



## LITTLE BOWDEN PRIMARY SCHOOL EYFS CURRICULUM for LITERACY

### Educational Programme for 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).

#### **ELG: Comprehension**

Children at the expected level of development will:

- 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.

Autumn

It is crucial that adults read daily stories to model enjoyment and value of books.

Adults involve children in the reading of the story, giving them opportunities to join in with repeated phrases, giving them opportunities to predict events and what might happen next in stories.

Children are taught to value books as an important thing that we have to handle carefully and take care of them and what they should do if they accidentally rip a book.

The importance of reading to widen their vocabulary and comprehension will be shared with parents at our first welcome meeting. Children will be encouraged to share a book with their parents from our special bedtime story book box.

Children are taught in groups and 1:1 situations that a book starts at the front cover and progresses to the back.

Children are shown through modelling of reading whole class texts and writing that text travels left to right on the page and top to bottom.

When children are handling their books, adults will encourage them to follow text direction with their fingers as the reading happens.

Children are given opportunities to role play reading in self-initiated learning activities and are to be

	<p>guided how to turn the pages and move from front to back when handling themselves. Listening to stories and cd stories can support this in the book corner.</p>
<p><u>ASSESSMENT:</u></p>	<p><b><u>Learning to be secure by the end of Autumn Term:</u></b>  <b><u>Children should be working at a level which sees them:</u></b></p> <ul style="list-style-type: none"> <li>*Handling books with care.</li> <li>*Holding a book, turn the pages and indicating an understanding of pictures and print and their orientation and direction.</li> <li>*Listening to and responding to stories with increasing interest and recall.</li> <li>*Beginning to describe and retell what they have heard both in their own words, as well as repeating learned vocabulary from the story i.e. repeated refrain, names, places etc.</li> <li>*Telling a story to friends.</li> </ul>
<p>SPRING</p>	<p>It is crucial that adults read stories to children daily to model enjoyment and value of books. Children can also be encouraged to read to each other.</p> <p>Adults involve children in the reading of the story, giving them opportunities to join in with repeated phrases, giving them opportunities to predict events and what might happen next in stories.</p> <p>Key books should be displayed on forward facing book shelves for the children to access. Adults need to encourage children to repeat and revisit key highlights of stories read recently and also from longer ago, remembering characters, key events and language patterns.</p> <p>Teachers should re-read familiar stories and texts from these literacy spine books more than once,</p>

	<p>varying certain parts to encourage the children to spot and correct the 'mistake.'</p> <p>Children should be taught that the front and back cover of a book hold key information and are there for a reason.</p> <p>Children need to be taught through modelling and questioning how to use pictorial, and (where appropriate) textual cues to predict what the book is about. A range of fiction and non-fiction texts should be shared.</p> <p>Adults stop the story at strategic places (initially easy to predict places) to allow children to make guesses or predictions about what will happen next. Initially use other adults in the setting to model this, so children have a framework of understanding of how to use textual clues to inform predictions.</p> <p>Children will be encouraged to bring in their favourite book to share in paired reading with a KS2 class during world book day and to dress up as their favourite character from a story.</p>
<p><b><u>ASSESSMENT:</u></b></p>	<p><b><u>Learning to be secure by the end of Spring Term:</u></b></p> <p><b><u>Children should be working at a level which sees them:</u></b></p> <ul style="list-style-type: none"><li>*Understanding that books and reading are enjoyable and have value.</li><li>*Talking about events and characters in books.</li><li>*Recalling significant aspects and events of stories in order.</li><li>*Listening and predicting ahead in stories of increasing complexity and length.</li><li>*Making informed suggestions about what might happen next in a story.</li><li>*Reading simple words and simple sentences;</li><li>*Talking about their favourite book;</li></ul>

	<p>*Using vocabulary and events from stories and rhymes in their self-directed learning and play; *Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading.</p>
SUMMER	<p>It is crucial that adults read stories to children daily to model enjoyment and value of books. Children may begin to select stories and give reasons for their choices.</p> <p>Adults involve children in the reading of the story, giving them opportunities to join in with repeated phrases, giving them opportunities to predict events and what might happen next in stories. Modelling of clues and cues can now be removed at this stage. Adults ask the children to tell them to explain their prediction and reason why they think their prediction is correct.</p> <p>Children should be encouraged to collect repetitive phrase from know texts to apply to independent writing.</p> <p>Adults ask increasingly more complex questions that start to ask children to think beyond the literal, in whole class, group and individual teaching.</p> <p>Adults ask why and how questions that demand that children use their wider knowledge and life experiences to make predictions.</p> <p>Children are encouraged to talk about books that they have read in self-directed learning or at home with other children as well as adults. Comparisons between stories and play activities can be drawn.</p>

