

Early literacy support: Overview of content

Module 1: Weeks 1 and 2 (new material to revise and consolidate Phase 2)

Week	Key strand objectives Foundation Stage	Letters and sounds Phase 2 Working on using common consonants and vowels; blending for reading and segmenting for spelling simple consonant vowel consonant (CVC) words		Focus for reading/writing
1	1 Speaking <ul style="list-style-type: none"> Enjoy listening to and using spoken and written language and readily turn it to play and learning Speak clearly and audibly with confidence and control and show awareness of the listener Extend vocabulary, exploring the meanings and sounds of new words 2 Listening and responding <ul style="list-style-type: none"> Listen with enjoyment and respond to stories, songs, rhymes and poems and make up their own stories, songs, rhymes and poems Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions 	Letter progression: Set 4 – ck, e, u, r	Decodable HF words: get, up, mum Tricky HF words (reading): and, to, the Tricky HF words (spelling): and	<ul style="list-style-type: none"> Play a <i>Hide and seek</i> game: read and write simple clues (phonically decodable text) Guided reading

	<p>5 Word recognition</p> <ul style="list-style-type: none">• Explore and experiment with sounds, words and texts• Link sounds to letters, naming and sounding the letters of the alphabet• Recognise letter shapes and say a sound for each• Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly• Hear and say sounds in the order in which they occur in the word• Read simple words by sounding out and blending phonemes all through the word from left to right• Recognise common digraphs• Read some high-frequency (HF) words• Read a range of familiar and common words and simple sentences independently• Read texts compatible with their phonic knowledge and skills• Read and write one grapheme for each of the 44 phonemes			
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	<p>6 Word structure and spelling</p> <ul style="list-style-type: none"> Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words <p>11 Sentence structure and punctuation</p> <ul style="list-style-type: none"> Write their own names and other things, such as labels and captions, and begin to form simple sentences, sometimes using punctuation 			
2	<ul style="list-style-type: none"> As above 	<p>Letter progression: Set 5 – h, b, f, ff, l, ll, ss</p>	<p>Decodable HF words: had, him, his, but, big, back, of, if, off</p> <p>Tricky HF words (reading): no, go, I</p> <p>Tricky HF words (spelling): to, the</p>	<ul style="list-style-type: none"> Sing a familiar action song or rhyme – for example, <i>Wind the bobbin up</i> and play a <i>Simon says</i> game Read and write a simple instruction (phonically decodable text) Guided writing

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Module 2: Weeks 3–6 (updated version of old ELS weeks 1–4)

Week	Key strand objectives Foundation Stage	Letters and sounds Phase 3 <i>Working on reading and spelling</i> <i>consonant vowel consonant (CVC) words using</i> <i>letters and short vowels</i>		Focus for reading/writing
3	3 Group discussion and interaction <ul style="list-style-type: none"> Interact with others, negotiate plans and activities and take turns in conversation 5 Word recognition <ul style="list-style-type: none"> Explore and experiment with sounds, words and texts Link sounds to letters, naming and sounding the letters of the alphabet Recognise letter shapes and say a sound for each Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly Hear and say sounds in the order in which they occur in the word Read simple words by sounding out and blending the phonemes all through the word from left to right Recognise common digraphs 	Letter progression: Set 6 – j, v, w, x	Decodable HF words: will Tricky HF words (reading): we, me Tricky HF words (spelling): no, go, l	<ul style="list-style-type: none"> Reading and writing own names Write label for a photo (simple sentence): <i>I can see...</i> Guided reading

	<ul style="list-style-type: none"> • Read some high-frequency (HF) words • Read a range of familiar and common words and simple sentences independently • Read texts compatible with their phonic knowledge and skills • Read and write one grapheme for each of the 44 phonemes <p>6 Word structure and spelling</p> <ul style="list-style-type: none"> • Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words <p>11 Sentence structure and punctuation</p> <ul style="list-style-type: none"> • Write their own names and other things, such as labels and captions, and begin to form simple sentences, sometimes using punctuation 			
4	<p>1 Speaking</p> <ul style="list-style-type: none"> • Use language to imagine and recreate roles and experiences <p>5 Word recognition/6 Word structure and spelling</p> <ul style="list-style-type: none"> • As above <p>9 Creating and shaping texts/10 Text structure and</p>	<p>Letter progression: Set 7 – y, z, zz, qu</p>	<p>Decodable HF words: –</p> <p>Tricky HF words (reading): he, she, be</p>	<ul style="list-style-type: none"> • Read a simple recount • Write sentence recounting own experience: <i>I am at the.../on</i>

