break the flow of speech into words
- Continues a rhyming string
- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together
- Link 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 and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts
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•ELG

•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.

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• Phonics phase 2

•Sounds – s,a,t,p,i,n,m,d,g,o,c,k,h,e,u,r,b,f,ff,l,ll,ss

• **Phase 2 tricky words** – l,to,go,no,into,the

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• Phonics Phase 3

•Sounds - j,v,w,x,y,z,,zz,qu,ch,sh,th,ng,ai, ee, igh, oa ,oo, ar,or,ur,ow,.oi,ear,air,ure,er

• **Phase 3 tricky words** - he, she, we, me, be, was, my, you, they, her, all, are