

Literacy – Specific Area

At **Bollin Primary School** we establish strong foundations in our Literacy curriculum. Broad questions kick start our topics and enable adaptable lines of enquiry based on each cohort's diversity and interests. This flexibility supports children's understanding of the world and communities beyond their own. High quality texts are chosen to inspire our children's love of books, songs and rhymes. Our three to four year olds have focus nursery rhymes every two weeks so that we develop their emotional connection with language through repetition and prosody. Alongside this, and throughout early years we carefully select fortnightly texts. These aim to deepen and extend children's capabilities through communication and language and a sharp focus on subject specific vocabulary. We want our children to understand new concepts and utilise a wide range of vocabulary within each topic. Much of our Literacy curriculum is taught through the Little Wandle schemes of learning. Cumulative knowledge and skills linked to phonics, handwriting, spelling and sentence dictation are built systematically with logical sequencing. Our teaching of reading is rigorous with high expectations that develop our children's fluency, confidence and enjoyment. Our timetables prioritise storytelling and shared book reading with cosy reading areas enhancing our children's interest in topics. Oracy is a key part to our Literacy teaching in which children are encouraged to re-tell key texts as a whole class, in groups or within their own continuous provision.

Statutory Framework Educational Programme for Literacy (September 2026)

‘It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).’

Development Matters

Nursery

Foundational Knowledge and Skills

Reception

Foundational Knowledge and Skills

• Understand the five key concepts about print: • 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 • Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name.	• 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. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
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- Write some letters accurately.

Early Identification and Support – Nursery Entry Checkpoint (around age of 3)

As part of transition, we pro-actively work with prior settings, professionals and parents/carers to ascertain key milestones for Literacy Development. Our own early observations also support gaining a holistic view of each child. Where there are concerns, we are quick to identify these, involving parents/carers and other professionals as appropriate. We support children through a keep up approach, providing timely interventions within the setting.

The following ‘Bollin’ checkpoints are based on research and key milestones (Development Matters does not list any for Literacy):

1. Can they follow an instruction with three keywords, ‘Put teddy under the table.’
2. Can the child use sentences with four or more words?
3. Do they turn the pages of a book correctly, pay attention to an adult reading a story and make comments about the simple text?
4. Can they join in and say some words in a familiar nursery rhyme if the adult misses some out?
5. Can they write some or all of their name?
6. Can they form the vertical, horizontal and circle pre-writing shapes (large scale)?

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Am I the same as you?	What’s that sound?	Whose are those shoes?	What happens when I...?	How does your garden grow?	What can we find in local habitats?

Texts	Elmer – David McKee Hello Friend – Rebecca Cobb The Same But Different – Karl Newson	The Quiet Little Firework – Nicola Coppack The Christmas Promise – Allison Mitchell A Walk into the Woods – Flora Martyn Peace at Last – Jill Murphy	I'm the Bin Lorry Driver – David Semple Busy Day: Firefighter – Dan Green My Mummy is a Plumber – Jason & Kerrine Bryan	Little Bear's Spring – Elli Woollard Jabari Tries – Gaia Cornwall Swim, Swim, Sink – Jenn Harney	Yucky Worms – Vivian French Growing Good – Bernard Ashley Luna Loves Gardening – Joseph Coelho	The Girl, The Bear and the Magic Shoes – Julia Donaldson Mad About Minibeasts! – Giles Andreae Animal Homes – Libby Walden
Vocabulary	<u>Elmer</u> Herd, different, patchwork, slipped, jungle, berries, recognised, rejoined, bear it no	<u>The Quiet Little Firework</u>	<u>I'm the Bin Lorry Driver</u> <u>Busy Day: Firefighter</u>	<u>Little Bear's Spring</u> <u>Jabara Tries</u>	<u>Yucky Worms</u> Slithery, wiggly, horrified, squirmy, vanished, tunnel, earthworm, cast, recycle, goodness	<u>The Girl, The Bear and the Magic Shoes</u> Mountain, crunch, skiing, whizz, bog, thick, deep, squelch, lake,

	longer, top of his voice, gosh, golly, gasped, decorate, ordinary. <u>Hello Friend</u> Sharing, especially, extra, noisy, tomorrow. <u>The Same But Different</u> Same, different, short, tall, high, gruff, gentle, rough, playful, fewer, above, below, alone, crowd.	<u>The Christmas Promise</u> <u>A Walk in the Woods</u>	<u>My Mum is a Plumber</u>	<u>Swim, Swim, Sink</u>	<u>Growing Good</u> Shadow, factory, flat (building), tendril, St Lucia, measuring, tape measure, plot, allotment, peeped, peered, blooms, succulent, pods <u>Luna Loves Gardening</u>	flippers, island, waded <u>Mad About Minibeasts!</u> <u>Animal Homes</u>
Handwriting <i>Pre-writing shapes and pre-</i>	<u>Large scale:</u> Vertical line	<u>Large scale:</u> Plus +	<u>Large scale:</u> Diagonal lines / \	<u>Large scale:</u> Cross X	<u>Refined:</u> All pre-writing shapes	<u>Pre-Handwriting Patterns:</u> Straight

handwriting patterns	Horizontal line - Circle	Square		Triangle		Curve Tunnel Diagonal
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Little Wandle Foundations for Phonics – Word Reading