	organisation <ul style="list-style-type: none"> Attempt writing for different purposes, using features of different forms such as lists, stories and instructions 11 Sentence structure and punctuation <ul style="list-style-type: none"> As above 		Tricky HF words (spelling): we, me	<i>the.../in the...</i> <ul style="list-style-type: none"> Guided writing
5	2 Listening and responding/8 Engaging with and responding to texts <ul style="list-style-type: none"> Listen with enjoyment and respond to stories 5 Word recognition/6 Word structure and spelling <ul style="list-style-type: none"> As above 9 Creating and shaping texts/10 Text structure and organisation <ul style="list-style-type: none"> As above 11 Sentence structure and punctuation <ul style="list-style-type: none"> As above 	Consonant digraphs: sh, th	Decodable HF words: this, then, with, that, them Tricky HF words (reading): was, her Tricky HF words (spelling): he, she	<ul style="list-style-type: none"> Read a simple retelling of a traditional tale – for example, <i>Goldilocks</i> or <i>The Gingerbread Man</i> Write speech bubble with simple sentence: <i>This is a big bed</i> Guided reading
6	1 Speaking <ul style="list-style-type: none"> Enjoy listening to and using spoken and written language and readily turn it to play and learning 2 Listening and responding/8 Engaging with and responding to texts	Consonant digraphs: ch, ng <ul style="list-style-type: none"> Read two-syllable words 	Decodable HF words: – Tricky HF words (reading): you,	<ul style="list-style-type: none"> Read and say action/counting rhymes Complete a

	<ul style="list-style-type: none"> • Listen with enjoyment and respond to songs and rhymes and make up their own <p>5 Word recognition/6 Word structure and spelling</p> <ul style="list-style-type: none"> • As above • Read and spell phonically decodable two-syllable and three-syllable words <p>9 Creating and shaping texts/10 Text structure and organisation</p> <ul style="list-style-type: none"> • As above <p>11 Sentence structure and punctuation</p> <ul style="list-style-type: none"> • As above 		<p>my, so</p> <p>Tricky HF words (spelling): her, so</p>	<p>simple rhyming sentence using words containing grapheme–phoneme correspondences (GPCs) they have been learning</p> <ul style="list-style-type: none"> • Guided writing
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Module 3: Weeks 7–11 (updated version of old ELS weeks 5–9)

Week	Key strand objectives Year 1	<i>Letters and sounds</i> Phase 3 (continued)		Focus for reading/writing
7	1 Speaking <ul style="list-style-type: none"> Experiment with and build new stores of words to communicate in different contexts 5 Word recognition <ul style="list-style-type: none"> Identify the constituent parts of two-syllable words to support the application of phonic knowledge and skills Automatically recognise an increasing number of familiar high-frequency (HF) words Apply phonic knowledge as the prime approach to reading and spelling unfamiliar words that are not completely decodable 6 Word structure and spelling <ul style="list-style-type: none"> Spell new words using phonics as the prime approach Segment sounds into their constituent phonemes in order to spell them correctly Read and spell phonically decodable two-syllable words 	Letter names: Practise Vowel digraphs: ai, ee, igh <ul style="list-style-type: none"> Read two-syllable words 	Decodable HF words: see Tricky HF words (reading): are, they Tricky HF words (spelling): my, you	<ul style="list-style-type: none"> Read environmental print Write a caption for a display (simple sentence) Guided reading