	<p>Children should be able to select their own reading books within a given range.</p> <p>Children will be encouraged to bring books into the setting to share with the class.</p>
<b><u>ASSESSMENT:</u></b>	<b><u>Learning to be secure by the end of Summer Term:</u></b> <b>Children achieve the ELG.</b>

<b>ELG: Word Reading</b>	
Children at the expected level of development will:	
<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	
Autumn	<p>Children will be taught that words and print represent meaning and are comprised of letters. This should be taught through modelling, reading aloud, pointing to words and saying them as they are pointed to.</p> <p>Children are taught that letters are grouped together to make words and words are grouped together to</p>

	<p>make sentences.</p> <p>Children will be assessed for phonic knowledge. Initially they are taught in a whole class phonic lesson and following the first assessment after teaching set 1 sounds, they will be divided into smaller phonic groups in accordance with their RWINc assessment.</p> <p>Pupils will make a prompt start to the agreed whole school phonics curriculum by RWInc, to teach the children pure phonemes from set 1 in daily sessions 9:00-9:30am. A phonic presentation will be shared with parents. Phonic sheets and online material will be shared with parents to support learning at home.</p> <p>Adults will choose books for the children to take home that support their ability in phonics, in line with the RWInc assessments.</p> <p>Children will learn to read their name.</p>
<p><b><u>ASSESSMENT:</u></b></p>	<p><b><u>Learning to be secure by the end of Autumn Term:</u></b></p> <p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"><li>*Understanding that print carries meaning, words are made up of letters and words are grouped together in sentences.</li><li>*Following text with their fingers as they 'read.'</li><li>*<b>Joining in with rhymes and stories.</b></li><li>*<b>Joining in with the rhythm of well-known rhymes and songs.</b></li><li>*Recognising their own name.</li><li>*Identifying sounds in words, in particular, initial sounds. [SEP]</li><li>*Segmenting and blending simple words demonstrating knowledge of sounds (with support).</li></ul>

	<p>*Linking sounds to letters in the alphabet.</p> <p>*Please also refer to the RWInc assessments for placing into phonic groups.</p>
Spring	<p>Children will follow the agreed whole school RWInc phonic curriculum. This means that children will be grouped according to their RWInc phonic assessment for daily phonic group lessons 9:00-9:30am. Some children will also be receiving 1:1 tutoring to close any gaps that have been identified. The vast majority of children should be reading and blending appropriate text with adult support and independently.</p> <p>When reading class texts, teachers now need to be picking out red/tricky words and sounds/digraphs from the children's phonic programme to reinforce their knowledge and understanding.</p>
<u>ASSESSMENT:</u>	<p><u>Learning to be secure by the end of Spring Term:</u></p> <p><u>Children should be working at a level which sees them:</u></p> <p>*Reading individual letters by saying the sounds for them.</p> <p>*Reading simple words and simple sentences.</p> <p>*Identifying rhymes.</p> <p>*Blending sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>*Reading some letter groups that each represent one sound and say sounds for them.</p> <p>*Reading a few common exception words (red words) matched to the school's phonic programme.</p> <p>*Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (red words).</p> <p>Please also refer to the RWInc assessments for placing into phonic groups.</p>



Summer	Children will continue to follow the daily RWINc programme in groups. Sessions will run 9:00-9:30 each day until the end of the Ditty Masters and then from Red Ditties upwards, phonic lessons are longer. Children in lower groups will also receive extra 1:1 tutoring to close the gaps in their phonic knowledge.
ASSESSMENT:	<b>Learning to be secure by the end of Summer Term: Children achieve the ELG.</b>

<b>ELG: Writing</b>	
Children at the expected level of development will:	
<ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	
Autumn	<p>Children should be taught how to access all mark making equipment i.e. different pencils, crayons and pens, different types of paper and enabled to make choices about what can be used. Importantly, children should be taught how to take care of these resources and tidy them away carefully.</p> <p>Adults should model reading text that they write, following the text direction from right to left and top to bottom, showing children that words written have meaning.</p>

During whole class, group and self-selected learning, pupils should be encouraged from the very start of the year to 'record' their ideas, thoughts and feelings through mark making.

Adults should ensure children ALWAYS 'read' back their writing to adults and other children in the setting, encouraging them to follow the 'text' with their fingers while they read.

Children follow the school agreed phonics RWInc planning initially as a whole class group and then they are assessed and allocated an appropriate phonics group.

As part of the agreed school handwriting scheme - Pen-pals - children begin to learn how to form letters in a specific order with the correct orientation, size and formation.

