

Literacy

Below are a list of planned texts and themes for our Literacy provision for the Autumn term. Further units will be added to as we develop our curriculum in response to the new EYFS framework (2020). Children will also continue to explore and develop reading and writing skills in continuous provision, including our indoor and outdoor reading and writing areas, supported by our Early Years' staff. Where possible we will also provide opportunities for reading/ writing in other areas, for example reading books to baby dolls in the home corner or placing writing materials in our builders area.

We use the Read, Write, Inc programme for phonics and phonic takes place from 10.50 each day. Our aim is to build up to a 1 hour phonic session for each child by the Summer term. Groups for phonics are fluid across Key Stage 1 to ensure that children always work within the correct ability level. Each child is assessed at the end of every half term by the reading lead to ensure that they continue to be grouped correctly.

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.

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.

| Autumn Term | | |
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| | Autumn 1 | Autumn 2 |
| Key Texts | What I like about me Me and My Amazing body Guess How Much I Love you | Goldilocks and the Three Bears The Gingerbread Man The Three Billy Goat's Gruff |
| Poems and Rhymes | Traditional Nursery Rhymes Harvest rhymes, e.g. 5 round peas | Traditional Nursery Rhymes Ring games, e.g. There was a Princess Long Ago |
| Home learning project | Bring in a photograph for our class 'My Special People' tree. | Parents to join us for a phonic session |
| Children will take how a 'Book to Share' with an adult. Children can change these books at any point of the week in our reading area. All books are selected from the list of recommended texts for Reception. | | |

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| Literacy | <p><i>Listening to stories, knowing that information can be relayed through print</i></p> <p>Shared reading of key texts (see above) Guided/ individual reading</p> <p><i>Give meaning to marks, hear and say initial sounds</i> Drawing and labelling our families. Writing our names. Shopping lists. When I grow up..... Labelling parts of the body. Name writing</p> | <p><i>Join in with stories and rhymes, Describe settings, characters and key events. Say what might happen next. Ask/ answer questions about stories.</i></p> <p>Read, retell and act out traditional tales. Match labels to objects, e.g. Gingerbread Man ingredients. Verbal comprehension. Story substitutions and retellings, e.g. The Donut girl.</p> <p><i>Give meaning to marks as they draw, write and paint. Begin to use some recognisable letters.</i></p> <p>Sorry letter from Goldilocks. Keep off my bridge signs. Writing recipes, lists of ingredients. Drawing and labelling our own trolls.</p> |
| Grammar | <p>Word Letter Sound Understanding print goes left to right in English Title Author</p> | <p>Full stop Capital letter (own names) Segment Blend</p> |
| Spelling/ Phonics | <p>Read, Write, Inc. Phonic Programme – RWI Book Bag books home to compliment current book being used in phonic session.</p> | |
| Communication and Language | <p><i>Listen to others in small groups/ Use talk to recall past experiences</i></p> <p>Circle times – names, likes. Talking about families/ sharing news Following an instruction Listening to stories/ rhymes New vocabulary linked to topic.</p> | <p><i>Extending vocabulary/ using language to pretend/ retell</i></p> <p>Joining in with repeated refrains, acting out traditional tales, listening to stories on listening centre, giving and following instructions. New vocabulary linked to topic.</p> |