

WRENBURY PRIMARY SCHOOL						
EYFS – Literacy						
	N1 Autumn	N1 Spring	N1 Summer	N2 Autumn	N2 Spring	N2 Summer
Comprehension and Narratives	<p>Sings songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props.</p>			<p>Understand the five key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and top to bottom The names of the different parts of a book Page sequencing Engage in extended conversations about stories, learning new vocabulary.</p>		

	<p>Top 3 nursery rhymes to be introduced to the children and sang and perform with/alongside the children</p> <p>Top 3 story books to be introduced to the children. Ask questions like 'point to the'. And 'Where is the?' to encourage children to interact. Later encourage one word answers by asking questions like 'Where is Mummy going?' or 'Where is the dog hiding?'</p>	<p>Provide enticing areas for sharing books, stocked with a wide range of high-quality books, matching the many different interests of children in the setting. Provide a comfortable place for sharing books, like a sofa.</p> <p>In warm weather, share books outside on a picnic rug or in small tents.</p> <p>Themed book areas can build on children's interests. Suggestions: relevant books close to small world play about dinosaurs, or cookbooks in the home corner.</p> <p>Staff to promote a love of reading to gain children's engagement in simple stories.</p> <p>Puppets and props to be used to support simple stories and these to be included within the weekly provision to use.</p> <p>Ask questions such as 'What did the monkey take?' and 'What is the boy doing?'</p> <p>Share fact books linked to the children's interests. Discuss that they tell us</p>	<p>Help children to explore favourite books through linked activities.</p> <p>Suggestions: - visiting the park or the countryside to splash through puddles and squelch through mud for 'We're Going on a Bear Hunt' - going out to buy chillies for 'Lima's Red Hot Chili' - dressing up clothes and small world play for favourite books</p> <p>Children to know by-heart five simple nursery rhymes including matching action.</p> <p>Children to copy words or rephrases from simple stories.</p> <p>Children talk about what happens next in a story or questions including who, what and where.</p> <p>Make a book together using photos of the children and tell the story.</p> <p>Make other books and encourage children to retell the stories in their play.</p>	<p>Draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop. When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time.</p> <p>For children to handle story books with care, holding them the correct way and exploring them.</p> <p>WellComm and Early Talk Boost interventions carried out throughout the year.</p>	<p>Choose books which reflect diversity. Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books.</p> <p>Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture).</p> <p>More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use, but occurs frequently in books and other contexts.</p> <p>Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.</p> <p>Children to use narrative language when exploring and retelling stories.</p> <p>Children to be confident when talking part in Helicopter stories and begin to create their own narrative.</p>	<p>Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops.</p> <p>Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.</p> <p>Provide opportunities for children to create their own story books – children to use knowledge of taught traditional tales or stories that they have created.</p> <p>Children to create their own narrative for different areas of the provision, for example the small world, water, tray etc.</p> <p>WellComm and Early Talk Boost interventions carried out throughout the year.</p>
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		information rather than a story.			WellComm and Early Talk Boost interventions carried out throughout the year.	
Word Reading	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.			Develop their phonological awareness, so that they can: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother		
	Match some familiar logos such as Asda, Calpol, Buttons, Paw Patrol, LOL and McDonalds. Name some familiar books by looking at the front covers e.g. 'That's the Gruffalo!'	Match and read some familiar logos. Play games where children turn them over and name them or play snap, dig in the sand to find them or go on a hunt. Local walk to the shops – look at the different print, what is the shop called? What sign can we see? Children look at own name and initial letter. Can they find all of their initial letters in the group (choosing from a selection of letters dissimilar to theirs)	Children to identify and recognise some of their name – Can the children select their name from other name dissimilar from their own? When children are familiar with a rhyme, change the last rhyming word to a completely different word that doesn't rhyme. Can the children hear what was said wrong?	Help children tune into the different sounds in English by making changes to rhymes and songs, like: - changing a word so that there is still a rhyme: "Twinkle, twinkle yellow car" - making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon." <i>Children to identify rhyming words and suggest alternative rhyming words – including made up words.</i>	Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —." <i>Children to recognise their name independently. Children to beginning to write some letters from their name.</i>	Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'. <i>Children to be able to recognise words with the same initial sound. Children to segment and blend simple CVC words. Children to be able to identify SATPIN.</i>
Writing	Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.			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; write 'm' for mummy. Write some or all of their name. Write some letters accurately.		

	<p>Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions: - large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour - using sticks and leaves to make marks during Forest school sessions - large brushes with paint or water - dragging streamers through puddles.</p> <p>Children are to copy up and down lines, large and small. Say 'down and up' as they do it.</p>	<p>Provide a wide range of stimulating equipment to encourage and develop small muscle coordination. Playground chalk, smaller brushes, pencils and felt pens will support this. Children to copy 'round and round' marks, leading eventually to smaller circles.</p>	<p>Children to be provided with opportunities to develop their fine motor control. Provide opportunities to use chinks, paint brushed, felt tip pens to follow simple mark making patterns. Model write a label for a drawing, photograph or diagram and read what it says. Encourage children to 'write' their own labels and say what it reads.</p>	<p>First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games etc. Plan for smallmuscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back' etc).</p> <p>Balance ability to begin in Autumn 2 to support large-muscle coordination.</p>	<p>Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Dough gym taught daily to promote small muscle coordination. Balance ability to continue to support balance and coordination.</p>	<p>Help children to learn to form their letters accurately. Provide opportunities to explore letter formation in the provision and teachers to model formation using phonics rhymes as a scaffold.</p> <p><i>Children to independently write their name.</i></p> <p><i>Children to begin to write initial sounds of SATPIN words.</i></p>
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