Rhyme of the Week	1, 2, 3, 4, 5 Once I Caught a Fish Alive Baa, Baa, Black Sheep Hey, Diddle, Diddle Humpty Dumpty	Jack and Jill Miss Molly Had a Dolly Pat-a-cake Round and Round the Garden	The Grand Old Duke of York Twinkle, Twinkle, Little Star A Sailor Went to Sea	Down at the Station Hickory, Dickory, Dock Incy Wincy Spider	Mary, Mary, Quite Contrary One, Two, Buckle My Shoe Ring-a-ring-a- roses	Row, Row, Row Your Boat The Wheels on the Bus Wind the Bobbin Up
Tuning in to Sounds	N/A	s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h	ck x sh th ng nk

Early Identification and Support – Nursery Exit Checkpoint (around age 4)

As part of nursery to reception transition, our Early Years team pro-actively work together to ensure checkpoint assessments inform future learning. Where gaps continue to remain a concern, we work with parents, our EYFS Lead and SENDCo to identify next steps. The following ‘Bollin’ checkpoints are based on research and our Little Wandle expectations (Development Matters does not list any for Literacy):

1. Is the child’s speech clear and understood by adults?
2. Can the child select a favourite nursery rhyme and join in?

3. Can the child tune in to the Little Wandle oral blending game, ‘Can you touch your...?’
4. Can the child articulate the sounds within a word from s to nk using the ‘What’s in the box’ game?
5. Can the child form all of the pre-writing shapes correctly?

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What does a family look like?	How are my senses ignited at this time of year?	Who works in special places in our community?	What discoveries will I make?	Why do things change over time?	What can we see down on Earth?
Texts	The Tiger Who Came to Tea – Judith Kerr Goldilocks and the Three Bears Nabil Steals a Penguin – Junissa Bianda & Nishani Reed	The Best Diwali Ever – Shonali Shah Leaf Thief – Alice Hemming Tree – Beritta Teckentrup The Snowy Day – Ezra Jack Keats	You can’t call an elephant in an emergency – Patrica Cleveland Peck What the Ladybird Heard? - Julia Donaldson In My Mosque Book - M. O. Yuksel	Rosie Revere, Engineer – Andrea Beaty Cake – Sue Hendra Jack’s Amazing Shadow – Tom Percival	Oliver’s Vegetables – Alison Bartlett and Vivian French Godfrey is a Frog – Alex Latimer Lost in the Toy Museum – David Lucas	Martha Maps it Out – Leigh Hodgkinson Looking Down – Steve Jenkins Snail and the Whale – Julia Donaldson Here we are – Oliver Jeffers

			We Go to Shul - Douglas Florian			
Vocabulary	<u>The Tiger Who Came to Tea</u> Suddenly, milkman, grocer, teapot, supper, saucepan, supper, café, <u>Goldilocks and the Three Bears</u> Funky, dreadlock, behind, bold as brass, barged, owners, snoop,	<u>The Best Diwali Ever</u> <u>Leaf Thief</u> <u>Tree</u> <u>The Snowy Day</u>	You can't call an elephant in an emergency <u>What the Ladybird Heard?</u> <u>In My Mosque</u> <u>Book</u> <u>We Go to Shul</u>	Rosie Revere, Engineer <u>Cake</u> <u>Jack's Amazing Shadow</u>	<u>Oliver's Vegetables</u> <u>Godfrey is a Frog</u> <u>Lost in the Toy Museum</u>	<u>Martha Maps it Out</u> <u>Looking Down</u> <u>Snail and the Whale</u> <u>Here we are</u>

