



EYFS Literacy Overview 2022 to 2023



In Foundation Stage, the teachers plan their activities based upon objective and child-led planning so that the curriculum is differentiated to meet each child's individual Literacy level. The grid below shows a generic overview of our Literacy curriculum however, due to all children learning and progressing at different rates, these objectives are progressive and your child will progress to the next stage when they are ready.

Autumn 1	Autumn 2
<p>All children complete Reception Baseline within first 6 weeks of starting Foundation</p> <p>Phonics - Stage 1 and Stage 2 taught in groups as per the needs of the individual</p> <p>Reading: Understand the five key concepts about print:</p> <ul style="list-style-type: none">• 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 <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in a word• recognise words with the same initial sound• Learn new vocabulary through conversations about stories <p>Writing:</p> <ul style="list-style-type: none">- 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 the handwriting patterns to support cursive script <p>Physical Development:</p> <ul style="list-style-type: none">- 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.	<p>Phonics - Stages 2 and 3 taught in groups as per the needs of the individual</p> <p>Reading:</p> <ul style="list-style-type: none">- 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. <p>Writing:</p> <ul style="list-style-type: none">- Write some or all of their name.- Write the handwriting patterns to support cursive script- Write some letters accurately. <p>Physical Development:</p> <ul style="list-style-type: none">- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.- 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.

Spring 1

Phonics - Stages 2 and 3 taught in groups as per the needs of the individual

Focus on 'blending' the sounds that they have learned to read and 'segmenting' sounds to support spelling.

Reading:

- 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.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing:

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.

Physical Development:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient

Spring 2

Phonics - Stages 2, 3 and 4 taught in groups as per the needs of the individual

Focus on 'blending' the sounds that they have learned to read and 'segmenting' sounds to support spelling.

Reading:

- 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.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing:

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Physical Development:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Develop the foundations of a handwriting style which is fast, accurate and efficient

Summer 1

Summer 2

Phonics - Stages 2, 3 and 4 taught in groups as per the needs of the individual.

Early Learning Goals to meet by the end of Foundation Stage:

Literacy:

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- 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.

ELG: Word Reading:

Children at the expected level of development will

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- 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.

ELG: Writing:

Children at the expected level of development will:

- 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.

Physical Development

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

The children that exceed the Early Learning Goals, will work towards literacy objectives for Year 1.

