

Phase	Related Development Matters (30-50 months) from Early Years Foundation Stage	Related Early Learning Goals	Related learning objectives from the Primary Framework for literacy	Knowledge	Skills	Understanding
One	<ul style="list-style-type: none"> <li>• Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> <li>• Listen to others one-to-one or in small groups when conversation interests them</li> <li>• Build up vocabulary that reflects the breadth of their experiences</li> <li>• Use a widening range of words to express or elaborate on ideas</li> <li>• Use talk to connect ideas, explain what is happening and anticipate what might happen next</li> <li>• Enjoy rhyming and rhythmic activities</li> <li>• Show awareness of rhyme and alliteration</li> <li>• Recognise rhythm in spoken words</li> <li>• Listen to and join in with stories and</li> </ul>	<ul style="list-style-type: none"> <li>• Interact with others, negotiating plans and activities and taking turns in conversation (CLL – LC)</li> <li>• Enjoy listening to and using spoken and written language and readily turn to it in their play and learning (CLL –LC)</li> <li>• Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions (CLL – LC)</li> <li>• Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories , songs, rhymes and poems (CLL – LC)</li> <li>• Extend their vocabulary, exploring the meaning and sounds of new words</li> </ul>	<ul style="list-style-type: none"> <li>• Tell stories and describe incidents from their own experience in an audible voice (Y1)</li> <li>• Retell stories, ordering events using story language (Y1)</li> <li>• Experiment with and build new stores of words to communicate in different contexts (Y1)</li> <li>• Listen with sustained concentration, building new stores of words in different contexts (Y1)</li> <li>• Listen to and follow instructions accurately, asking for help and clarification if necessary (Y1)</li> <li>• Listen to tapes or video and express views about how a story or information has been presented (Y1)</li> </ul>	<p><i>Developing knowledge of</i></p> <ul style="list-style-type: none"> <li>-vocabulary (e.g. first, next same, different)</li> <li>-a range of stories, songs and rhymes</li> <li>-a range of different texts</li> </ul>	<p><i>Developing ability to</i></p> <ul style="list-style-type: none"> <li>-listen carefully</li> <li>Distinguish between sounds</li> <li>-recognise and talk about differences and similarities between sounds</li> <li>-join in with simple rhythms</li> <li>Introducing oral blending and segmenting</li> </ul>	<p><i>Developing the understanding that</i></p> <ul style="list-style-type: none"> <li>-sounds are different</li> <li>-words are composed of sounds/phonemes</li> </ul>

	<p>poems, one-to-one and in small groups</p> <ul style="list-style-type: none"> <li>• Begin to be aware of the way stories are structured</li> <li>• Show interest in books and print in the environment</li> <li>• Enjoy joining in with dancing and ring games</li> <li>• Sing a few familiar songs</li> <li>• Sing to themselves and make up simple songs</li> <li>• Tap out simple repeated rhythms and make some up</li> <li>• Explore and learn how sounds can be changed</li> <li>• Imitate and create movement in response to music</li> <li>• Engage imaginative play and role play based on own first hand experiences</li> </ul>	<p>(CLL – LC)</p> <ul style="list-style-type: none"> <li>• Speak clearly and audibly with confidence and control and show awareness of the listener (CLL– LC)</li> <li>• Use language to imagine and recreate roles and experiences (CLL – LCT)</li> <li>• Use talk to organize, sequence and clarify thinking, ideas feelings and events (CLL – LCT)</li> <li>• Explore and experiment with sounds, words and texts (CLL – R)</li> <li>• Retell narratives in the correct sequence, drawing on language patterns of stories (CLL – R)</li> <li>• Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sound and sound patterns and match movements to music (CD – CMD)</li> <li>• Use their imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns to speak, listen to each other's suggestions and talk about what they are going to do (Y1)</li> <li>• Ask and answer questions, make relevant contributions, offer suggestions and take turns (Y1)</li> <li>• Act out their own and well-known stories, using voices for characters (Y1)</li> <li>• Explore the effect of patterns of language and repeated words and phrases (Y1)</li> <li>• Tell real and imagined stories using the conventions of familiar story language (Y2)</li> <li>• Explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication</li> <li>• Listen to talk by an adult, remember some specific points</li> </ul>			
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		in art and design, music, dance, imaginative and role play and stories (CD – DIIP)	and identify what they have learned (Y2)			
Two		<ul style="list-style-type: none"> <li>Hear and say sounds in words in the order within which they occur (CLL– LSL)</li> <li>Read a range of familiar and common words and simple sentences independently (CLL– R)</li> <li>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed (CLL –HW)</li> </ul>	<ul style="list-style-type: none"> <li>Explore and experiment with sounds, words and text (FS)</li> </ul>	<i>Introducing:</i> grapheme/phone me correspondences  reading and spelling two syllable words	<i>Developing:</i> blending and segmenting of three phoneme words	<i>Developing the understanding that</i> - sounds/phonemes are represented by letters
Three		<ul style="list-style-type: none"> <li>Link sounds to letters, naming and sounding the letters of the alphabet (CLL – LSL)</li> <li>Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words (CLL – LSL)</li> <li>Attempt writing for</li> </ul>	<ul style="list-style-type: none"> <li>Read and write one grapheme for each of the 40+ phonemes (FS)</li> <li>Read texts compatible with their phonic knowledge and skills (FS)</li> <li>Spell new words using phonics as the prime approach (Y1)</li> <li>Segment sounds into their constituent phonemes in order to</li> </ul>	<i>Introducing:</i> one grapheme for each of the 40+ phonemes  <i>Consolidating:</i> Reading and spelling two syllable words	<i>Consolidating:</i> -blending and segmenting of three phoneme words	<i>Developing the understanding that:</i> - sounds/phonemes are represented by one letter or by more than one letter

