



Literacy in EYFS

In the Foundation Stage children will be taught English skills through the Specific Area, **Literacy** and the Prime Area **Physical Development**. Literacy consists of three aspects, **Comprehension, Word Reading and Writing**. The Prime Area **Physical Development** consists of two aspects, **Gross Motor Skills and Fine Motor Skills**. Children will learn how to be a good listener and how to take part in conversation 1:1, in small groups and with the whole class, have stories read to them throughout the day, be introduced to new vocabulary, sing rhymes and songs, tell their own stories which are acted out, take part in a daily phonics session, read with an adult either 1:1 or in a group, take part in guided writing sessions, learn how to grip a pencil, form letters correctly and read whole class phonics texts. Reading and the development of language are promoted by ensuring that books are at the centre of the EYFS curriculum.

Below are the Development Matters statements for the Specific Area **Literacy**, and the 3 aspects, **Comprehension, Word Reading and Writing**. Please note, the statements and ELGs are not the EYFS curriculum. Through carefully planned activities, chosen by us, activities based around the interests of the children and children working and exploring independently they will develop their Literacy skills.

3-4 Years

- Understand the five 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
- 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
- Engage in extended conversations about stories, learning new vocabulary
- 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.

Reception

- 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.



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- 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.
- 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 letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

ELG Comprehension

- **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

- **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

- **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.**



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Below are the Development Matters statements for the Prime Area **Physical Development, Fine Motor skills**:

3-4 Years

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- 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.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Reception

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- 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 their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility



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- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- **Develop the foundations of a handwriting style which is fast, accurate and efficient.**
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

ELG Fine Motor Skills

- **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, paintbrushes and cutlery.**
- **Begin to show accuracy and care when drawing.**



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Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Continuous Provision
TOPIC	Only One You	Let's Celebrate!	Can you Catch a Star?	You are a Superhero	Castles	Out and About	Examples of Activities
Fiction	<p>Only One You Linda Kranz Different Jenny Sue KostECKi Shaw It's ok to be different Todd Parr Making Friends Amanda McCardie I can do it Patricia Hegarty King of the Classroom Derrik Barnes</p> <p>Elmer: David McKee Other Elmer books- Elmer & Wilbur Elmer in the Snow Elmer and the Rainbow Elmer's Special Day Elmer and Grandpa Eldo Not Now Bernard Two can Toucan Same, Same but</p> <p>David McKee Author of half term</p>	<p>Kipper's Birthday Mick Inkpen Other Kipper books Kipper Kipper's Toybox Kipper's Monster Kipper's Snowy Day The Blue Balloon It's Bedtime Wibbly Pig Kipper's New Pet</p> <p>Mick Inkpen Author of half term</p>	<p>How to Catch a Star Oliver Jeffers Other Oliver Jeffers books Here We Are The Way Back Home The Heart and the Bottle The Incredible Book eating Boy</p> <p>Q Pootle 5 in Space Nick Butterworth The boy from Mars Simon James</p> <p>Oliver Jeffers Author of half term</p>	<p>Super Daisy Kes Gray & Nick Sharratt Supertato Sue Hendra Other Nick Sharratt Books Shark In the Park Ketchup on your Cornflakes You Choose Caveman Dave Daisy Eat Your Peas</p> <p>My Mum is a Superhero Angela McAllister Alex T Smith Zippo the Super Hippo Kes Gray & Nikki Dyson Eliot Midnight Superhero Anne Collringer Alex T Smith Superkid Sarah McIntyre</p> <p>Nick Sharratt Author of half term</p>	<p>Jack and the Beanstalk You Can't Eat a Princess! Gillian Rogerson & Sarah McIntyre Other Sarah McIntyre Books Prince of Pants Dinosaur Firefighters Don't Call me Grumpycorn Princess Mirrorbelle Julia Donaldson</p> <p>Jasper's Beanstalk Mick Inkpen Other Traditional Tales Little Red Riding Hood</p> <p>Sarah McIntyre Author of half term</p>	<p>Aaaarrgghh, Spider! Lydia Monks Superworm Julia Donaldson & Axel Scheffler Lydia Monks Diary of a Fly Doreen Cronin & Harry Bliss Spyder Matt Carr</p> <p>Other Books by Julia Donaldson The Gruffalo The Gruffalo's child Monkey Puzzle A Squash and a Squeeze Sharing a Shell What the Laybird Heard Next</p> <p>Julia Donaldson Author of half term</p>	<p>Book Area Reading for Pleasure Author for this term Reading name Reading silly sentences Tricky words Daily phonics Phonics games i-pad games, stories Story CDs in the listening area read and share books with children Display children's self - made books and writing Display pictures of children reading</p> <p>Writing Area Practical phonic activities eg making letter shapes with playdough, painting, drawing in sand Fine-motor activities eg threading, colouring, cutting with scissors, tweezers, pegs in pegboard, elastic bands on geo board, pegs, pipettes, picking up small objects eg counters, letter formation, number formation, colouring, range of writing materials and resources.</p>
Non- Fiction	<p>My Body The Senses Feel, Touch, Taste, Hearing, Seeing</p>	<p>Celebrations and Special Days Ellen Lawrence Family Festivals Jean Coppendale Bonfire Night Katie Dicker The Divali Story Anita Ganeri Diwali Lisa Amstutz Remembrance Day and the Poppy Helen Cox Cannons</p>	<p>Stars The Awesome Night Sky Kay Barnham The Sun is a Bright Star Ken Wilson-Max On the Moon Benji Davies Here in Space David Milgrim</p>	<p>Flashing Fire Engines Tony Mitton & Ant Parker Firefighters</p>	<p>See Inside Castles Katie Daynes and David Hancock</p>	<p>Minibeasts: Ladybird First Fabulous Facts Jaclyn Crupi & Ladybird Yucky Worms Vivian French & Jessica Ahlberg The Bee Book Charlotte Milner</p>	



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Poetry	Ready Steady Mo- Mo Farah	Rhymes and poems Playtime Rhymes: Sally Gardener	Rhymes and poems Creepy Crawly Hey Little Bug Aliens love underpants: Claire Freedman and Ben Cort	Rhyming Book Ten Little Superheroes Mike Brownlow The Booktime Book of Fantastic First Poems edited by June Crebbin	The Booktime Book of Fantastic First Poems edited by June Crebbin	A First Poetry Book: Pie Corbett and Gaby Morgan Mad About Minibeasts! Giles Andreae & David Wojtowycz	
Writing	Writing names Letter formation	Writing labels and tricky words CVC words	Begin Talk for Writing Retell story How to Catch a Star Instructions: How to Make a rocket Write labels for resources Tricky words	Retell story Super Daisy Recap story structure Write captions, speech bubble, comic strip Rhyming strings	Talk about what to put in a letter letter/email to persuade Jack to give back hen Write a simple sentences	Recount: trip to the canal Write a simple sentence	



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