 **EYFS Curriculum: Literacy**

A picture containing indoor, furniture

Description automatically generatedA picture containing text, outdoor, sign

Description automatically generated **What does this look like across the EYFS?**

A picture containing person, indoor

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A picture containing text, person

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**Our Educational Programme:**

At Church Lane Primary School and Nursery we believe in developing a life-long love of Reading. Every child in Nursery receives weekly story books to take home and share with their family. In addition to a weekly reading book, family and friends have access to our mini-library that is located in the outdoor area. Books, poems and rhymes are fundamental to our curriculum across all areas of learning. We will enjoy a variety of stories, non-fiction books, poems and rhymes to support language comprehension and word reading. In Nursery, we ensure all the pre-requisites are taught to ensure the children have the best start when they move onto the RWI Phonics scheme, RWI Talk through Stories and The Write stuff curriculum. We will deliver Reading workshops to parents and ensure books are accessible to all our families and become part of their everyday routine too.

Below is our ambitious curriculum which shows progression across EYFS through the teaching of a variety skills and knowledge, including rich vocabulary. As our children move through the EYFS, the curriculum is designed to ensure all children develop the desired building blocks to ensure they have all the skills and knowledge needed to access National Curriculum. We will use the planned knowledge and skills as a guide (not rigid and not an exhaustive list) throughout the year and will adapt accordingly depending on cohort needs, interests and any gaps in learning.

**Communication and Language is at the heart of the curriculum.**

A picture containing plant

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A picture containing text

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A picture containing person, indoor, child

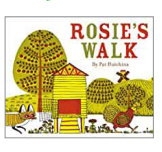
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**Progression document: For Assessments please see separate document.**

