



Reading Coverage Plan Early Years 1

TERM	WEEK	LITTLE WANDLE LINK	OBJECTIVES/ DEVELOPMENT MATTERS STATEMENTS
			<p>Through topic themed stories and daily story time:</p> <p>Development Matters 2021 Communication and Language (Comprehension) 3 and 4 year-olds will be learning to: Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Through weekly nursery rhyme:</p> <p>Development Matters 2021 Communication and Language (Comprehension) 3 and 4 year-olds will be learning to:</p>

			<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary.</p>
A D V E N T 1	2 - 7	<p>Tuning into sounds activities - Rhythm, voice sounds, body percussion, sound discrimination. Repeated each term for children with a further year in nursery.</p>	<p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.</p>
A D V E N T 2	8 - 14	<p>Little Wandle Intro 1 sound per week via games s a t p i n</p> <p>Games Whats in the box? Blend from the box. Play with sounds Bertha the bus Name play</p>	<p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes
L E N T	1 - 5	<p>Little Wandle Intro 1 sound per week via games m d g o c k e</p> <p>Games</p>	<p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and</p>

1		<ul style="list-style-type: none"> • What's in the box? – with objects that start with different sounds For each new sound play: • What's in the box? 	<p>rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes
L E N T 2	6 - 10	<p>Little Wandle Intro 1 sound per week via games u r h b f l j</p> <p>Play with sounds Bertha the bus Name play For each new sound play: What's in the box?</p>	<ul style="list-style-type: none"> • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother
P E N T E C O S T 1	1 - 5	<p>Little Wandle Intro 1 sound per week via games v w y z qu ch</p> <ul style="list-style-type: none"> • Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box? 	<p>Development Matters 2021 Literacy (Reading) 3 and 4 year-olds will be learning to: Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother
P E N T E C O S T 2	6 - 12	<p>Little Wandle Intro 1 sound per week via games ck x sh th ng nk</p> <ul style="list-style-type: none"> • Play with sounds • Bertha the bus • Name play For each new sound play: • What's in the box? 	<p>Development Matters 2021 Literacy (Reading) Children in Reception will be learning to: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>