	like a shot, frown, gobbled, peep, fancy, stroll, growled, squeaked, greedy, clumsy, piercing. <u>Nabil Steals a Penguin</u> Stole, swear, heading, winked, waddled, bonjour, biryani rice, peck, au revior, launched, ferry, popped jiggly, wiggle, peekaboo, fretted, harbour, strangely, hurried, barged, weird, puffed, yipee, peckish, launched, gasped,					
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	feast, delighted, banquet.					
Little Wandle – Word Reading (Comprehension is covered through Reading Practice sessions)						
Phonics	<u>Phase 2</u> graphemes	<u>Phase 2</u> graphemes	<u>Phase 3</u> graphemes	<u>Phase 3</u> graphemes	<u>Phase 4</u> graphemes	<u>Phase 4</u> graphemes
<i>Throughout each term we follow the SSPs message of:</i>	s a t p (Wk. 1)	f ll ss j (Wk. 1)	i ee igh oa (Wk. 1)	Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear (Wk. 1)	short vowels CVCC (Wk. 1)	long vowel sounds CVCC CCVC (Wk. 1)
<i>Stop – if less than 70% are on track</i>	g o c k (Wk. 3)	v w x y (Wk. 2)	o oo ar or (Wk. 2)	r ow oi ear (Wk. 3)	short vowels CVCC CCVC (Wk. 2)	long vowel sounds CCVC CCCVC CCV CCVCC (Wk. 2)
<i>Secure gaps</i>	ck e u r (Wk. 4)	z zz qu words with – s /s/ added at the end (hats sits) ch (Wk. 3)	air er words with double letters: dd mm tt bb rr gg pp (Wk. 4)	Review Phase 3: er air words with double letters, longer words (Wk. 2)	short vowels CCVCC CCCVC CCCVCC (Wk. 3)	
<i>Then move on</i>	h b f l (Wk. 5)	sh th ng nk (Wk 4.)	longer words (Wk. 5)	longer words (Wk. 2)	longer words and compound words (Wk. 4)	Phase 4 words with –s /s/ at the end
<i>Timings may change owing to this.</i>	<u>New Tricky Words</u>		<u>New Tricky Words</u>	words with two or more digraphs (Wk. 3)	root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est (Wk. 5)	Phase 4 words with –s /z/ at the end
	is (Wk. 3)	words with –s /s/ added at the end (hats sits)	was you they (Wk. 2)			Phase 4 words with –es /z/ at the end
	l (Wk. 4)	words ending in s /z/ (his) and with –s /z/ added at the end (bags) (Wk. 5)	my by all (Wk. 3)	longer words		longer words (Wk. 3)
	the (Wk. 5)					
	Assessment and review (Wk. 6)					

		<u>New Tricky Words</u> put* pull* full* as (Wk. 1) and has his he (Wk. 2) go no to into (Wk. 3) she push* he of (Wk. 4) we me be (Wk. 5) <i>*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case they should not be treated as such</i> Assessment and review (Wk. 6)	are sure pure (Wk. 4) Assessment and review (Wk. 6)	words ending in –ing compound words (Wk. 4) longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end (Wk. 5) <u>New Tricky Words</u> Review all taught so far, secure spelling Assessment and review (Wk. 6)	<u>New Tricky Words</u> said so have like (Wk.1) some come love do (Wk. 2) were here little says (Wk. 3) there when what one (Wk. 4) out today (Wk. 5) Assessment and review (Wk. 6)	root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ (Wk. 4) root words ending in: –er, –est longer words (Wk. 5) <u>New Tricky Words</u> Review all taught so far, secure spelling Assessment and review (Wk. 6)
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Spelling	dog, ten, red, mum, kid (Wk. 5)	cat, top, bed, ten, sock (Wk. 1) fat, sock, sad, hug, rock (Wk. 2) can, back, run, had, sun (Wk. 3) fix, fill, jam, leg, bell, dad, mess, bag, wet, duck (Wk. 4) cups, pots, ship, bags, dogs, ring, cats, bags, long, nod, buzz, mum, zip, fish, chick (Wk. 5)	rain, wait, the , see, feet, put , night, right, pull , coat, boat, full , sheep, road (Wk. 1) food, cool, was , look, book, you , dark, park, they , born, for, push , wood, hard (Wk. 2) turn, hurt, my , down, now, by , join, boil, all , hear, near, into , town, how (Wk. 3) chair, fair, are , letter, hammer, sure , bigger, rabbit, pure ,	feel, deep, the , food, hard, of , sort, took, put , down, join, full , coat, moon (Wk. 1) bigger, chair, and , better, buzzer, go , dinner, pattern, no , seven, comic, of , butter, rubbish (Wk. 2) sharp, sheet, to , tooth, chart, into , short, thinker, she , corner, shorter, we , shower, march (Wk. 3)	went, help, said , jump, lift, so , best, soft, have , fact, pond, like , just, hand (Wk. 1) munch, chest, some , milk, shelf, come , smash, crack, love , dress, bring, do , smell, swim (Wk. 2) stamp, twist, were , blend, crunch, here , string, strong, little , sprint, scrunch, says , splat, crisp (Wk. 3)	toast, spark, be , growl, bright, there , train, sport, what , green, spoon, when , brown, start (Wk. 1) crown, sleep, pure , street, screen, sure , stair, clear, little , three, spoilt, here , fright, sweet (Wk. 2) paints, floats, says , crowds, spears, like , splashes, dresses, love , perfect, frighten, some ,