**National Curriculum links: English**

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|  |  |  | **Reception: Book Focus** |  |
| **Autumn 1** | **Writing**  To make marks inside and outside  **Word Reading and Comprehension**  To join in with nursery rhymes, poems and stories.  To recognise own name  To be aware of sounds made by musical instruments, environmental sounds  To recognise spoken words | Tier 2 words:  Word 1: settled (settle, settles)  Word 2: groaned (groan, groans, groaning)  Word 3: curling up (curl up, curls up, curled up)  Word 4: glow (glowing, glowed)  Word 5: hooked (hook, hooks)  Word 6: twinkly (twinkled, twinkles)  Word 7: puzzled (puzzling)  Word 8: cosy | Tier 2 words:  Word 1: explore (explored, explores)  Word 2: discovered (discover)  Word 3: wondered (wonder)  Word 4: enormous  Word 5: barely  Word 6: unexpected  Word 7: shrink (shrank, shrunk)  Word 8: tumbled (tumbling)    Tier 2 words:  Word 1: hunting (hunt, hunts, hunted)  Word 2: silent  Word 3: fuss  Word 4: bounced (bounces)  Word 5: swooped (swooping)  Word 6: brave  Word 7: flapped (flapping) | **Writing**  To begin to write recognisable letters  To recognise own name and attempt to write it  To orally rehearse sentences  To write initial sounds  To use pictures to add meaning  **Handwriting focus:**    **Word Reading and Comprehension**  To read a wide range of books for pleasure  To recognise some set 1 sounds and oral blend  To read CVC words  To develop and learn new vocabulary  To begin to infer what characters are like  To make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.  To listen and discuss a wide range of texts  To develop understanding of rhyme  To further understand parts of a book e.g. point to the title of the book, illustrations and page number  To make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.  To know that a book has a beginning and an end, and can hold the book the right way up and turn some pages appropriately. |
| **Autumn 2** | **Writing**  To make marks inside and outside  To attempt to write first letter from name  Begin to apply knowledge of print to writing e.g. m for mummy.  **Word Reading and Comprehension**  To join in with nursery rhymes, poems and stories.  To recognise own name  To be aware of sounds made by musical instruments, environmental sounds  To recognise spoken words | Tier Two words:  Word 1: slipped away (slip away)  Word 2: absolutely  Word 3: serious  Word 4: burst  Word 5: gasped  Word 6: celebrate  Word 7: decorate (decorated, decorating) | **Tier 2 words**  Word 1: mischief (mischievous)  Word 2: roared (roar)  Word 3: staring (stare, stares, stared)  Word 4: terrible  Word 5: tumbled (tumble)  Word 6: lonely  Word 7: blinking (blink, blinks, blinked)    **Tier 2 words**  Word 1: searched (searching, search)  Word 2: grinned (grin, grins, grinning)  Word 3: shriek (shrieking, shrieks, shrieked)  Word 4: magnificent (magnificently)  Word 5: politely (polite)  Word 6: clutched (clutch, clutches)  Word 7: keen  Word 8: grateful    Word 1: twirl (twirling, twirled)  Word 2: tumbling (tumble, tumbled)  Word 3: shove (shoves, shoved)  Word 4: weary  Word 5: chuckle (chuckled, chuckling)  Word 6: doze (dozed, dozing)  Word 7: clattering (clatter, clattered)  Word 8: drifts (drifting, drifted) | **Writing**  To write recognisable letters and CVC words  To recognise own name and attempt to write it  To orally rehearse sentences  **Handwriting focus:**    **Word Reading and Comprehension**  To read a wide range of books for pleasure  To read ‘special friends’  To read CVC words  To develop and learn new vocabulary  To make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.  To begin to infer what characters are like  To begin to predict  To listen and discuss a wide range of texts  To sequence and re-tell  To further understand parts of a book e.g. point to the title of the book, illustrations and page number  To develop understanding of rhyme  To make inferences to answer a question about a character's emotions in a familiar picture book read aloud to them, where answer is heavily cued.  To know that a book has a beginning and an end, and can hold the book the right way up and turn some pages appropriately.  To know that a book has a beginning and end, and can turn accurately to the beginning or end when prompted. |
| **Spring 1** | **Writing**  To make marks inside and outside  To begin to copy some letters  from name  **Word Reading and Comprehension**  To join in with nursery rhymes, poems and stories.  To recognise own name  To show an awareness of rhyme and alliteration  To begin to understand that a book has a front cover, author and page number  To recognise spoken words | Tier Two words:  Word 1: brave (bravely)  Word 2: muttered (mutter, mutters, muttering)  Word 3: spied (spy)  Word 4: scampered (scamper, scampering)  Word 5: beware  Word 6: boomed (boom, booming)  Word 7: crept (creep)  Word 8: precious | **Tier 2 words:**  Word 1: hunted  Word 2: fluttery (flutters, fluttered)  Word 3: peered  Word 4: waving  Word 5: shiny  Word 6: peeped (peep)  Word 7: scurried  Word 8: skipped    **Tier 2 words:**  Word 1: belonged (belong, belongs)  Word 2: fond (fondly)  Word 3: anxiously (anxious)  Word 4: searched (search, searches)  Word 5: exciting (excited)  Word 6: terrible  Word 7: practising (practise, practised)  Word 8: staring (stared)    **Tier 2 words:** | **Writing**  To write simple phrases  To independently write own name  To orally rehearse sentences  To write from left to right  **Handwriting focus:**    **Word Reading and Comprehension**  To develop and learn new vocabulary  To read a wide range of books for pleasure  To consolidate Set 1 sounds  To read simple phrases  To understand that reading texts involves reading from left to write  To begin to infer what characters are like  To make a simple, plausible suggestions about what will happen next in a book they are reading.  To ask and answer questions  To begin to explain my favourite words and phrases  To listen and discuss a wide range of texts  To sequence and re-tell  To develop understanding of rhyme  To retrieve information from pictures in a book.  To make inferences to answer a simple question related directly to characters' emotions in a familiar picture book read aloud to them, where answer is signposted in book but question is quite open.  To know that a book has a beginning and end, and can turn accurately to the beginning or end when prompted. |
