

EYFS curriculum planning for Literacy-reading

Nursery 1-	Nursery 2	Reception
<p>repeated due to staggered intake throughout N1 & September N2</p> <p><u>Autumn term</u> <u>We will teach and support the children to:</u></p> <ul style="list-style-type: none"> • Be aware of print and understand that it has meaning eg books, labels in areas, environmental print (30-36) • Begin to recognise their name for self-registration, to hang up their coat and for copying onto work (37-45) • Develop a love of books by reading to them and sharing books every day (30-36) • Begin to understand that print is read left to right by adults pointing to words such as their name when reading it or writing it (37-45) • sit and listen to a short story (5 minutes) in a group (30-36) • Develop an awareness of rhythm and rhyme by singing Nursery rhymes, action songs and in music activities (30-36, 37-45) • Be interested in illustrations in books and talk about what they can see to develop early inference skills (30-36, 37-45) • Know that some books are stories and some tell us information 	<p><u>Autumn term</u> <u>We will teach and support our new N2 children to</u></p> <ul style="list-style-type: none"> • As Autumn term N1 <p><u>In addition to N1 objectives we will also teach the current N2 children to</u></p> <ul style="list-style-type: none"> • Recognise their name with increasing confidence (37-45) • Listen to stories in a group for increasing periods of time • Begin to retell a familiar story using props (46-54) • Recognise familiar words such as mam, dad and advertising slogans (37-45) • Hold books correctly and turn pages one at a time (46-54) • Look at books independently, handling them carefully (46-54) • Talk about what happens in stories (37-45) • Clap syllables in their name and other words (my turn, your turn) • develop a range of pre-literacy skills by using activities in Foundations of Literacy* and Letters and Sounds Phase 1. See attached* 	<p><u>Autumn term</u> <u>We will teach and support the children to:</u></p> <ul style="list-style-type: none"> • Know information can be relayed in the form of print (55-62) • Talk about story settings, characters and events (55-62) • With adult support make up and retell simple stories • Begin to continue a rhyming string (46-54) • Hear and say the initial sounds in words. (55-62) • Link sounds to letters, naming and sounding the letters of the alphabet (55-62) • Begin to segment sounds in simple words and blend them together and know which letters represent some of them. (63-70) • Continue to develop a love of books and reading by having books read to them on a daily basis • Recognise and say all individual speed sounds from the RWI set 1 (55-62) • Orally blend CVC words - use around the classroom - coats on p-e-g, fill you c-u-p half full, sit on the m-a-t (63-70) • Begin to recognise and read tricky action words with picture prompts (55-62)

<p>Spring term As Autumn term</p>	<p>Spring term <u>In addition to Autumn term objectives all children will be taught to</u></p> <ul style="list-style-type: none"> • Join in with repeated phrases and anticipate key events (46-54) • listen with increasing attention and recall (46-54) • Copy voice sounds (my turn, your turn) made by fred frog from RWI • Begin to know that information can be relayed in the form of print (55-62) • Begin to talk about story settings, characters and events (55-62) 	<p>Spring term we will teach and support the children to:</p> <ul style="list-style-type: none"> • Talk about main story settings, principal characters and events (55-62) • to segment sounds in simple words and blend them together and know which letters represent some of them. (63-70) • Read and recognise tricky words confidently with picture prompts (63-70) • Continue to develop a love of books and reading by having books read to them on a daily basis • Listen to stories without pictures • Blend and read CVC words using practical equipment - pegs, counters, cubes, magnetic letters (63-70) • Begin to read simple captions (3 - 4 words) (55-62) • Read and recognise all RWI set 1 sounds without picture prompts (55-62)
<p>Summer term As Autumn term</p>	<p>Summer term <u>In addition to previous objectives all children will be taught to</u></p> <ul style="list-style-type: none"> • Begin to know information can be relayed in the form of print (55-62) • Talk about story settings, characters and events (55-62) • With adult support make up and retell simple stories • Show an increased awareness of rhyme (46-54) • Recognise and name the pictures from the RWI cards using my turn, your turn then independently • Begin to listen, blend then say simple CVC words through Fred talk • Match upper and lower letters from their name to letters they see • Identify the sound of their initial letter e.g adult says 'I spy someone whose name begins with aaa' 	<p>Summer term <u>The children will be expected to</u></p> <ul style="list-style-type: none"> • to segment sounds in simple words and blend them together and know which letters represent some of them. (63-70) • Read some irregular words (63-70) • Enjoy an increasing range of books and listen to a longer story over a period of time • Read simple sentences independently (ELG) • Begin to know and read RWI set 2 sounds. (ELG) • Read and recognise RWI red words without action prompts. (63-70) <p>Exceeding</p> <ul style="list-style-type: none"> • Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. • They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. • They can describe the main events in the simple stories they have read.

Letters and Sounds: Principles and Practise of High Quality Phonics DfES

Foundations of Literacy- Ros Bailey and Sue Palmer