



Early Years Literacy Curriculum Map

The intent of the foundation stage is to provide a language rich environment with the opportunities to mark make throughout the setting and children actively encouraged to mark make to explore early writing skills.

There are extensive opportunities for the children to develop their gross motor skills (wheelies, ball games, Snowdon Trail, dance, PE programme, vertical mark making on chalk boards) for muscle development. Fine motor skills are developed in all activities but specifically through pencil grip and pencil control, small movements such as threading, cutting, use of tweezers and painting.

The 'Messaging Centre' set up in each Early Years classroom encourage mark making with a variety of different writing materials.

Our literacy is structured in:

- Daily 45-minute Read Write Inc lessons to learn letter sounds, practise letter formation, orally blend sounds, Fred Talk (sound out) to record a word (either on magnetic boards or writing a word, read Red words (tricky words) and read words and sentences.
- Daily 20-minute whole class writing session following a Jane Considine plan consisting of 6 elements beginning with a teacher initiating story telling using the story book, linking this to real artefacts from the story with a 'meaningful moment', Grandma fantastic the puppet helps us to learn new vocabulary linked to the story text, 'chotting' where thinking aloud with a friend can be 'jotted', a modelling of thinking of and recording a sentence, concluding with pupils encouraged to build a sentence that captures the plot/ a part of the story. This leads to a focus for that a quality write with an adult following the writing modelled in the whole class
- Daily story time with quality text through Talk through stories in Read Write Inc to have the opportunity to learn stories, orally retell stories and begin to create their own stories using familiar storytelling language to support.
- X 1 weekly individual read with a teacher to develop accuracy, fluency, word reading and story comprehension.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Early Learning Goal
Comprehension	<p><i>Consolidation of 3-4 years</i></p> <p><i>Development matters</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>page sequencing</i> • <i>Engage in extended conversations about stories, learning new vocabulary.</i> 	<p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i></p> <p><i>Engage in non-fiction books.</i></p> <p><i>Use new vocabulary in different contexts</i></p> <p><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i></p>					<ul style="list-style-type: none"> • 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.

	<p><i>Engage in story times</i></p> <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</i></p> <p><i>Engage in non-fiction books.</i></p>			
<p>Read Write Inc high quality Talk through stories And Spine Reading books</p>	<p>Farmer duck 5 minutes peace One snowy night Owl babies Elmer Shhh</p>		<p>Aliens love underpants Can't you sleep little bear Billy's bucket Lost and found Roby's worry Whatever next!</p>	

<p>Word reading <i>Development Matters Reception age</i></p>	<ul style="list-style-type: none"> • Recognise Set 1 speed sounds • Introduction to Word Time read for set 1 sounds (vc/cvc) <p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</i></p>	<ul style="list-style-type: none"> • Consolidation of Set 1 speed sounds • Introduction to set 1 special friends • Modelled and supported read of set 1.1 – 1.5 Word Time • Introduction to Red words (tricky words) <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p>	<ul style="list-style-type: none"> • Consolidation of set 1 special friends • Independent read of reading Word time 1.1 – 1.5 • Continuation of reading Red words (tricky words) <p><i>Read a few common exception words matched to the school's phonic programme.</i></p> <p><i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</i></p>	<ul style="list-style-type: none"> • Beginning to develop fluency and pace. Beginning to sight recognise red words <p><i>Read a few common exception words matched to the school's phonic programme.</i></p> <p><i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</i></p>	<ul style="list-style-type: none"> • Develop fluency and pace. Beginning to sight recognise red words <p><i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></p>	<p>Fluency and reading longer words inc polysyllabic words</p> <p><i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></p>	<ul style="list-style-type: none"> • 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.
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<p>Writing <i>Development Matters Reception age</i></p>	<p>Formation of Set 1 speed sounds</p> <p>Name writing</p> <p>Mark making</p>	<p>Begin to write CV CVC and CVCC/CCVC words</p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p>	<p>Embedding and independent expectation of CV, CVC and CVCC/CC</p> <p><i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</i></p>	<p>Begin to write ideas as captions, labels, story map</p> <p>Begin to use some punctuation – full stop, capital letters and finger spaces.</p> <p><i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</i></p>	<p>Beginning to check sentence structure by re reading for meaning.</p> <p><i>Form lower-case and capital letters correctly.</i></p> <p><i>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</i></p>	<p>Embedding the independent evaluation of sentence structure and evaluation of punctuation.</p> <p><i>Re-read what they have written to check that it makes sense.</i></p>	<ul style="list-style-type: none"> • 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
<p>High quality texts used for writing (Jane Considine Approach)</p>	<ul style="list-style-type: none"> • Handa's Surprise by Eileen Browne (Fiction) • Pigs Might Fly by Jonathan Emmett and Steve Cox (Fiction) 	<ul style="list-style-type: none"> • We're going on a bear hunt by Michael Rosen (Fiction) • Rainbow Fish by Marcus 	<ul style="list-style-type: none"> • Penguins (Non-Fiction) • Perfectly Norman by Tom Percival (Fiction) • Rosie's Walk by Pat 	<ul style="list-style-type: none"> • Jack and the Jellybean Stalk by Rachael Mortimer (Fiction) • Chocolate Mug Cake by Michael Rosen (Non-Fiction) 	<ul style="list-style-type: none"> • I Wanna Iguana by Karen Kaufman Orloff (Non-Fiction) • Where The Wild Things Are by Warner 	<ul style="list-style-type: none"> • If Sharks Disappeared by Lily Williams (Non Fiction) • Sam and Dave Dig a Hole by Mac 	

	<ul style="list-style-type: none"> • On Sudden Hill by Linda Sarah (Fiction) 	<ul style="list-style-type: none"> • Pfister (Fiction) • Ruby's Worry by Tom Percival (Fiction) 	Hutchins (Fiction)		Bros. Pictures (Fiction)	Barnett (Fiction)	
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Texts chosen will also reflect the interests of the cohort as this structures the learning environment and curriculum of a child led immersive curriculum.