

Literacy – EYFS Framework – Educational Programme

Literacy It is crucial for children to develop a life-long love of reading and writing.

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 [begun in the reception year] 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).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Picture	Marvellous Me!	Sparkle and Shine!	To Infinity and Beyond	Amazing Animals	Come Outside	Go Getters!
Focus Texts Talk for Writing	Owl Babies	The Little Red Hen	How to Catch a Star	Handa's Surprise	The Magic Potion	The Little Green Dinosaur
Plot type	Fiction - Tale of Fear	Fiction - Cumulative	Fiction - Wishing Tale	Fiction - Journey Tale	Non-Fiction - Instructions	Journey Story
Unit Outcomes inc <i>written expectations</i>	Oral story telling <i>Mark making and letter formation development (Sarah, Percy, Bill)</i> <i>For some a simple dictated sentence.</i>	Oral Story telling of an innovated version of the Little Red Hen that is scribed by an adult. <i>Mark making and letter formation development</i>	All chn to have innovated story adult transcribed that they have planned using the story map. <i>Mark making and letter formation development</i>	All chn to have innovated story transcribed that they have planned using the story map. <i>Mark making and letter formation development</i>	All chn to innovate a set of instructions to make a magic potion <i>All chn to write a list of their ingredients.</i> <i>Most chn to write a set of innovated instructions.</i>	All chn plan and innovated version of the story e.g. The little Red Crab <i>Letter formation development</i> <i>Write words which are spelt phonetically</i>

		<i>Writing of character names: Cat, Rat, Bull</i> <i>All chn to verbalise a favourite part (retell and sketch)</i> <i>Some chn may be able to start writing with a frame.</i> <i>Dictated sentence/s.</i>	<i>All chn to record caption / sentence</i> <i>All chn to verbalise a favourite part (retell and sketch)</i> <i>Dictated sentence/s.</i>	<i>All chn to record caption / sentence</i> <i>All chn to verbalise a favourite part (retell and sketch)</i> <i>Dictated sentence/s.</i>	<i>Letter formation development</i> <i>Write words which are spelt phonetically</i> <i>Children to write simple phrases using recognisable letters and sounds.</i> <i>Dictated sentence/s.</i>	<i>Writing taught harder to read and spell words</i> <i>Children to write simple phrases using recognisable letters and sounds.</i> <i>Dictated sentence/s.</i>
Writing Progression	Children will give meanings to the marks they make.	Children will begin to form letters correctly.	Children will write words representing the sounds with a letter/letters	Children will write labels/phrases representing the sounds with a letter/letters.	Children will write words which are spelt phonetically	Children will write simple phrases and sentences using recognisable letters and sounds.
Handwriting	Letter formation is taught through daily ELS Phonics lessons using the scheme mnemonics. Teach Handwriting is taught additionally, using a print that matches ELS Phonics.					
Teach Handwriting Scheme	Pre-handwriting Patterns Non Pencil Lessons – straights, diagonals, curves	Pre-handwriting Patterns Non Pencil Lessons – tunnels, straights, diagonals, curves	Pre-handwriting Patterns, developing to Letter formation (straights)	Letter Formation – curves to start, hooks, loops, lines, tunnels, diagonals	Letter Formation – curves to start, hooks, loops, lines, tunnels, diagonals, number formation	Letter Formation – curves to start, hooks, loops, lines, tunnels, diagonals, number formation
Phonics and Spelling	Taught via daily discrete lesson following ELS Phonics Scheme					
ELS Phonics Scheme	Children will segment and blend sounds together to read words.	Children will begin to read captions and sentences.	Children will recognise taught digraphs in words and blend the sounds together.	Children will read words containing digraphs.	Children will read longer sentences containing phase 4 words and tricky words	Children will read books matched to their phonics ability.

	Consolidate Phase 1 <u>Phase 2</u> Week1: s a t p Week2: i n m d HRS: I the no Week 3: g o c k HRS: put of is Week 4: ck e u r HRS: to go into Week 5: ss Assess and Review Week HRS: pull Week 6: h b f ff l ll HRS: as his	Consolidate Phase 2 <u>Phase 3</u> Week1: j v w x HRS: he she buses Week2: y z zz qu ch HRS: we me be Week 3: sh th ng nk HRS: push Week 4: ai ee igh oa HRS: was her Week 5: Assess and Review Week Week 6: Review phase 3 HRS: my you	Consolidate Phase 2 and 3 <u>Phase 3</u> Week1: Days 1-3 Review Day 4 teach oo (book) Week2: ar ur oo (spoon) or HRS: they all are Week 3: ow (cow) oi ear air Week 4: ure er ow (snow) HRS: ball tall Week 5: Assess and Review Week HRS: when what Week 6: Review phase 3	Consolidate Phase 3 <u>Phase 3</u> Week1: Review phase 3 HRS: said so have Week2: Review phase 3 HRS: were out like Week 3: Review phase 3 HRS: some come there Week 4: Review phase 3 HRS: little one do Week 5: Assess and Review Week HRS: children love Week 6: Review phase 3	Consolidate Phase 3 <u>Phase 4</u> Week1: -ed/ed Teach new word structure to include CVCC. Teach compound words. Week2: -ed/t Teach new word structure to include CCVC Week 3: -ed/d Teach new word structure to include CCVC Week 4: Teach new word structure to include CCCVC Week 5: Assess and Review Week Week 6: -er/-est Teach new word structure to include CCCVCC	Consolidate Phase 4 <u>Phase 5</u> Week1: ay ou ie ea HRS: oh their Week2: oy ir ue aw HRS: people Mr Mrs Week 3: wh ph ew oe HRS: your ask should Week 4: au ey a-e e-e HRS: would could asked Week 5: Assess and Review Week HRS: house mouse water Week 6: l-e o-e u-e c HRS: want very
Writing Terminology	Writing to Inform Pictures or illustrations can help the reader see what you are writing about in their mind. Use a title to hook the reader's interest and to know what the writing might be about. Use labels or captions to show the reader something they might not know about.					
	Sentence Level A reader needs spaces between words so that they can understand and follow the writing Sentences are used to tell the reader about ideas and feelings					
	Word and Punctuation					

The **words** chosen help the reader understand what the writer wants to say.
A **full stop** separates ideas and helps the reader understand.