Children should always be expected to write their name on every piece of work. Initially, this will be with support and may just be the first sound. Adults should work with the child over time to develop the concept of their name as the most important word they can write, correct the formation and ensure that the letters are capital at the start and the rest are lower case..

Adults should support the children to say the initial sounds of the words when they write them. This will be supported if necessary, but moving towards children hearing them for themselves. This needs to happen, not just in phonics or teacher lead activities, but also in self-directed learning.

Children will need a secure understanding of phoneme-grapheme link.

Children will need to be taught to use available resources such as RWInc sound mats and freezes to check

	<p>their choices.</p> <p>Through the agreed RWInc phonics scheme children should be taught to:</p> <ul style="list-style-type: none"> <li>*Segment the sounds in simple words and blend them together.</li> <li>*Link sounds to letters, naming and sounding the letters of the alphabet and set 1 sounds.</li> <li>*Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>
<p><b>ASSESSMENT:</b></p>	<p><u>Learning to be secure by the end of Autumn Term:</u></p> <p>Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>*At their own developmental level, children can record their own ideas, thoughts and feelings by making marks.</li> <li>*Understanding that the print that they make carries meaning.</li> <li>*In their own way, making sure their name is represented on all pieces of work.</li> <li>*Beginning to form lower- case and capital letters (for their own name) correctly;</li> <li>*Being more confident in writing identifiable shapes and letters;</li> <li>*Segmenting and blending the sounds in simple words and naming sounds;</li> <li>*Spelling words by identifying the sounds and then writing the sound with letter/s;</li> </ul>
<p>Spring</p>	<p>The vast majority of children should now be confidently naming their work. This should be seen by them as an embedded routine. The vast majority of letters that are in their name will be correctly formed.</p> <p>Children can be supported to learn how to write their surname.</p>

	<p>Children need to be encouraged and taught that they record and capture their learning experiences during self-selected activities by writing captions, labels, explanations and notes. Equipment for doing this, needs to be available in every area and time needs to be given to allow children to read these notes to adults and other children in the setting, to reinforce the importance of the children's own writing.</p> <p>Linked to the learning aims for CLL, children should be taught to spot a rhyme, predict rhyming words and learn a range of nursery rhymes and songs. They can be encouraged to record these independently using various medium.</p> <p>Adults should model sounding out words with the children, once they have said the initial sound. Then they move towards children taking the lead for sounding out as much of the word as they can.</p> <p>When children are building simple phonetically plausible words without support, they should be taught alongside this there is a range of common exception words such as 'the' that do not follow phonic rules, but need to be used regularly to build sentences. These words are identified in the school RWInc phonic scheme and are known as 'red' words.</p> <p>Children should be encouraged then to record these letters and sounds as they say them. This should be reinforced and assessed by adults as they work on self-directed activities.</p> <p>Adults need to now ensure that children are supported and encouraged to self-check writing and letter formation, to instil independence and support learning.</p>
<p><b>ASSESSMENT:</b></p>	<p><u>Learning to be secure by the end of Spring Term:</u>  Children should be working at a level which sees them:</p> <ul style="list-style-type: none"> <li>• Recognisably writing their names on all pieces of work.</li> </ul>

	<ul style="list-style-type: none"> <li>*Writing notes, captions and labels independently when working on self-directed activities.</li> <li>*Using their phonic knowledge to write words in ways which match their spoken sounds; <ul style="list-style-type: none"> <li>• Writing some 'red' (common exception) words to support simple sentence building.</li> </ul> </li> <li>*Beginning to write simple sentences which can be read by themselves and sometimes by others;</li> <li>*Beginning to spell small, familiar words correctly and making phonetically plausible attempts at more complex words;</li> <li>*Re-reading what they written to make sure it makes sense.</li> </ul>
<p>Summer</p>	<p>Children are taught that words can be joined up to make simple sentences that start with a capital letter and end in a full stop.</p> <p>Adults need to encourage children to verbalise their sentence before beginning to write it, listen to it for sense and then write it. Adults should closely model the sentence structure as they read/write. Children should be encouraged to correctly demarcate their sentences with simple punctuation.</p> <p>Children should be reminded to re-read their writing to check that it makes sense.</p> <p>In their independent self-directed learning, children should be supported by adults to write words in simple sentences. Questioning from adults should refocus on making sense and on simple basic punctuation. Children should be encouraged to write for a purpose, posting letters, creating an invite for parents etc.</p>
<p><b>ASSESSMENT:</b></p>	<p><u>Learning to be secure by the end of Summer Term:</u> Children achieve the ELG.</p>