| **Spring 2** | **Writing**  To make marks inside and outside  To write more letters from name  To demonstrate good fine motor skills when using tools  **Word Reading and Comprehension**  To join in with nursery rhymes, poems and stories.  To recognise own name  To show an awareness of rhyme and alliteration  To begin to understand that a book has a front cover, author and page number  To recognise spoken words | Tier Two words:  Word 1: crept  Word 2: wriggled  Word 3: creaked  Word 4: wearily  Word 5: fled  Word 6: squeezed | **Tier 2 words:**  Word 1: grand  Word 2: skilfully (skilful) 16  Word 3: courage  Word 4: delight (delighted, delightful)  Word 5: talent (talented)  Word 6: awe  Word 7: unique  Word 8: might (mighty)    **Tier 2 words:**  Word 1: imagination (imagining, imagine, imagined, imagines)  Word 2: wild Word 3: ordinary Word 4: roamed (roam, roams, roaming)  Word 5: soared (soar) 14  Word 6: longed Word 7: discovered    **Tier 2 words:**  Word 1: sneaking (sneaks, sneaked, sneaky)  Word 2: gasped (gasping, gasp, gasps)  Word 3: crammed (cram, crams) 10  Word 4: soaring (soar, soars, soared)  Word 5: vast  Word 6: gloomy  Word 7: slithering (slither, slithered)  Word 8: struggled (struggle, struggling) | **Writing**  To write simple phrases/sentences  To oral rehearsing of sentences  To spell some red words correctly  To write for different purposes  Sometimes use a full stop when writing a simple sentence  **Handwriting focus:**    **Word Reading and Comprehension**  To begin to read simple phrases  To begin to retell events/stories  To begin to sequence events  To make a simple, plausible suggestions about what will happen next in a book they are reading.  To ask and answer questions  To explain links between different stories  To begin to explain my favourite words and phrases  To listen and discuss a wide range of texts  To begin to infer what characters are like  To learn set 2 sounds  To develop understanding of rhyme  To retrieve information from pictures in a book.  To make inferences to answer a question beginning 'Why do you think…?' in a picture book that has been read to them, where answer is clearly signposted. |
| **Summer 1** | **Writing**  To make marks inside and outside  To write name using name card  To begin to write some recognisable letters.  To make meaningful marks e.g shopping lists  **Word Reading and Comprehension**  To join in with nursery rhymes, poems and stories and engage in extended conversations.  To begin to understand that a book has a front cover, author and page number  To understand that reading texts involve reading from left to right  To begin to understand oral blending  To begin to understand ‘who’, ‘what’ and ‘where’  questions  To begin to understand ‘why’ questions  To begin to ask more questions  To begin to give answers to questions  To recognise some set 1 sounds  To recognise spoken words  To begin to learn how stories are structured e.g. beginning, middle and end. | Tier Two words:  Word 1: explained (explain)  Word 2: persuaded (persuade)  Word 3: sighed (sigh)  Word 4: excitedly  Word 5: special  Word 6: chuckled (chuckling)  Word 7: frowned (frowning)  Word 8: imagination (imaginary) |  | **Writing**  To write simple sentences with capital letters and full stop  To form most letters correctly  To spell some red words correctly  **Handwriting focus:**    **Word Reading and Comprehension**  To begin to infer what characters are like  To ask and answer questions  To suggest how an unfamiliar story read aloud to them might end.  To begin to explain my favourite words and phrases  To listen and discuss a wide range of texts  To read short sentences  To complete a rhyming string  To begin to read some common exception words  To make inferences to answer a question beginning 'Why do you think…?' in a book they have read, where answer is clearly signposted.  To know that a book has a beginning and end and turns all the pages between them accurately. |
| **Summer 2** | **Writing**  To make marks inside and outside  To write name using name card  To begin to write some recognisable letters  To make meaningful marks e.g shopping lists  **Word Reading and Comprehension**  To join in with nursery rhymes, poems and stories and engage in extended conversations.  To join in with nursery rhymes and to recite some with limited prompting.  To join in with Poems and to recite some with limited prompting.  To begin to understand that a book has a front cover, author and page number  To understand that reading texts involve reading from left to right  To begin to understand oral blending  To begin to understand ‘who’, ‘what’ and ‘where’  questions  To begin to understand ‘why’ questions  To begin to ask more questions  To begin to give answers to questions  To recognise some set 1 sounds  To identify all mnemonics in set 1  To begin to learn how stories are structured e.g. beginning, middle and end. | Tier Two words:  Word 1: sneaked (sneaks, sneaking)  Word 2: plonked (plonk, plonks)  Word 3: pleasant  Word 4: trailed (trails, trailing)  Word 5: muttered (mutters, muttering)  Word 6: groaned (groans, groaning)  Word 7: peace (peaceful)  Word 8: beamed (beams, beaming) |  | **Writing**  To write simple sentences with capital letters and full stop  To write all letters correctly  To begin to use conjunctions and some adjectives to add interest to sentence.  To spelling taught red words correctly  To form clear ascenders and descenders  **Handwriting focus:**    **Word Reading and Comprehension**  To begin to infer what characters are like  To suggest how an unfamiliar story read aloud to them might end.  To ask and answer questions  To begin to explain my favourite words and phrases  To listen and discuss a wide range of texts  To independently read short stories  To be confident when completing a rhyming string.  To read some common exception words.  To know that a book has a beginning and end and turns all the pages between them accurately. |



**Assessment tracker:**

A map of a road with text and words

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