HERON ACADEMY

Programme of study for Literacy for life

Pathways	Reading and Writing Steps					
	WRITING				READING	
	1. Handwriting	2. Spelling	3. Composition	4. Grammar	5. Word reading	6. Comprehension
2	Uses of drawing tools with assistance	Engages with sound activities with support	Is beginning to order now and next photos of familiar activities		Responds to facial expressions. Recognises familiar sounds. Repeats actions to observe effect. Concentrates for a complete activity. Recognises the daily routine. Matches objects.	
2 and 3	Uses whole hand to hold the pencil. Makes marks on paper	Engages in sound activities with reduced support Remembers simple actions or sounds to a familiar poem	Orders now and next photos of familiar activities		Is beginning to match pictures to pictures. Is beginning to match objects to pictures and pictures to objects.	Discriminates between friendly and angry faces. Recognises own name when spoken. Select item to indicate preference. Looks at pictures and points to objects

Pathways	Read and Writing Steps					
	WRITING				READING	
	1. Handwriting	2. Spelling	3. Composition	4. Grammar	5. Word reading	6. Comprehension
2	Creates various types of scribble and strokes. Chooses to use a range of writing tools.	Matches symbols to pictures and objects.	Sequence up to three pictures of familiar activities: e.g: breakfast, lunch, dinner		Looks for a specific book. Holds the book the right way up. Turns several pages at a time. Matches pictures to objects.	Demonstrates preferences, including the use of yes/no symbols Uses single words/symbols to describe a character or object from the story. Points to character or object when asked about it, not always correctly.

Pathways	Read and Writing Steps					
	WRITING				READING	
	1. Handwriting	2. Spelling	3. Composition	4. Grammar	5. Word reading	5. Comprehension
2 and 3	Overwrites patterns Traces patterns Copies patterns (draws lines or shapes on a small or large scale e.g. on paper, in the air or on sand) Uses a variety of colours		Attempt to copy label including their name. Writes own marks in or about a piece of work. Matches symbols to pictures including symbols for verbs. Links 2 symbols when making captions & labels (Noun/adjective) Links 2 symbols when making		Gives meaning to some environmental text, signs or symbols. Recognises familiar people in the pictures. Select the correct book by looking at pictures on the cover.	Sits for several minutes looking at books themselves. Answer key word questions about the story (yes/no answers) e.g. can you see the bear? Is the bear brown? Names objects in picture books (using words or choosing a symbol to label the picture)

			captions and labels (noun/verb)			
Say an appropriate word/symbol When the adult pauses eg. "We are going to……"?						

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	WRITING				READING	
	1. Handwriting	2. Spelling	3. Composition	4. Grammar	5. Word reading	6. Comprehension
3	Traces and copies shapes Creates patterns within writing Orientates letters correctly	Copies underneath from left to right Makes marks with some recognisable letters	Writes their name. Copies, labels and captions Links 3 symbols when making		Matches letters & letters of different fonts. Matches short words with distinct shapes.	Enjoys listening to specific books. Finds a specific book on request.

		Matches letters to letters Matches words to words.	captions and labels.		Starts reading at the front of the book. Reads symbols or words in the environment, such as @ladies / Gents, etc… Points to their own name	Points to detail and named objects in pictures (show me the boy's hat) Turns pages with care Recognises specific characters in different contexts (e.g. in a different setting)

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	1. Handwriting	2. Spelling	3. Composition	4. Grammar	5. Word reading	6. Comprehension
3 and 4	Is aware of the size of one shape in comparison to the shape next to it. With assistance begins letters in the correct place. Some letters correctly formed.	Writes first name correctly and last name correctly. Writes 2 other words correctly consistently. Groups letters/symbols together	Leaves a space between groups of letters/symbols With support, answers simple questions about their writing. Uses pictures/photos for an aid to start Answers simple questions about their writing, with some prompting.		Derives meaning from the text in the environment. (e.g. brand names, cereal packets, road signs etc… Opens book at the first page. Progression through the book from top to bottom and front to back. Identifies some sound in own name	Responds to questions about the text by pointing at items in the picture or at the symbols/words. Identifies the text and the pictures separately. Remembers what happens in a story previously read. Asks and answers questions about the story. Predicts what will happen in a repetitive story. Attempts to show how a character is feeling e.g. Jack was scared running away from the giant

