



# The Foundations of Literacy in EYFS

Our EYFs curriculum is planned to be rich, inspiring and broad to allow all of children to widen their horizons in each subject, through **holistic learning**. It provides the depth that enables our children to become confident independent learners and are supported to have in depth knowledge and skills essential for all areas of development. Our Early Years provision provides children with a wide range of rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and creative thinking. Our curriculum has been developed to offer children a wide range of opportunities to personalise their learning in order to develop existing talents and interests and discover new ones. Our foundation stage raises children's aspirations and equips them with the knowledge and skills to flourish in their next stage of their education.

## Reception

Autumn1- Me, my family and my village  
Harvest/ Autumn  
Autumn 2- Heroes People who help us,  
Why do we wear poppies?  
Bonfire night  
Christmas  
Spring 1 - Winter  
Chinese New Year  
Africa  
Spring 2 - Traditional Tales  
Growing plants  
Easter/ Spring  
Summer 1 - Lifecycle  
Summer 2 - Transport and Travel  
Pirates/ The Seaside

## Nursery 2 (3-4 Year Olds)

Autumn 1 - All about me (when I grow up)  
Autumn - Forest Classroom  
Autumn 2 - Colour and Celebrations, (Diwali, Christenings, Christmas, Halloween and Bonfire night)  
Spring 1 - Winter  
Once upon a time and rhyme,  
Chinese New Year  
Spring 2 - Mr Wolf's Pancakes  
Bible stories - Noahs Ark and Animals  
Spring / Easter  
Summer 1 - Lifecycle/ Growing  
Summer 2 Healthy foods,  
People Who Help Us

## Nursery 1 (2-3 Year Olds)

Term1- Nursery rhymes / I Can.. (new skills routines, sensory experiences)  
Term 2- Animals/ Pets / Textures and Colours  
Term 3- Teddy Bears Picnic  
*Possible extra topics - Easter, Christmas, Halloween, Mother's Day and Father's Day*

## **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating

ideas and structuring them in speech, before writing).

The most relevant statements for Literacy are taken from the following areas of learning:

- Communication and Language
- Understanding the World
- Literacy

Two and Three-Year-Olds	Communication and Language	<p>I can copy gestures and words. 1</p> <p>I can use intonation pitch and change of volume when talking.1</p> <p>I can understand single words in context. 1</p> <p>I can understand frequently used words 1</p> <p>I can understand simple instructions 1</p> <p>I can generally focus on an activity of my choice 1</p> <p>I can listen to other peoples talk with interest but can be distracted by other things. 1</p> <p>I am starting to say how I am feeling using words and actions 2</p> <p>I am starting to develop a conversation (jumping topic to topic) 2</p> <p>I can listen to simple stories and understand what is happening (Picture books) 2</p> <p>I can identify familiar objects 2</p> <p>I can follow 2 part instructions 2/3</p> <p>I can understand simple questions2/3</p>
	Literacy	<p>I enjoy songs and rhymes; I am starting to join in with the actions and words. 1/2</p> <p>I can sing songs independently. 1/2/3</p> <p>I enjoy sharing a book with an adult and have a favourite. 2/3</p> <p>I can repeat words and phrases from a story. 3</p> <p>I can notice print such as my name. 3</p> <p>I enjoy drawing and making marks. 2/3</p> <p>I can give some meaning to my marks such as 'mummy' 3</p> <p>I can make marks to represent my name.</p>

Three and Four-Year-Olds	Communication and Language	<p>I enjoy listening to story and I can remember much of what happens 2/3</p> <p>I can stop and listen when asked by an adult 1</p> <p>I can share a book with my friend talking through the pictures or repeating language I heard when it was read to me. 2</p> <p>I know several unfamiliar words and can use them in context and I will use a 'new' word in my speech. 2</p> <p>I understand an instruction with two parts, 'sit down and get out your dough' 1/2</p> <p>I will attempt to answer and ask 'why' questions 2/3</p> <p>I can sing you three different songs (or more) 1/2/3</p> <p>I can talk about my favourite book and I can tell you a story. 2/3</p> <p>I will verbally tell another child if I want them to do something different. 3</p> <p>I can initiate a conversation with an adult or another child. 1/2</p> <p>I clearly use talk to organise my play 3</p>
	Literacy	<p>I can explore books independently and talk about some of the pictures. 1/2/3</p> <p>I can recognise my name in line up of names. 1/2/3</p> <p>I know we are reading when we share a book. 1/2/3</p> <p>I will tell you in a story if words rhyme. 2/3</p> <p>I can tell you when you have missed out a word of a popular rhyme. 2/3</p> <p>I can use small world letters to spell out 'at'.3</p> <p>I know h in front of 'at' is hat. 3</p> <p>I can talk about a book, I can tell you about a character and can tell you what happens next.2</p> <p>I have a wide and varied vocabulary for a 4-year-old.3</p> <p>I can write my first name. 3</p> <p>I can emergent write simple lists and to add labels to my drawings. 3</p> <p>I can identify and write some letters. 3</p>

Reception	Communication and Language	<p>I can tell you about what you just said or what I just heard. 1,2,3</p> <p>I have an increasing vocabulary to draw on in conversation. 1,2,3</p> <p>I show clear understanding of what has been said to me and I will follow instructions. 1,2,3</p> <p>I can speak in full sentences with a variety of vocabulary. 1,2,3</p> <p>I can easily describe orally the events of my morning or afternoon. 1</p> <p>I can think aloud to solve a problem 2</p> <p>I can listen and then attempt to answer questions which show comprehension of the story. 1,2,3</p> <p>I can tell you my favourite book and the characters within it and what happens. 2</p> <p>I can listen to a rhyme or song and repeat it 1</p> <p>I can use new words I have learnt when talking to people 1,2,3</p>
	Literacy	<p>I know all 26 letter sounds. 1,2</p> <p>I can blend phonetic sounds to read short words. 1,2,3</p> <p>I can use some digraphs - sounding out with phonic knowledge shop, chop, that, chin. 1,2,3</p> <p>I can tell you some of the vowel digraphs. 3</p> <p>I am reading longer words. 3</p> <p>I can read and recognise my red words. 2,3</p> <p>I can read age appropriate book. 3</p> <p>I can read my reading book at home. 2,3</p> <p>I am beginning to recognise and use capital letters. 2,3</p> <p>I can spell my red words. 2,3</p> <p>I can write a short sentence. I can use a full stop. 2,3</p> <p>I can use finger spaces. 2,3</p> <p>I can read my sentence to you. 2,3</p> <p>You can read my writing and understand it. 2,3</p>

## Literacy

### 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.

### 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.

### 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.