

EYFS Curriculum Headlands Primary School

Literacy

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy COMPREHENSION	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.	Comprehension: Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.	Comprehension: Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.
Literacy WORD READING	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	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 a few common exception words matched to the school's phonic programme.	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 a few common exception words matched to the school's phonic programme.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.

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PHONICS

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.

PHONICS	Phase 1 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	Phase 2 Consolidate skills as in Autumn 1. Know grapheme phoneme correspondence: ff ll ss j v w x y z zz qu ch sh th ng nk	Phase 3 Consolidate Phase 2 skills Begin Phase 3 skills – Know the remaining grapheme -phoneme correspondence for: ai ee igh oa oo oo ar or ur ow oi ear air er Recognise words with double letters Read longer words	Phase 3 Consolidate Phase 3 Know words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words Know words with s /z/ in the middle Know words with –s /s/ /z/ at the end Know words with –es /z/ at the end Review all tricky words taught so far: is I the no go to into as and has his her she he of we me be and was you they my by all are sure pure Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	Phase 4 Consolidate Phase 3 Begin to read and write words with short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Begin to read and write longer words and compound words Read words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Read longer words Know tricky words: said so have lie some come love do were here little says there when what one out today	Phase 4 Consolidate Phase 3 and 4 skills. Read and write Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Read words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Read longer words Know all tricky words taught so far: is I the no go to into as and has his her she he of we me be and was you they my by all are sure pure aid so have lie some come love do were here little says there when what one out today Write longer sentences using phonic knowledge, write digraphs and trigraphs.
	Phase 2 Know grapheme phoneme correspondence of 20 letters: s a t p i n m d g o c k ck e u r h b f l Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know high-frequency common words - is I the	Blend and segment known sounds for reading and spelling VC, CVC Know words with –s /s/ added at the end (hats sits) Know words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Know tricky words - no go to into as and has his her she he of we me be and	Blend and segment known sounds for reading and spelling VC, CVC, CVCC Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed. Know tricky words - was you they my by all are sure pure			

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Literacy						
	WRITING					
Emergent writing						
Composition						
Spelling						
Handwriting						
	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally segment sounds in simple words.</p>	<p>Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words using</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge</p>	<p>Emergent writing: Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of</p>

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	Write their name copying it from a name card or try to write it from memory.	Phase 2 graphemes (with support) Write own name.	using Phase 2 and Phase 3 graphemes	using Phase 2 and Phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.	of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.	known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.
Handwriting:	Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)