		different purposes, using features of different forms such as lists, stories and instructions (CLL– W)	<p>spell them correctly (Y1)</p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable (Y1)</li> <li>• Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip (Y1)</li> </ul>			
Four			<ul style="list-style-type: none"> <li>• Read simple words by sounding out and blending the phonemes all through the word from left to right <i>Children move from reading simple CVC words to longer CCVC words and CVCC words</i> (FS)</li> </ul>	<p><i>Introducing</i></p> <p>Reading and spelling two syllable words including adjacent consonants</p>	<p><i>Developing</i></p> <p>-blending and segmenting of words with adjacent consonants -Blending and segmenting of 4 and 5 phoneme words</p>	
Five			<ul style="list-style-type: none"> <li>• Recognise and use alternative ways of pronouncing the graphemes already taught (Y1)</li> <li>• Identify the constituent parts of</li> </ul>	<p><i>Introducing</i></p> <p>Reading and spelling polysyllabic words</p>	<p><i>Developing-</i></p> <p>blending and segmenting words using alternative ways of</p>	<p><i>Developing the understanding that:</i></p> <p>-there can be more than one way to represent a sound - the same</p>

			<p>two and three syllable words to support the application of phonic knowledge and skills (Y1)</p> <ul style="list-style-type: none"> <li>• Recognise and use alternative ways of spelling the graphemes already taught and begin to know which words contain which spelling alternatives (Y1)</li> <li>• Use knowledge of common inflections in spelling, such as plurals <i>-ly</i>, <i>-er</i> (Y1)</li> <li>• Read and spell phonically decodable two syllable and three syllable words (Y1)</li> </ul>		<p>pronouncing the graphemes and spelling the phonemes already taught</p>	<p>grapheme may represent more than one phoneme - a sound can be represented by one letter or more than one letter</p>
Six			<ul style="list-style-type: none"> <li>• Read more challenging texts which can be decoded using their acquired phonic knowledge and skills along with automatic recognition of high frequency words (Y1)</li> <li>• Read independently and with increasing fluency longer and</li> </ul>	<p><i>Developing:</i> -ever increasing capacity to attend to reading for meaning</p>	<p><i>Developing:</i> -automaticity in reading and spelling</p>	<p><i>Developing the understanding of</i>  increasingly complex texts</p>

			<p>less familiar texts (Y2)</p> <ul style="list-style-type: none"> <li>• Know how to tackle unfamiliar words that are not completely decodable (Y2)</li> <li>• Read high and medium frequency words independently and automatically (Y2)</li> <li>• Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns, including common inflections and use of double letters (Y2)</li> <li>• Read and spell less common alternative graphemes including trigraphs (Y2)</li> </ul>			
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Key:

CLL – LC: Communication Language and Literacy – language for communication

CLL – LCT: Communication, Language and Literacy – language for thinking

CLL – LSL: Communication, Language and Literacy – linking sounds and letters

CLL – W: Communication, Language and Literacy – writing

CLL – R: Communication, Language and Literacy – reading

CLL – HW: Communication, Language and Literacy – handwriting

CD – CMD: Creative Development: creating music and dance

CD – DIIP: Creative Development: developing imaginations and imaginative play