	<p>7 Understanding and interpreting texts</p> <ul style="list-style-type: none"> • Use syntax and context when reading for meaning <p>8 Engaging with and responding to texts</p> <ul style="list-style-type: none"> • Distinguish fiction and non-fiction texts and the different purposes for reading them <p>9 Creating and shaping texts</p> <ul style="list-style-type: none"> • Convey information and ideas in simple non-narrative forms <p>11 Sentence structure and punctuation</p> <ul style="list-style-type: none"> • Compose and write simple sentences independently to communicate meaning • Use capital letters and full stops when punctuating simple sentences 			
8	<p>2 Listening and responding</p> <ul style="list-style-type: none"> • Listen to and follow instructions accurately <p>5 Word recognition</p> <ul style="list-style-type: none"> • As above <p>6 Word structure and spelling</p> <ul style="list-style-type: none"> • As above <p>7 Understanding and interpreting texts</p> <ul style="list-style-type: none"> • Use syntax and context when reading for meaning 	<p>Letter names: Practise</p> <p>Vowel digraphs: oa, oo, ow</p> <ul style="list-style-type: none"> • Spell two-syllable words 	<p>Decodable high-frequency (HF) words: too, look, now, down</p> <p>Tricky HF words (reading): said, all</p> <p>Tricky HF words</p>	<ul style="list-style-type: none"> • Read <i>How to make a jam sandwich</i> • Write an instruction: <i>Now you can eat it.</i> • Guided writing

	<ul style="list-style-type: none"> Recognise the main elements that shape different texts <p>9 Creating and shaping texts</p> <ul style="list-style-type: none"> Convey information and ideas in simple non-narrative forms <p>10 Text structure and organisation</p> <ul style="list-style-type: none"> Write non-chronological texts using simple structures <p>11 Sentence structure and punctuation</p> <ul style="list-style-type: none"> As above 		<p>(spelling): they, are</p>	
9	<p>3 Group discussion and interaction</p> <ul style="list-style-type: none"> Ask and answer questions, make relevant contributions, offer suggestions and take turns <p>5 Word recognition</p> <ul style="list-style-type: none"> As above <p>6 Word structure and spelling</p> <ul style="list-style-type: none"> As above <p>7 Understanding and interpreting texts</p> <ul style="list-style-type: none"> Use syntax and context when reading for meaning Explore the effect of patterns of language and repeated words and phrases <p>9 Creating and shaping texts</p> <ul style="list-style-type: none"> Find and use new and interesting words and phrases 	<ul style="list-style-type: none"> Practise grapheme–phoneme correspondences (GPCs) <p>Vowel digraphs: ar, or, ear</p> <ul style="list-style-type: none"> Spell two-syllable words 	<p>Decodable HF words: for</p> <p>Tricky HF words (reading): have, like,</p> <p>Tricky HF words (spelling): was, all</p>	<ul style="list-style-type: none"> Read a patterned language text Write an answer to a question (innovation on the text) __, __ <i>What do you hear? I can hear a __, __ in my ear.</i> Guided reading

	11 Sentence structure and punctuation <ul style="list-style-type: none"> As above 			
10	1 Speaking <ul style="list-style-type: none"> Tell stories and describe incidents from their own experience in an audible voice 5 Word recognition <ul style="list-style-type: none"> As above 6 Word structure and spelling <ul style="list-style-type: none"> As above 7 Understanding and interpreting texts <ul style="list-style-type: none"> As above Identify the main events and characters in stories 8 Engaging with and responding to texts <ul style="list-style-type: none"> Visualise and comment on events, character and ideas, making imaginative links to their own experiences 10 Text structure and organisation <ul style="list-style-type: none"> Write chronological texts using simple structures 11 Sentence structure and punctuation <ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> Practise GPCs Vowel digraphs: ur, oi, air <ul style="list-style-type: none"> Spell two-syllable words 	Decodable HF words: – Tricky HF words (reading): some, come Tricky HF words (spelling): said	<ul style="list-style-type: none"> Read a story with a familiar setting Write two sentences in a simple recount: <i>I was going to... Then I met...</i> Guided writing

