



## EYFS Literacy 2022-23

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me and my Toys	Animals and humans	People who help us (past and present)	Wonderful Weather	Growing (including plants/trees)	Seaside (past and present)
<b>Literacy</b>  <b>Comprehension</b>  Reading lessons are in groups of 6 (maximum). They take place 3x weekly and follow the decoding /prosody/ comprehension model.  Where required children will take part in	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Joining in with rhymes. Showing an interest in stories with repeated refrains. Having a favourite story. Understanding the	Retell stories related to events through acting/role play. Retelling stories using images. Editing story maps and orally retelling	Making up stories with themselves as the main character. Encourage children to record the story through pictures/mark making.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and	Retell a story with actions and / or picture prompts as part of a group Use story language when acting out a narrative.	Draw pictures of characters/ events / settings in a story. Listen to stories, accurately anticipating key events & respond to what

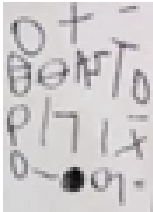
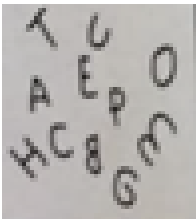
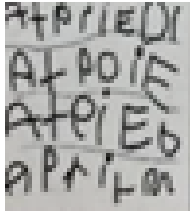
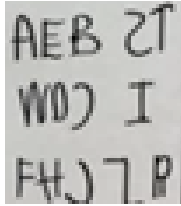
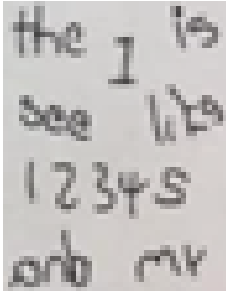
<p>the NELI (Nuffield Early Language Intervention) and Black Sheep Interventions to develop Communication and Listening skills which will support the development of comprehension.</p> <p><b>Developing a passion for reading.</b> Children will read weekly with Yr 6 buddies. Children will take home a bedtime read weekly. Children will listen to a story at least one a day as a whole class, in a small group or 1:1.</p>	<p>five key concepts around print: *Print has meaning. *Print can have different purposes. *We read English text from left-right and top-bottom. Sequencing familiar stories through the use of pictures to tell the story. Name writing activities. Recognising initial sounds. Engage in extended conversations about stories. Learning new vocabulary.</p>	<p>new stories. Sequence stories using vocabulary -beginning, -middle and -end. Blend sounds into words so that short words can be read. Enjoy an increasing range of books including non fiction.</p>	<p>Read simple phrases and sentences made up of words with known grapheme phoneme correspondence and known common exception words.</p>	<p>forms of speech that are increasingly influenced by their experiences of books. Children develop their own narratives and explanations by connecting ideas or events.</p>	<p>Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ events / settings in a story. May include labels, sentences or captions.</p> <p>Stories from other cultures and traditions</p>	<p>they hear with relevant comments, questions and reactions. Make predictions in stories. Begin to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Can sort books into categories.</p>
<p><b>Word Reading</b> Children will follow the Little Wandle phonic scheme and Big Cat Collins phonics reading scheme. Reading lessons are in groups of 6 (maximum). They take place 3x weekly and follow the</p>	<p>Phonics: <b>s a t p i n m d g o c k c k e u r l h b f l</b></p> <p>Common Exception Words (Tricky Words) <b>l the is</b></p>	<p>Phonics: <b>ff ll ss j v w x y z zz qu ch sh th ng nk</b></p> <p><b>Words with s added at the end.</b></p>	<p>Phonics: <b>ai ee igh oa oo oo ar or ur ow oi ear air er.</b></p> <p><b>Longer words</b></p>	<p>Phonics: <b>Review phase 3 ai ee igh oa oo ar or ur oo ow oi ear. Review phase 3: er, air, words with double</b></p>	<p>Phonics: <b>Short vowel CVCC, short vowel CVCC CCVC Short Vowel CCVCC CCVC</b></p>	<p>Phonics: <b>Long vowel sounds CVCC CCVCC Long vowel sounds CCVC CCVC CCV CCVCC</b></p>

