

South Wingfield Primary School

EYFS Literacy Overview

Throughout the year, children in Reception will be learning to:

Comprehension

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

Word Reading

- 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.
- 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.

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.

Children at the expected level at the end of Reception will:

Literacy ELG – Comprehension:

- 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.

Literacy 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.

Literacy 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.

Term	Objectives	Reading and Phonics Ideas	Writing Ideas
<u>Autumn 1</u>	<p>Comprehension</p> <ul style="list-style-type: none"> - Identify the characters and setting of a familiar book. - Join in with the repeated refrain from a familiar story. - Begin to use language from the story when discussing it. 	<ul style="list-style-type: none"> - Baseline assessments --Fiction and non-fiction stories and a range of poetry - Begin phase 2 phonics -Send home phase 2 words 	<ul style="list-style-type: none"> - Baseline assessments - Pencil control and tripod grip <p>Range of writing opportunities including</p> <ul style="list-style-type: none"> - Name writing - Mark-making - Emergent writing - Initial sounds
<u>Autumn 2</u>	<p>Word Reading</p> <ul style="list-style-type: none"> - Say a sound for all Phase 2 GPCS. - Blend CVC words verbally. <p>Writing</p> <ul style="list-style-type: none"> - Write their name with correct formation. - Form Phase 2 letters recognisably. - Segment CVC words verbally. - Write the initial and middle sounds for a CVC word. 	<ul style="list-style-type: none"> - Non-fiction books about Diwali and bonfire night -Fiction and non-fiction stories and a range of poetry - Nursery rhymes (perform a poem to the school) - Continue phase 2 phonics - Send home phase 2 words 	<p>Range of writing opportunities including</p> <ul style="list-style-type: none"> - Name writing - CVC words - Rhyming strings - Short captions - Christmas Cards
<u>Spring 1</u>	<p>Comprehension</p> <ul style="list-style-type: none"> - Sequence a familiar story using images or objects. - Tell the story to another person using the book or images. - Make a simple prediction based on the events of a story so far. - Use the language from a story within role play and discussions. 	<ul style="list-style-type: none"> -Fiction and non-fiction stories and a range of poetry - Stories from around the world - <i>All aboard for the Bobo Road, Last stop on Market Street</i> -Phase 3 phonics -Send home phase 3 words 	<p>Range of writing opportunities including</p> <ul style="list-style-type: none"> - Labels, captions and sentence writing - Range of writing opportunities – e.g. list of the animals in the great race, - Non-fiction Chinese new year writing -Short story
<u>Spring 2</u>	<p>Word Reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet 	<ul style="list-style-type: none"> - Book Week – share favourite stories -Fiction and non-fiction stories and a range of poetry -Consolidate Phase 3 phonics 	<p>Range of writing opportunities including</p> <ul style="list-style-type: none"> - Labels, captions and sentence writing - book review - labeling a plant - Instructions

	<ul style="list-style-type: none"> - Say a sound for at least 8 phase 3 GPCS - Blend and read VC/CVC words. <p>Writing Form all letters of the alphabet. Write VC/CVC words that can be read by themselves or others.</p>	-Send home 4 HFWs a week	
<u>Summer 1</u>	<p>Comprehension</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. 	<ul style="list-style-type: none"> -Fiction and non-fiction stories and a range of poetry -Alternative ending stories -Consolidate Phase 3 and 4 phonics -Send home 4 HFWs a week 	<p>Range of writing opportunities including</p> <ul style="list-style-type: none"> - sequencing and writing short recounts - writing alternative stories - Labels, captions and sentence writing
<u>Summer 2</u>	<p>Word Reading</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. 	<ul style="list-style-type: none"> -Fiction and non-fiction stories and a range of poetry -Consolidate Phase 3 phonics and begin phase 4 phonics -Send home 4 HFWs a week 	<p>Range of writing opportunities – Letters to people who help us</p> <ul style="list-style-type: none"> - Labels, captions and sentence writing

	<p>Writing</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. 		
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Phonics

Our approach to learning phonics in EYFS is through using our own phonics scheme that we have carefully developed. This is an effective and interactive way for young learners to recall phonemes. Our scheme provides us with the framework and we use games and ideas to support our teaching of phonics. We also incorporate 'Phonics Play', a website packed with interactive games and resources, which aims to build pupils' speaking and listening skills, as well as prepare pupils to learn to read, by developing their phonic knowledge and skills.

45 High Frequency Words

In the EYFS, the children will be given around 45 high-frequency words to learn over the year. The aim is for them to be able to recognise these words and be able to read and then spell them. High-frequency words are words that appear very often in written texts. It is really important that children learn how to read these words as they will make up a large proportion of the words they will be reading in everyday texts. They also need to learn to spell these words as they will find they will need to use them a great deal in their writing. (Research has shown that just 16 words, such as 'and', 'he', 'I' and 'in', but also the more phonetically-difficult 'the', 'to', 'you', 'said', 'are', 'she' and 'was', make up a quarter of the words in a piece of writing, whether it's for adults or children.)

Some frequently-used words in the English language are difficult to sound out and don't adhere to phonetic rules (they are sometimes called 'tricky words'), so they must be learned individually by heart.

High Frequency Words Checklist

(tricky words shown in bold)

Phase 2

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into					

Phase 3

will	that	this	then	them	with
see	for	now	down	look	too
he	she	we	me	be	was
you	they	all	are	my	her

Phase 4

went	it's	from	children	just	help
said	have	like	so	do	some
come	were	there	little	one	when
out	what				

Phase 5

don't	old	I'm	by	time	house
about	your	day	made	came	make
here	saw	very	put	oh	their
people	Mr	Mrs	looked	called	asked
could					