11	<p>1 Speaking</p> <ul style="list-style-type: none"> Experiment with and build new stores of words to communicate in different contexts <p>5 Word recognition</p> <ul style="list-style-type: none"> As above Read more challenging texts that can be decoded using acquired phonic knowledge and skills, along with automatic recognition of HF words <p>6 Word structure and spelling</p> <ul style="list-style-type: none"> As above <p>7 Understanding and interpreting texts</p> <ul style="list-style-type: none"> Use syntax and context when reading for meaning Find specific information in simple texts <p>8 Engaging with and responding to texts</p> <ul style="list-style-type: none"> Distinguish fiction and non-fiction texts and the different purposes for reading them <p>9 Creating and shaping texts</p> <ul style="list-style-type: none"> Convey information and ideas in simple non-narrative forms 	<ul style="list-style-type: none"> Practise GPCs <p>Vowel digraphs: ure, er</p> <ul style="list-style-type: none"> Spell two-syllable words 	<p>Decodable HF words: –</p> <p>Tricky HF words (reading): were, there</p> <p>Tricky HF words (spelling): some, come</p>	<ul style="list-style-type: none"> Read a non-fiction text – for example, a non-chronological report Write simple, factual sentences: <i>This is a... It can... It feeds on...</i> Guided reading
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	10 Text structure and organisation <ul style="list-style-type: none">• Write non-chronological texts using simple structures 11 Sentence structure and punctuation <ul style="list-style-type: none">• As above			
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Early literacy support: Overview of content

Module 4: Weeks 12–14 (updated version of old ELS weeks 9–12)

Week	Key strand objectives Year 1	Letters and sounds Phase 4 <i>Working on blending and segmenting adjacent consonants in words and applying this when reading and spelling</i>		Focus for reading/writing
12	1 Speaking <ul style="list-style-type: none"> Retell stories, ordering events using story language 5 Word recognition <ul style="list-style-type: none"> As above 6 Word structure and spelling <ul style="list-style-type: none"> As above 7 Understanding and interpreting texts <ul style="list-style-type: none"> Use syntax and context when reading for meaning 8 Engaging with and responding to texts <ul style="list-style-type: none"> Visualise and comment on events, character and ideas, making imaginative links to their own experiences 9 Creating and shaping texts <ul style="list-style-type: none"> Use key features of narrative in their own writing 	<ul style="list-style-type: none"> Practise and recall phase 2 and 3 graphemes Consonant vowel consonant consonant (CVCC) words	Decodable high-frequency (HF) words: went, it's, just, help Tricky HF words (reading): little, one, do Tricky HF words (spelling): were, there	<ul style="list-style-type: none"> Read a story that uses patterned language (repeated words/phrases or rhyming text) Write two to three sentences to retell a simple story independently—for example, <i>I got lost at the... I felt... Then... found me</i>

	<p>10 Text structure and organisation</p> <ul style="list-style-type: none"> Write chronological texts using simple structures <p>11 Sentence structure and punctuation</p> <ul style="list-style-type: none"> As above 			<ul style="list-style-type: none"> Guided writing
13	<p>3 Group discussion and interaction</p> <ul style="list-style-type: none"> Take turns to speak, listen to others' suggestions and talk about what they are going to do <p>5 Word recognition</p> <ul style="list-style-type: none"> As above <p>6 Word structure and spelling</p> <ul style="list-style-type: none"> As above <p>7 Understanding and interpreting texts</p> <ul style="list-style-type: none"> Find specific information in simple texts <p>9 Creating and shaping texts</p> <ul style="list-style-type: none"> Convey information and ideas in simple non-narrative forms <p>10 Text structure and organisation</p> <ul style="list-style-type: none"> Write non-chronological texts using simple structures Group written sentences together in chunks of meaning or subject 	<ul style="list-style-type: none"> Practise and recall phase 2 and 3 graphemes <p>CCVC words</p>	<p>Decodable HF words: from</p> <p>Tricky HF words (reading): when, what, out</p> <p>Tricky HF words (spelling): like, have</p>	<ul style="list-style-type: none"> Read an information text – for example, a simple themed dictionary Write an entry for a dictionary to describe self in at least two sentences: <i>My name is... I have... I like...</i> Guided reading

	11 Sentence structure and punctuation <ul style="list-style-type: none"> As above 			
14	1 Speaking <ul style="list-style-type: none"> Retell stories, ordering events using story language 2 Listening and responding <ul style="list-style-type: none"> Listen with sustained concentration, building new stores of words in different contexts 5 Word recognition <ul style="list-style-type: none"> As above 6 Word structure and spelling <ul style="list-style-type: none"> As above 7 Understanding and interpreting texts <ul style="list-style-type: none"> Identify the main events and characters in stories 8 Engaging with and responding to texts <ul style="list-style-type: none"> Select books for personal reading and give reasons Creating and shaping texts Use key features of narrative in their own writing Find and use new and interesting words and phrases, including story language 10 Text structure and organisation <ul style="list-style-type: none"> Write chronological texts using simple structures 	<ul style="list-style-type: none"> Practise and recall phase 2 and 3 graphemes Words with adjacent consonants	Decodable HF words: children Tricky HF words (reading): called, asked, looked Tricky HF words (spelling): little, one, do	<ul style="list-style-type: none"> Read a well-known traditional tale – for example, <i>Cinderella</i> Retell in own words using a sequence of three to four simple sentences Guided writing

