

Core learning in literacy by year

Foundation Stage

Most children learn to:

1. Speaking	2. Listening and responding	3. Group discussion and interaction	4. Drama	5. Word recognition: decoding (reading) and encoding (spelling)	6. Word structure and spelling
<p>Enjoy listening to and using spoken and written language and readily turn to it in play and learning</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Use language to imagine and recreate roles and experiences</p> <p>Speak clearly and audibly with confidence and control and show awareness of the listener</p> <p>Extend their vocabulary, exploring the meanings and sounds of new words</p>	<p>Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems</p> <p>Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions</p> <p>Extend their vocabulary, exploring the meanings and sounds of new words</p>	<p>Interact with others, negotiating plans and activities and taking turns in conversation</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Use language to imagine and recreate roles and experiences</p>	<p>Explore and experiment with sounds, words and texts</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p><i>Recognise letter shapes and say a sound for each</i></p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly</p> <p>Hear and say sounds in words in the order in which they occur¹</p> <p>Read simple words by sounding out and blending the phonemes all through the word from left to right</p> <p><i>Children move from reading simple consonant–vowel–consonant (CVC) words such as ‘cat’ and ‘bus’ to longer CCVC words such as ‘clap’ and ‘stop’, and CVCC words such as ‘fast’ and ‘milk’</i></p> <p>Recognise common digraphs</p> <p>Read some high frequency words</p> <p>Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p> <p>Read a range of familiar and common words and simple sentences independently</p> <p>Read texts compatible with their phonic knowledge and skills</p> <p>Read and write one grapheme for each of the 44 phonemes</p>	<p>Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</p>

Foundation Stage objectives in bold refer to the Early Learning Goals.

Throughout this document, the specific objectives identified for the Foundation Stage are dependent upon the outcomes of the consultation on the EYFS.

¹ The wording of this objective may change depending upon the outcomes of the consultation on changes to the Early Learning Goals pending parliamentary approval.

Most children learn to:

7. Understanding and interpreting texts	8. Engaging with and responding to texts	9. Creating and shaping texts	10. Text structure and organisation	11. Sentence structure and punctuation	12. Presentation
<p>Know that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Extend their vocabulary, exploring the meanings and sounds of new words</p> <p>Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how</p> <p>Retell narratives in the correct sequence, drawing on the language patterns of stories</p>	<p>Listen with enjoyment to stories, songs, rhymes and poems, sustain attentive listening and respond with relevant comments, questions or actions</p> <p>Show an understanding of the elements of stories, such as main character, sequence of events, and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how</p> <p>Use language to imagine and recreate roles and experiences</p>	<p>Attempt writing for various purposes, using features of different forms such as lists, stories and instructions</p>	<p>Attempt writing for various purposes, using features of different forms such as lists, stories and instructions</p>	<p>Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p>

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