Literacy in the EYFS

In the EYFS at Springvale we aim to support everyone to reach their potential by living out our ethos of PLAY TOGETHER LEARN TOGETHER ACHIEVE TOGETHER. We deliver our curriculum through themes, and use a core text as a ‘hook’ to introduce our learning for that term. We plan six topics each year, on a two-year cycle, through which the children learn skills from many areas of the curriculum; communication, PSHE, literacy, mathematics, science, history, geography, physical education, art and design and R.E.

At Springvale we want to develop **a life-long love of reading** and develop the skills of **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).

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| Term | | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | Summer 1 | | Summer 2 |
| TOPIC – CYCLE A  \*Themes are to be flexible to give freedom to follow children’s interests. | | ALL ABOUT ME | | TRADITIONAL STORIES & SPECIAL TIMES | | CHANGE | | PEOPLE WHO HELP US | LIFE-CYCLES  Plant and animal life-  cycles  Planting a bean  Egg to Butterfly  Marvellous Minibeasts | | WE’RE OFF  Celebrating  similarities and differences between people and places around the world, including space! |
| TOPIC **LED** BY  (See document ‘UW in the EYFS’ for specific vocabulary linked to each topic) | | PSHE  Understanding the World (Past & Present) | | Literacy  Understanding the World (People, Culture & Communities) | | Understanding the World (The Natural World) | | Understanding the World (People, Culture & Communities/Past and Present) | Understanding the World (The Natural World) | | Understanding the World (People, Culture and Communities) |
| CORE TEXT | FS1  **Michael Rosen**  **We’re Going on a Bear Hunt**  FS2 | | FS1  **Julia Donaldson**  **Room on the Broom**  FS2 | | FS1  **Jill Murphy**  **Peace at Last**  FS2 | | FS1  **Martin Wadell**  **Farmer Duck**  FS2  **Zog and the Flying Doctors**  **Julia Donaldson** | | | FS1  **Julia Donaldson**  **Monkey Puzzle**  FS2 | FS1  **Jill Murphy**  **Whatever Next**  FS2  **The Ugly Five**  **Julia Donaldson** |
| **Phonics and Word Reading FS1** | | Develop their phonological awareness so they can:  -spot and suggest rhymes  -count or clap syllables in a word  -recognise words with the same initial sound  Understand the 5 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 | | | | | | Phonics sessions x 3 per week  Rhyme of the Week  C&L and phonics games and activities to be sent home  ‘Book of the Week’ activities and discussions  Focus on key authors in EYFS  Reading activities such a story sacks to be sent home. | | | |
| **Phonics and Word Reading FS2** | | F2 Autumn 1  Read individual letters by saying the sounds for them.  F2 Autumn 2  Blend sounds into words, so they can read short words made up of known letter-sound correspondences.  F2 Spring 1  Read some letter groups that each represent one sound and say sounds for them.  F2 Spring 2  Read a few common exception words matched to the school’s phonics programme.  F2 Summer 1  Read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words.  F2 Summer 2  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | | | | | | RWI Phonics  Set 1 sounds and word time lessons 1.1 – 1.4  m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh  Home Support: letter recognition and sounds  Reading activities to continue ie story sacks, language games  Able to blend orally  Word time lesson 1.5 – 1.7  r, j, v, y, w, z, x, Special friends: ch, th, ng, nk, qu  Home Support: CVC games and activities  Ditty group  Red ditty books  Common Exception Words I, of, my, to, the, no  Home Support: photcopiable ditty sheets  Set 2 sounds (3 weeks)  ay, ee, igh, ow (blow), oo (boot), oo (book), ar, or, air, ir, ou, oy  Green read, write inc books  Common Exception Words the, your, said, you, my, I, he, are, of, no  Home Support: Set 2 sounds practise /  green read, write inc book bag books / weekly red and green words from the book just read  Green read, write inc books  Home Support: green books for bags / weekly red and green words from the book just read  Purple read, write inc books  Common Exception Words the, of, to, I, my, me, go, he, baby, said, are, you, your, paint  Home Support: purple books for bags / weekly red and green words from the book just read | | | |
| **Comprehension FS1** | | Engage in extended conversations about stories, learning new vocabulary. | | | | | | Reading comprehension is developed throughout the year through high quality interactions, topic discussions, daily stories, singing, speech and language interventions, Pie Corbett T4W actions and Helicopter Stories | | | |
| **Comprehension FS2** | | Ask questions to find out more and to check they understand what has been said.  Engage in storytimes.  Listen to and talk about stories to build familiarity and understanding.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their words.  Learn rhymes, poems and songs.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | | | | |
| **Writing FS1**  **(Composition and Transcription)** | | Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.  Write some or all of their name.  Write some letters accurately. | | | | | | Daily opportunities within continuous provision for developing writing skills; focus on name writing as part of self-registration, ‘Sound of the Week’ interactive display with opportunities to practise letter formation, adults modelling writing in provision , adults supporting children’s writing in provision. | | | |
| **Writing**  **Composition FS2**  **Transcription FS2** | | Spell words by identifying the sounds and then writing the sounds with the letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.  Form lower case and capital letters correctly.  Spell words by identifying the sounds and then writing the sounds with the letter/s.  Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop. | | | | | | Weekly differentiated TF writing activity, using their developing phonic skills.  Weekly independent writing activity within provision as part of their Rainbow Challenge  Specific handwriting focused session | | | |
| **Vocabulary, Grammar and Punctuation** | | Engage in extended conversation about stories, learning new vocabulary. | | | | | | New Vocabulary is developed throughout the year through high quality interactions, with teachers modelling and explaining new words. New vocabulary focus for each ‘Book of Week’ | | | |