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	1. Handwriting	2. Spelling	3. Composition	4. Grammar	5. Word reading	6. Comprehension
3 and 4	Groups letters in word blocks Copies writing pattern *(Forms correctly most of the 10+ lower case letters*)	Frequently uses the correct initial letter of the word *(Identifies or writes 10+ grapheme on hearing corresponding phonemes*) Writes some words that are recognisable Group letter to indicate a word.	Labels a simple diagram Dictates/assemblies text to accompany a picture Makes simple sentence using symbols *(Says a clause to complete a sentence that is said aloud e.g. When we went to the beach today… we ate ice cream)*	Uses capital letter to begin first name Put spaces between words.	Matches 3 or 4 letter words Matches phrases Turns a page one at a time throughout the book. Attempts to sound letter out. Recognise own name in writing Recognises some words ie mum; with help attempts to sound each word n CVC word	Sequence 3 pictures from a heard story Offers word to describe a scene/character/ or their feelings Can identify book terms such as page, word letter, top, bottom, beginning, middle & end. Explains simply why they liked or disliked the story.

Pathways	Read and Writing Steps					
	WRITING				READING	
	1. Handwriting	2. Spelling	3. Composition	4. Grammar	5. Word reading	6. Comprehension
3 and 4	Write all lower-case letters *(Forms correctly most of the 20+ lower case letters*) Writes numbers to 10 consistently.	Represents a word with the initial sound Is aware that some letters are spelt differently to their sound. Sometimes adds -s to represent plurals. *(Identifies or writes 20+ graphemes hearing corresponding phonemes)* *(Spells words – with known graphemes -by identifying the phonemes and representing the phonemes with graphemes= cat ,pet*	Says a sentence orally before writing. Dictates/assemblies a caption containing words. (*writes a short caption or phrase that they already know)* *(Makes up their own phrases or short sentences to express their thoughts aloud about stories and experiences)*	Writes simple sentences sometimes using punctuation. Sometimes leaves spaces between words. Writing can contain and to link clauses.	Find words with given letter sounds. Ident6ifies the sounds of letters identifies the initial sound of spoken and written words. Decodes unknown CVC words. Uses pictures to decode texts. Reads some words of more than one syllable. Reads words ending with **s** and **es**	Predicts what story may be about on reading the title or looking at the picture On reading part of the story, suggests what might happen to the character. Names several characters in a story. Explains their understanding of what they have read i.e. by retelling the story verbally or sequencing pictures

Read and Writing Steps						
	WRITING				READING	
Pathways	1. Handwriting	2. Spelling	3. Composition	4. Grammar	5. Word reading	6. Comprehension
4+	Writes most lower cases letters correctly. Begins writing in the correct place. (*LHS, the next line below the previous line)*	Matches Upper- and Lower-case letters. Writes final sound of words. Aware of suffixes **s es ed est ing er** *(Identifies or writes 40+ grapheme on hearing corresponding phonemes)* *(Spells words by identifying the phonemes and representing the*	Conveys ideas and information using phrases or short sentences. *(Makes up their own sentences and say them aloud, after discussion with the teacher.)* *(Writes down one of the sentences that they have rehearsed)* Writes sentences in order to create a simple narrative.	Begin first and last name with a capital letter. Begins to punctuate with full stops Question marks Exclamation marks. (*Uses spacing between words)* Begins to use capital letters for words other than their name.	Relates upper- & lower-case letters. Identifies the final sounds of spoken and written words. Reads 2 syllable words which contain all grapheme /phoneme correspondence learn. Uses knowledge of story and contextual clues	Can identify book terms such as page, word, letter, book cover, line & title. Names and describes in simple terms the principal characters in a story. Describes an action of the character and an event in the story. Makes simple inferences in the stories.

		phonemes with graphemes, including words with consonant clusters and simple digraphs e.g. frog, hand, see etc…) (Spells a few common exceptions words)	Answers questions about the content of their writing. Attempts to include basic features of different types of texts. Poetry/story Non-fiction)		to assist in decoding text. Read words ending with **ing ed er est** Demonstrates awareness of full stops when reading a story.	

