

EYFS Curriculum – Literacy

Intent

A St John's children are provided with a learning environment and curriculum that fosters a love for reading and writing. Children are taught the three dimensions of reading: language comprehension and word reading using a wide variety of stories and non-fiction texts, poems, rhymes and songs. We want children to leave Reception confidently able to read decodable words and words that they are not able to sound out. They will be able to write simple sentences that can be read by others and will be supported with their handwriting so that they can form letters correctly. Children will have the opportunity to articulate their ideas, verbally constructing first to support them to write simple sentences as well as demonstrating secure phonic knowledge. They identify different purposes for writing e.g. cards, stories or shopping lists. Children know that their writing is highly valued.

Implementation

The importance of reading and writing is promoted through a literature rich environment including stories, songs, poems, mark making and writing in a variety of different contexts, for different purposes using a range of different media. Adults are skilled at encouraging literacy opportunities through children's play and add challenge where this has a focus for the child's next step. Where support is required, there are appropriate strategies in place. Where children need to develop sentence structure, we use colourful semantics to provide a scaffold to our children. Children are taught phonics on a daily basis through the Little Wandle programme. Every child will have a text linked to their phonic phase alongside a 'love of reading' story book to take home each week. They will also have the sounds we are focusing on each week and key words to practise at home. Our children share their reading books with adults in school at least three times a week. Through our topics, pupils are exposed to new and exciting texts filled with rich language.

Impact

Our children make at least good progress from their reading and writing starting points. They can read a variety of print including signs, captions, sentences and texts. Pupils have a love of stories, books and reading, and have developed a sense of wonder of the world of literature. They are keen to share their reading with adults and understand that this is the key to accessing the wider curriculum. Our pupils understand writing is a form of communication and can write phonetically plausible sentences that they and others can read.

EYFS Progression Map – Literacy

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Education Programme	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).					
Nursery Phonics	Rhyme time	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
Nursery Reading	<p>Listens to and joins in with stories and poems when reading one-to-one</p> <p>Shows interest in illustrations and words in print and words in the environment</p> <p>Shows awareness of rhyme and alliteration</p>	<p>Listens to and joins in with stories and poems when reading in a small group</p> <p>Looks at and enjoys books independently</p>	<p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Handles books carefully and the correct way up with growing competence</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Knows that print carries meaning and in English is read from left to right and top to bottom</p>	<p>Talks about how events and principal characters in stories and suggests how the story might end</p> <p>Begins to be aware of the way stories are structures and to tell own stories</p>	<p>Hears and says the initial sound in words</p> <p>Recognises and reads familiar GPCs in the environment</p>
Nursery Mark making/ Writing	<p>Makes up stories, play scenarios and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and paintings</p>	<p>Include mark making and early writing in their play</p> <p>Imitates adults writing by making continuous lines of shapes and symbols from left to right</p>	<p>Ascribes meanings to signs, symbols and words they see in different places, including those they make themselves</p>	<p>Attempts to write their own name or others names and words using combinations of lines, circles and curves or letter-like shapes</p>	<p>Begins to make letter-like shapes to represent the initial sounds of their name and other familiar words</p> <p>Shows interest in letters on a keyboard, identifying initial letter of own name and other familiar words</p>	<p>Begins to write own name</p> <p>Gives meaning to marks as they draw, write and paint</p> <p>Write some letters accurately.</p>
Reception Phonics	<p>Phase 2</p> <p>s a t p i n m d g o c k e u r h b f l</p> <p>the, is, l</p>	<p>Phase 2</p> <p>Ff ll ss jv w x y z zz qu words with s /s/ added at the end</p> <p>ch sh th ng nk</p> <p>put pull full as and has his her go no to into she push he of we me be</p>	<p>Phase 3</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff, longer words</p> <p>was you they my by all are sure pure</p>	<p>Review phase 3</p> <p>Longer words, words with two or more diagraphs, words ending in -ing, compound words, words with s in the middle, words ending with s, es</p>	<p>Phase 4</p> <p>Short vowels CVCC/CCVC/ CCVCC/ CCCVC/ CCCVCC, longer words, compound words, root words ending in -ing, -ed, -est</p> <p>Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Phase 4</p> <p>long vowels CVCC/CCVC/ CCVCC/ CCCVC/ CCCVCC longer words, compound words, root words ending in -ing, -ed, -est</p>
Reception Reading	<p>Enjoys an increasing range of texts, both fiction and non-fiction</p> <p>Begins to develop phonological and phonemic awareness, hears and says initial sound in words, link sounds to letters</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of reading</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them, begins to link sounds to some frequently used diagraphs.</p>	<p>Begins to recognise some written names of peers, siblings or significant people in their lives</p> <p>Knows that information can be retrieved from books, computers and digital devices</p> <p>Read some high frequency words</p>	<p>Is able to recall and discuss stories or information that has been read to them or they have read themselves</p> <p>Includes every day literacy artefacts in play such as labels, instructions, signs, envelopes etc</p>	<p>Describe main story, events and principal characters in increasing detail</p> <p>Re-enact and reinvent stories they have heard in their play</p> <p>Knows that information can be retrieved from books, computers and digital devices</p> <p>Read some high frequency words</p>	<p>Engages with books and other reading materials at an increasingly deeper level, drawing on their phonic knowledge to decode words and their knowledge of language structure, subject knowledge and illustrations to interpret text</p>
Reception Writing	<p>Can write their name independently.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Can write letters strings to communicate their writing – using letters from their name.</p>	<p>Begins to break the flow of speech into words</p> <p>Spell words by identifying the initial and final sounds and then writing the sound with letter/s.</p>	<p>Segment the sounds in simple words and blend them together with some adult support.</p> <p>Write short lists and labels using initial, final and medial sounds within words with known GPC correspondences.</p>	<p>Independently segment the sounds in simple words and blend them together.</p> <p>Begin to write short captions with support using words with known sound-letter correspondences.</p> <p>Write recognisable letters with adult guidance, most of which are correctly formed.</p>	<p>Write simple phrases and sentences with occasional adult support that can be read by others.</p> <p>Write recognisable letters, with limited adult guidance -most of which are correctly formed.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Re-read what they have written to check that it makes sense.</p>
ELGs	<p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>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.</p>		<p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>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.</p>		<p>Writing</p> <p>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.</p>	