Development Strands Linking to Writing

Literacy – Comprehension	Children will independently look at a book, hold it the correct way and turn pages. Begin to use and understand new vocabulary through classroom discussions.	Children will engage and enjoy an increasing range of books. Begin to use and understand new vocabulary through classroom discussions.	Children will act out stories using recently introduced vocabulary. Begin to use and understand new vocabulary through classroom discussions.	Children will be able to talk about the characters in the books they are reading. Begin to use and understand new vocabulary through classroom discussions.	Children will retell a story using vocabulary influenced by their book. Children will anticipate – where appropriate – key events in stories Use and understand new vocabulary through classroom discussions.	Children will be able to answer questions about what they have read. Children will anticipate – where appropriate – key events in stories Use and understand new vocabulary through classroom discussions.
Communication and Language EYFS Framework – Educational Programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Communication and Language in Practice <i>Listening, Attention and Understanding</i>	We will be learning to..... Understand how to listen carefully and why listening is important.	We will be learning to..... Connect one idea to another using a range of connectives.	We will be learning to..... Listen attentively and respond to what they hear with relevant questions,	We will be learning to..... Engage in non-fiction books about animals, learning and using new	We will be learning to..... Use new vocabulary in different activities and areas of learning.	We will be learning to..... Engage in non-fiction books about the ocean, learning and using new

<i>Speaking</i>	Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine/ theme (tidy up time, snack, playtime, outdoors, indoors, house names) Say “Good morning”, and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model and encourage questions after instructions. E.g. should I go in the outdoor area? Is it time for Phonics? Begin to retell a simple story, once they have developed a deep	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentences. This can be done by expressing and sharing ideas to friends and book talk. Develop social phrases around routines of the day, greetings and friendship (Please can I play with you? Can I have a turn next? Would you like to play in the x with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused and	comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused and linked texts. E.g. How to Catch a Star.	vocabulary from them. Begin to understand humour e.g. nonsense rhymes/jokes. Describe events in some detail (linked to books e.g. life cycle). Use talk to help work out problems, organise thinking and activities explain how things work/why things happen (e.g. I am going to do a challenge everyday so I have got through them all by the end of the week). Develop and use social phrases with confidence (e.g. let’s play together). Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Engage in non-fiction books about ‘Plants’, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Articulate ideas and thoughts in well-formed sentences. Begin to retell simple instructions, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused and linked texts. E.g. The Magic Potion.	vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling support.
-----------------	---	--	--	---	--	---

	familiarity with the text; some as exact repetition and some in their own words. Use focused and linked texts. E.g. Owl Babies.	linked texts. E.g. The Little Red Hen.		Use focused and linked texts. E.g. Handa's Surprise.		
Physical Development EYFS Framework – Educational Programme	Physical Development Strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand/eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Physical Development – in practice <i>Gross Motor</i> <i>Fine Motor</i>	We will be learning to..... Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity. Consolidate tripod grip. Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes,	We will be learning to..... Develop our ability to move with confidence and control in a variety of ways when in the EYFS outdoor area, forest school and during PE sessions. Developing ability to control a ball without using hands. Develop confidence in use of tools to consolidate actions such as twist, pinch, grip, grab and squeeze.	We will be learning to..... Continue to refine the fundamental movement skills they have already acquired. Develop overall body-strength, balance, co-ordination and agility. Develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes,	We will be learning to..... Control a ball with confidence and accuracy when throwing, catching, kicking and aiming with it. Link sequences of movement with confidence, control and fluency. Begin to show accuracy and care when drawing	We will be learning to..... Confidently and safely use a range of large and small apparatus inside and outside in the EYFS outdoor area. Show accuracy and care when drawing	We will be learning to..... Confidently and safely use a range of large and small apparatus inside and outside in the EYFS outdoor area. Show accuracy and care when drawing

	scissors, knives, forks and spoons). Begin to show accuracy and care when drawing	Begin to show accuracy and care when drawing	scissors, knives, forks and spoons). Begin to show accuracy and care when drawing			
	Throughout the year we will.... Take part in 'funky fingers' activities so that we can use a range of tools with care, control and confidence. Develop our tripod grip when using a pencil or pen. Hold and use scissors with increasing confidence and control.					

Development Matters

Communication and Language – Development Matters: 3- and 4-year-olds will be learning to:

- Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh
 - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words

Communication and Language – Development Matters: children in reception will be learning to:

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding

Physical Development – Development Matters: 3- and 4-year-olds will be learning to:

- Use large-muscle movements to wave flags and streamers, paint and make marks
- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand.

Physical Development – Development Matters: children in reception will be learning to:

Develop the foundations of a handwriting style which is fast, accurate and efficient

Literacy – Development Matters: 3- and 4-year-olds will be learning to:

- 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
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Literacy – Development Matters: 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.
- 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