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	1. Handwriting	2. Spelling	3. Composition	4. Grammar	5. Word reading	6. Comprehension
4+	*(Forms lower-case letters in the correct direction, starting and finishing in the tight place.)* *Forms lower-case letters of the correct size, relative to one another in some of their writing.)* Wites using an efficient pencil grip.	Spells two-three letter words correctly. Attempts to write initial letter sounds **Ch sh** and **th.** Attempts to add the suffixes **S es ed est Ing er**	Adds simple adjectives Edits work with an adult.	*(Demarcates some sentences with capital letters and full stops)* Includes "I" for personal pronoun, most of the time. Begins to link subordinate clauses with… because. If, when, that… Sentences are grouped logically. Includes some detail in a text	Employs a range of skills to decode unknown words. Knows the sound of **ch sh** and **th** and builds words using them. Adds expression on a successive reading of a text. Reads fluently at relevant reading age.	Can say a word that rhymes with a given spoken word. States where the story happens. Makes sensible predictions in a story. Use pictures for information in non-fiction books. Expresses an opinion on the story

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	1. Handwriting	2. Spelling	3. Composition	4. Grammar	5. Word Reading	6. Comprehension
4+	Handwrites letters with a consistent height within a word. Attempts to join two letters.	Use known words with confidence. Use phonic knowledge to attempt to spell unknown words. *(Segments spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others)* *(Spell some common exception words)* Include apostrophe to mark common contracted forms	Writes their ideas in a plan *(After discussion with the teacher, writes sentences that are sequenced forming a short narrative*) Chooses words to change for more exciting vocabulary after feedback.	Begins names with capital letters. Writes simple sentences. Links ideas using **“and” “because” “when”** Uses some adjectives in their writing. Choose the correct tense most of the time.	Employs knowledge of root words when reading root suffixes. Sounds out unknown words automatically.	Talks about what they have read/found out. Suggests a meaning of a new word. Identifies words with a similar meaning. Retells the main events or key information in a text or story e.g. by sequencing pictures. Answers a range of who? Why? What? When and where questions about the text Can suggest why a character changed

		Tries to add suffixes **ment ness full ly less**				

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	1. Handwriting	2. Spelling	3 Composition	4 Grammar	5. Word Reading	7. Comprehension
4+	Joins two letters within a word with some success. Handwrites consistently sized digits.	Developing an awareness of common prefixes. Spells many common contracted words. Begins to add possessive apostrophe. Spells some common homophones and near homophones. Add suffixes: -**ment – ness- full - ly -less** Spells many graphemes correctly. Segments spoken into phonemes and represent	Plans basic sections and attempt to follow Choose appropriate vocabulary. Demonstrates an awareness of tense in their writing. Writes words in the correct order *(Writes simple, coherent narratives about personal experiences and of others as well as real events recording simply & clearly.)*	-[] (Use present and past tense correctly/consistently) Write sentences using different forms e.g. questions, commands & statements. Uses time reference (next/then) (Use co-ordination= Or/and/but - & some subordination= **when/if/that**	Reads at a steady pace.	Answers questions about the text to aid understanding. Demonstrates some awareness that a text may be fact or fiction. Draws on background information to aid understanding. Explain their understanding by events that occurred, what character/may say/feel and how/why they act. An incident in a story, discussing/comparing story settings. Find key words and phrases when

		these by graphemes spelling many correctly and phonically attempts at others.	Writes for a range of purposes.			responding to questions.