



# EYFS Literacy Curriculum

EYFS Literacy Educational Programme	Reference to KS1 (specific to Year 1) English Programme of Study	Links to our St. Gabriel's EYFS Curriculum Goals
<p>It is crucial for children to develop a life-long love of reading.</p> <p>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).</p>	<p>During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice. Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 2 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p>	<p>To become a <b>Confident Communicator</b> who can listen carefully, converse with friends and adults, confidently share thoughts, opinions and feelings and have an ever-growing bank of vocabulary</p> <p>To become a <b>Talented Tool User</b> who holds a pencil effectively, forms letters correctly, draws with some detail and uses other tools such as scissors, cutlery, tweezers and paintbrushes safely, confidently and with good control</p> <p>To become a <b>Remarkable Reader</b> who uses the skills they have acquired to read signs, their own writing and a variety of texts and develop a love of reading, independently, with friends, teachers and parents</p> <p>To become a <b>Wow Writer</b> who is keen to make marks and write for different purposes, who is confident and ambitious to keep improving their skills</p>

## Progression of learning/skills in the area of Literacy

	Learning/skills prior to Reception	End of Autumn	End of Spring	End of Summer	Essential learning/skills prior to Year 1	
<p><b>Comprehension</b></p> <p>(including exploring prints and books)</p>	<p>Hold a book the correct way up</p> <p>Turn pages in a book</p> <p>Talk about a stories that we enjoy</p> <p>Answer simple questions about a story e.g. 'Whose porridge did Goldilocks enjoy?'</p> <p>Say what might happen next in a story</p> <p>Join in with repeated parts of stories e.g. 'Run, run, as fast as you can...'</p> <p>Engage in conversations about stories</p>	<p>Talk about what we can see in a book</p> <p>Locate objects, characters etc. in a book</p> <p>Explore the meaning of new words</p> <p>Hold a book the correct way up</p> <p>Turn the pages in a book</p> <p>Point to and identify page numbers in a book</p> <p>Identify the front cover of a book</p> <p>Talk about what we see on the front cover</p> <p>Know that we read text from left to right</p> <p>Join in with repeated parts of a story</p> <p>Begin to make predictions about what a story might be about and what might happen</p>	<p>Retell a familiar story using own words and recently introduced vocabulary</p> <p>Sequence a story (up to 4 parts)</p> <p>Talk about our favourite part of a story</p> <p>Understand what a character is</p> <p>Talk about/answer questions about characters in a story</p> <p>Use adjectives to describe characters in a story</p> <p>Understand what a setting is</p> <p>Identify and describe the setting of a familiar story</p> <p>Identify story language in a book e.g. 'Once upon a time'</p> <p>Explore the meaning of new words</p> <p>Know who an author is</p> <p>Know who an illustrator is</p> <p>Locate the front cover and back cover of a book</p> <p>Make predictions about what a story might be about and what might happen</p> <p>Know what the spaces are between words and find them on a page</p> <p>Point to where we start reading on a page</p> <p><b>Helicopter Stories</b> (C&amp;L, Literacy &amp; EA&amp;D)</p> <p>Use story language</p> <p>Develop confidence in talking in front of the class</p> <p>Understand the structure of stories</p> <p>Use speech when taking on the role of a character</p> <p>Say what might happen next in a story</p> <p>Develop oracy: speaking confidently, appropriately and sensitively</p> <p>Start to develop own stories vocally</p> <p>Perform poem as a whole class (Ruth Miskin)</p>	<p>Understand what a fiction book is</p> <p>Understand what a non-fiction book is</p> <p>Sort books into fiction and non-fiction</p> <p>Know what a blurb is and where to find it in a book</p> <p>Know what a contents page is and where to find it in a book</p> <p>Explore the meaning of new words</p> <p>Say what might happen next in a story</p> <p>Say how a story could have ended differently</p> <p>Know that a sentence starts with a capital letter and ends with a full stop</p> <p>Answer questions appropriately (retrieving and inference)</p> <p><b>Helicopter Stories</b> (C&amp;L, Literacy &amp; EA&amp;D)</p> <p>Use story language</p> <p>Develop confidence in talking in front of the class</p> <p>Understand the structure of stories</p> <p>Use speech when taking on the role of a character</p> <p>Develop oracy: speaking confidently, appropriately and sensitively</p> <p>Orally develop own story</p> <p>Perform familiar and created stories</p>	<p><b>ELG</b></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</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p><b>Comprehension:</b></p> <p><b>Vocabulary</b> - Understand and unpick new vocabulary linked to words already known</p> <p><b>Infer</b> - Talk about how people/characters feel in stories</p> <p><b>Predict</b> - Make predictions about what could happen next</p> <p><b>Explain</b> - Explain what we think about a story</p> <p><b>Retrieve</b> - Answer a simple question about the story</p> <p><b>Sequence</b> - Simple retelling of stories</p>