			hidden, kitten, go, rubber, pair (Wk. 4) laptop, lemon, she, rocket, chicken, push, carpet, market, me, carpark, bedroom, of, pocket, carrot (Wk. 5)	river, finger, was, looking, waiting, you, singing, zooming, they, carpark, all, towel, fantastic (Wk. 4) vanish, mammoth, my, visit, poison, are, coats, cooks, sure, wishes, boxes, pure, fizzes, fishes (Wk. 5) <i>'I' is not explicitly taught as it is read frequently. It is included in sentence writing and is a review word in every lesson of Spring 2 Week 1.</i>	forest, printer, there, blanket, children, when, second, freshness, what, lunchbox, one, river, finger (Wk. 4) jumping, snapping, out, helped, cracked, today, hunted, melted, all, softest, strongest, are, swimming, trusted (Wk. 5)	balloon, bright (Wk. 3) sleeping, painting, come, splashed, croaked, said, floated, painted, have, cleared, groaned, you, sparked, started (Wk. 4) brighter, sweeter, are, smartest, clearest, today, appear, three, they, street, free, out, spoons, crown (Wk. 5)
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Sentence Dictation	N/A	N/A	N/A	I can put the coat on. (Wk. 1)	I see seven chicks in a nest. (Wk. 1)	I like toast with jam. (Wk. 1)
				This duck is bigger than a rabbit. (Wk. 2)	I can see the frog in the pond. (Wk. 2)	The star lights up the dark. (Wk. 2)
				I can put seven cats in a boat. (Wk. 3)	I can drink lots of milk. (Wk. 3)	The frogs hop in the pond. (Wk. 3)
				The goat was born this morning. (Wk. 4)	I like to munch a crisp carrot. (Wk. 4)	I am painting the moon. (Wk. 4)
				I can zoom down the hill. (Wk. 5)	We are cool and fresh. (Wk. 5)	You are the brightest star. (Wk. 5)
Handwriting	Unit 1: Practising patterns (4 weeks)	Unit 3: Long letter family	Unit 6: Capital letters	Unit 6: Capital letters	Unit 7: Digraphs and Trigraph	Unit 7: Digraphs and Trigraph
	Horizontal lines, Vertical lines,	l, i, t (Wk. 8)	Cc, Aa, Dd (Wk. 15)	Mm, Nn, Rr (Wk. 21)		

Wavy lines, Circlesj, u, y (Wk. 9) (Wk. 1)		Gg, Oo, Qq (Wk. 16)	Bb, Pp, Hh (Wk. 22)	ff, ll, ss (Wk. 26)	oo, ar, or (Wk. 32)
Up curves, Down curves, Mixed-height curves, Letter C (Wk. 2)	Unit 4: Bouncy letter family m, n, r (Wk. 10) b, p, h (Wk. 11)	Ee, Ss, Ff (Wk. 17) Ll, Ii, Tt (Wk. 18) Jj, Uu, Yy (Wk. 19)	Vv, Ww, Xx (Wk. 23) Zz, Kk (Wk. 24)	zz, ck, qu (Wk. 27) ch, sh, th (Wk. 28) ng, nk, ai (Wk. 29) ee, igh, oa (Wk. 30)	ur, ow, oi (Wk. 33) ear, air, er plus Assess and review (Wk. 34)
Spirals, Crosses, Turrets, Diagonals (Wk. 3)	Unit 5: Zig-zag letter family v, w, x (Wk. 12) z, k (Wk. 13)	Assess and review week (Wk. 20 – before or after half-term)	Review capital letters as needed (Wk. 25)	Assess and review week (Wk. 31 – before or after half-term)	Wk. 35 (onwards): Assess and review all letters as needed
Zig-zags, Sideways V, Letter X, Triangles (Wk. 4)					
Unit 2: Curly letter family c, a, d (Wk. 5) g, o, q (Wk. 6) e, s, f (Wk. 7)	Review lower-case letters as needed (Wk. 14)				

Early Identification and Support – Reception End of Key Stage Assessment

Early Learning Goals (ELGs) – are they Year 1 ready?

As part of transition, our Early Years team pro-actively work with the Year 1 Phase Lead and SENDCo to discuss the ELG outcomes in detail. These assist the Year 1 team with planning for an effective transition. We continue to work closely with parents/carers and appropriate professionals during this time.

Comprehension	Word Reading	Writing
Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

At Bollin Primary School we prepare our reception pupils for the next stage of their education. We are ambitious for Year 1. In Literacy we aim for our reception pupils to leave:

- Reading Phase 4 Set 2 Little Wandle phonics books

- Forming all Little Wandle lower case and capital letters correctly
- Reading and spelling all 49 Little Wandle reception tricky words
- Writing simple sentences that can be read by an adult (with some correct use of a capital letter and full stop)
- Using recently introduced vocabulary in discussion
- Retelling key events in sequence, answering questions about characters and events and making simple predictions and inferences