	<ul style="list-style-type: none">• Group written sentences together in chunks of meaning or subject 11 Sentence structure and punctuation <ul style="list-style-type: none">• As above			
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Early Literacy Support: Overview of Content cont'd

Module 5: Weeks 15 and 16 (new material to introduce Phase 5)

Week	Key strand objectives	Letters and sounds		Focus for reading/writing
15	Year 1 1 Speaking <ul style="list-style-type: none"> Interpret a text by reading aloud with some variety in pace and emphasis 2 Listening and responding <ul style="list-style-type: none"> Listen with sustained concentration, building new stores of words in different contexts 5 Word recognition <ul style="list-style-type: none"> Recognise and use alternative ways of spelling the graphemes already taught Identify the constituent parts of two-syllable words to support the application of phonic knowledge and skills Automatically recognise an increasing number of familiar high-frequency (HF) words 	Phase 5 <i>Working on learning further graphemes corresponding to the long vowel phonemes and applying this to reading and spelling</i> Grapheme–phoneme correspondences (GPCs): ay, ou, ie, ea, wh		
			Decodable HF words: day, out, about Tricky HF words (reading): oh, people, their Tricky HF words (spelling): when, what, our	<ul style="list-style-type: none"> Read a rhyming or patterned text Write four simple sentences innovating on the pattern used in the shared text Guided reading

	<ul style="list-style-type: none"> • Apply phonic knowledge as the prime approach to reading and spelling unfamiliar words that are not completely decodable • Read more challenging texts that can be decoded using acquired phonic knowledge and skills, along with automatic recognition of HF words <p>6 Word structure and spelling</p> <ul style="list-style-type: none"> • Spell new words using phonics as the prime approach • Segment sounds into their constituent phonemes in order to spell them correctly • Read and spell phonically decodable two-syllable words <p>7 Understanding and interpreting texts</p> <ul style="list-style-type: none"> • Use syntax and context when reading for meaning • Explore the effect of patterns of language and repeated words and phrases <p>8 Engaging with and responding to texts</p> <ul style="list-style-type: none"> • Visualise and comment on events, characters and ideas, making imaginative links to their own experiences <p>9 Creating and shaping texts</p> <ul style="list-style-type: none"> • Find and use new and interesting words and phrases, 			
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	<p>including story language</p> <p>11 Sentence structure and punctuation</p> <ul style="list-style-type: none"> • Compose and write simple sentences independently to communicate meaning • Use capital letters and full stops when punctuating simple sentences 			
16	<p>2 Listening and responding</p> <ul style="list-style-type: none"> • Listen with sustained concentration, building new stores of words in different contexts <p>3 Group discussion and interaction</p> <ul style="list-style-type: none"> • Ask and answer questions, make relevant contributions, offer suggestions and take turns <p>5 Word recognition</p> <ul style="list-style-type: none"> • As above <p>6 Word structure and spelling</p> <ul style="list-style-type: none"> • As above <p>7 Understanding and interpreting texts</p> <ul style="list-style-type: none"> • Use syntax and context when reading for meaning • Recognise the main elements that shape different texts <p>9 Creating and shaping texts</p> <ul style="list-style-type: none"> • Convey information and ideas in simple non-narrative 	<p>GPCs: oy, ir, ue, aw</p>	<p>Decodable HF words: –</p> <p>Tricky HF words (reading): Mr, Mrs</p> <p>Tricky HF words (spelling): called, asked, looked</p>	<ul style="list-style-type: none"> • Read a text that includes a letter or letters • Write own letter using four or more simple sentences • Guided writing

	<p>forms</p> <p>10 Text structure and organisation</p> <ul style="list-style-type: none">• Write chronological texts using simple structures• Group written sentences together in chunks of meaning or subject <p>11 Sentence structure and punctuation</p> <ul style="list-style-type: none">• As above			
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