<p><b>Word Reading</b></p> <p>(including phonological awareness)</p>	<p>Spot and suggest rhymes</p> <p>Count and clap syllables</p> <p>Sometimes hear initial sounds in words</p> <p>Recognise words with same initial sound</p> <p>Oral blending using pictures as prompts e.g. saying 'g-oa-t' and the child points to the goat</p> <p>Recognise their own name</p> <p>Identify the first letter in their name</p> <p>Recognise that signs have meaning</p>	<p>Begin to identify how many syllables there are in a word (clapping out)</p> <p>Identify initial sounds in words</p> <p>Identify initials that have the same initial sounds</p> <p>Begin to identify words that have the same ending (rhyming words)</p> <p>Begin to identify words that rhyme with a given word</p> <p>Recognise all Set 1 sounds (including some/all of the special friends)</p> <p>Orally blending words without picture prompts</p> <p>Recognise own name</p> <p>Begin to read CVC words</p> <p><b>RWinc assessment</b></p> <p>End of Autumn 1 – B (exp)</p> <p>End of Autumn 2 – C (exp)</p>	<p>Identify how many syllables there are in a word (clapping out)</p> <p>Recognise all Set 1 sounds including special friends</p> <p>Read CVC words using 'Fred Talk' and getting speedier with 'Fred in your head'</p> <p>Read words containing some special friends e.g. 'ring' and 'chop'</p> <p>Read some CVC words containing special friends</p> <p>Read CVC alien words</p> <p>Begin to read some words containing 4 or more sounds e.g. flat, help and drink</p> <p>Read simple sentences e.g. 'pin it on its leg' using ditty sheets then red ditty books</p> <p>Begin to recognise some red words e.g. 'I' and 'the'</p> <p>Read RWinc teaching books matched to the reading level (Ditty/Red)</p> <p>Read RWinc scheme books with fluency (matched one level below – pink/lilac/red)</p> <p>Read own writing</p> <p>Re-read books to build up confidence, fluency, understanding and enjoyment</p> <p><b>RWinc assessment</b></p> <p>End of Spring 1 – Ditty (exp)</p> <p>End of Spring 2 – Red (exp)</p>	<p>Consistently read words containing Set 1 sounds, with some speed, no longer needing to 'Fred Talk'</p> <p>Read alien words containing more than 3 sounds</p> <p>Recognise Set 2 sounds</p> <p>Read words containing Set 2 sounds</p> <p>Read longer sentences with more fluency</p> <p>Recognise many red words e.g. 'the', 'my', 'he' and 'your'</p> <p>Read RWinc teaching books matched to the reading level (Red/Green)</p> <p>Read own writing</p> <p>Read RWinc scheme books with fluency (matched one level below – red/green)</p> <p>Re-read books to build up confidence, fluency, understanding and enjoyment</p> <p><b>RWinc assessment –</b></p> <p>End of Summer 1 – Green</p> <p>End of Summer 2 – Green/Purple</p>	<p><b>ELG</b></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</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p><b>Word Reading:</b></p> <p>Apply Set 2 sounds accurately and speedily to words</p> <p>Know some red words</p> <p>Read stories matched to our phonological ability (Green)</p> <p>Re-read a book to build up fluency</p>
<p><b>Writing</b></p>	<p>Make meaningful marks and say what they represent</p> <p>Copy some/all of their name</p> <p>Draw shapes that represent ourselves e.g. a circle for a face, dots for eyes and lines for arms/legs</p>	<p>Form recognisable letters</p> <p>Beginning to record initial sounds in words</p> <p>Beginning to segment words, identifying individual sounds then writing them down (words containing Set 1 sounds)</p> <p>Write own name</p> <p>Hold a pencil with good control and apply pressure</p>	<p>Form all letters correctly</p> <p>Segment words, identifying individual sounds then writing them down (words containing Set 1 sounds including special friends)</p> <p>Hold a simple phrase in our heads and write it down, remembering to use finger spaces e.g. 'a cat in a pot'</p> <p>Begin to compose own writing by composing a phrase/sentence, remembering it and writing it down</p> <p>Check for mistakes in writing</p> <p>Write key words, lists, simple captions and sentences</p>	<p>Carefully position letters on a line, forming all/most letters correctly</p> <p>Segment words, identifying sounds and writing them (Set 1 and Set 2)</p> <p>Verbally compose sentences, remember them and write them using finger spaces and full stops</p> <p>Begin to use capital letters</p> <p>Check for mistakes in writing and edit using the writing checklist as a guide</p> <p>Write sequences of sentences, instructions, recounts and stories</p> <p>Become more independent in writing</p> <p>Use writing checklists to support independent writing</p> <p>Engage in writing challenges in the provision</p>	<p><b>ELG</b></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><b>Writing</b></p> <p><b>Writing Transcription:</b></p> <p>Explore opportunities to write lists, labels, captions and more</p> <p><b>Writing Composition:</b></p> <p>Orally compose a sentence before writing</p> <p>Read and check own writing</p> <p><b>Vocabulary, grammar &amp; Punctuation:</b></p> <p>Begin to have an awareness and use capital letters, finger spaces and full stops</p>



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