<p>decoding/prosody/comprehension model. Children will read books reflective of the whole class phonic teaching and appropriate for their ability (95% accuracy)</p> <p>Where required children will have a daily five minute 1:1 Little Wandle catch up session.</p>		<p>Common Exception Words (Tricky Words)  <b>as and has his her go no to into she he of we me be</b></p>	<p><b>Words with double letters dd mmtt bb rr gg pp ff</b></p> <p>Common Exception Words (Tricky Words)  <b>was you they my by all are sure pure</b></p>	<p>letters and longer words. Words ending in -ing. Compound words. Longer words, words with s in the middle; words ending -s Words ending -es.</p> <p>Review all tricky words taught so far for secure spelling.</p>	<p><b>CCCVCC</b>  Longer words, compound words. Root words ending in: -ing - ed - est</p> <p>Common Exception Words (Tricky Words)</p> <p><b>said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today.</b></p>	<p><b>Phase 4 words ending - s - es</b> Root word ending in:  -ing - ed  <b>Phase 4 words ending in -s - es</b></p> <p><b>Review all tricky words taught so far for secure spelling.</b></p>
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<p style="text-align: center;"><b>Writing</b></p> <p>Inspiration sessions / toolkit sessions / writing sessions model used increasingly throughout the year inline with the rest of the school.</p> <p>A variety of texts will be read to the children (as outlined) two or three texts each half term will be selected as a focus for writing activities.</p> <p style="text-align: center;"><b>Only ask children to write sentences when they have sufficient knowledge of grapheme phoneme correspondences.</b></p>	<p>Nobot - Sue Hendra Toys around the world - Joanna Brundle Toys from the past - Joanna Brundle Toys in Space - Mimi Fox Stanley's Stick - Neal Layton Kipper's Toybox - Mick Inkpen Traction Man - Mini Grey Traditional Tale - Pinocchio</p>	<p>I wanna Iguanna Karen Kaufman Oi Dog - Les Gray The Tiger who came to tea - Judith Kerr Poo in the Zoo - Sarah Eason The Enormous Crocodile - Roald Dahl Owl Babies - Martin Waddell Poles apart - Jeanne Morris Six Dinner Sid - Inga Moore And Tango makes three - Justin Richardson &amp; Peter Parnell Tall - Jez Alborough The bear and the piano - David Litchfield The Emperor's Egg - Martin Jenkins The cow that laid an egg - Andy Cutbill Commotion in the Ocean - Giles Andreae The very hungry</p>	<p>Don't say no to Flo - Stewart Ross Busy People books - Lucy George. Topsy and Tim go to the Dr's - Jean Adamson The Jolly Postman/Christmas - Janet &amp; Allan Ahlberg Florence Nightingale - Little People Big Dreams Ada Twist Scientist - Andrea Beaty Fantastically great women who made history - Kate Pankhurst</p>	<p>And then it's Spring - Julie Fogliano A year in Percy's Park - Nick Butterworth Big Rain Coming - Katrina Germein Dream Snow - Eric Carle A Year in the City - Kathy Henderson Get busy this Summer - Stephen Waterhouse Bringing the Rain to Kapiti Plain - Verna Aardema The Scarecrows Wedding - Julia Donaldson The things that I love about trees - Christine Butterworth</p>	<p>The Growing Story - Ruth Krauss Eddie's Garden - Sarah Garland How to grow a dinosaur - Caryl Hart The Global Garden - Kate Petty. Ten Seeds - Ruth Brown Lily's Garden of India - Jeremy Smith The Secret Sky Garden - Linda Sarah Florette - Anna Walker Super, duper you - Sophie Hen Me and my amazing body - Joan Sweeny It's ok to be different - Todd Parr Grandad's Teeth - Rod Clement Traditional Tale -</p>	<p>Sally and the limpet - Simon James Sharing a Shell - Julia Donaldson 1001 things to spot in the sea - Emma Helborough Secret Box - Barbara Lehman The fish who could wish - John Bush Star of the Sea - Gail Donovan The storm whale - Benji Davies Seaside Poems - Jill Bennett Rockpool animals - Sian Smith Traditional Tale - The Little Mermaid</p>
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		caterpillar - Eric Carle Superworm Julia Donaldson The very greedy bee - Steve Smallman Traditional Tale - Three Billy Goats Gruff			The Enormous turnip. The Ugly Duckling	
Handwriting	Dough disco for all children Little Wandle formation rhymes s a t p i n m d g o c k e u r h b f l Introduce capitals	Dough disco for children as required Revisit formation for letters required (following ongoing assessment) Reinforce capitals	Dough disco for children as required Introduce handwriting families and handwriting scheme including use of broken and solid lines for guide.			
Adult led activities will focus on	Labels Initial Sounds Labelling Name writing	Writing short words CVC with support (inline with phonic teaching) Lists Initial Sounds Labelling Name writing	Writing CVC words independently and CCVC, CVCC words with support. Writing taught common exception words (inline with phonic teaching)	Writing simple sentences. Creating own story maps. Writing simple sentences to accompany story maps. Write labels, captions. Write recounts.	Write more than one sentence. Writing phonetically plausible longer words. Using finger spaces more independently. Form most lower and uppercase letters accurately. Identify full stops and capital letters.	Writing sentences with a range of common exception words. Starting to use full stops and capital letters. Write a beginning, middle and end of a story. Develop their own story (based on a familiar story).

<p>Checkpoint assessment Mark making</p>	<p>I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name</p>  <p>I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory.</p> 	<p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say.</p> 		
<p>Developing Writing Words</p>	<p>Words I am beginning to hear</p>	<p>I can write short strings of letters to</p>	<p>I can spell out and write down vc cvc</p>	<p>I can write High Frequency</p>	<p>I can spell out words with</p>	<p>I write more challenging words</p>

	<p>initial sounds and attempt to write these down. m - mum letter for name</p> <p>I can hear initial sounds in words and write the letters down to match. c - cat d- dog p - pig</p>	<p>represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy pto - potato sbr - strawberry</p>	<p>words by matching letters and sounds. at in up cat dog pig</p>	<p>decodable and tricky words from memory. mum dad. and can I go to the no into</p>	<p>consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.</p>	<p>with a sound knowledge of Phase 2, 3 and 4 phonics. PPhase 2, 3 and 4 HF words Adjacent consonants Alternative graphemes =</p>
Sentences	<p>I can formulate and say a simple sentence for writing.</p> <p>I can orally compose a sentence and hold it in my memory before I start to write it.</p> <p>Repeats &amp; recalls</p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words.</p> <p>Begins to be readable to others.</p>	<p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p>	<p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p>	<p>I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p>	<p>I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.</p>