

Wadsworth Fields EYFS Curriculum

ENGLISH

EYFS Curriculum – Literacy Development

Nursery	Comprehension	Word Reading	Writing	Phonics
	<p>Aware that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Listening to and joining in with stories and poems, one-to one and also in small groups</p> <p>Describing main story settings, events and principal characters Showing awareness of and enjoying rhyme and alliteration</p> <p>Joining in with repeated refrains and anticipating key events and phrases in rhymes and stories Beginnings to be aware of the way stories are structured</p> <p>Listening to stories with increasing attention and recall, suggesting how a story might end</p> <p>Looking at books independently.</p> <p>Holding a book, turning the pages and indicating an understanding of pictures and print</p> <p>Telling a story to friends</p> <p>Talking about events and characters in books</p> <p>Making suggestions about what might happen next in a story</p>	<p>Joining in with rhymes and stories</p> <p>Identifying rhymes</p> <p>Joining in with the rhythm of well known rhymes, stories and songs</p> <p>Recognising familiar words and signs such as own name and advertising logos</p> <p>Showing interest in illustrations and print in books and in the environment</p> <p>Looking at books independently.</p>	<p>Telling an adult what they have drawn or painted</p> <p>Recognising a capital letter at the start of their name</p> <p>Identifying sounds from own name in other words</p> <p>Ascribing meaning to other marks, like on signage</p> <p>Starting to write identifiable shapes and letters</p> <p>Drawing lines and circles in the air, on the floor or on large sheets of paper</p> <p>Using tools for mark making with control</p> <p>Gripping using five fingers or preferably two fingers and thumb for control</p> <p>Copying shapes, letter and pictures.</p> <p><u>Fine Motor skills:</u></p> <p>Picking up tiny objects using pincer grasp</p> <p>Making simple models using small pieces such as lego</p> <p>Making small cuts in paper with scissors</p> <p>Using a comfortable grip with good control when holding pens, pencils and paint brush</p> <p>Beginning to show a preference for a dominant hand.</p>	<p>Pre- Phonics Scheme Super Sounds</p> <p>Phase 1 – Emma Spiers</p>

Reception	Autumn Term	Spring Term	Summer Term
Comprehension	Holding a book, turn the pages and indicating an understanding of pictures and print Telling a story to friends.	Talking about events and characters in books Making suggestions about what might happen next in a story Reading simple words and simple sentences Talking about their favourite book Using vocabulary and events from stories in their play Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading.	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, poems and during role play.
Word Reading	Joining in with rhymes and stories Joining in with the rhythm of well known rhymes and songs Recognising their own name Identifying sounds in words, in particular, initial sounds Segmenting and blending simple words demonstrating knowledge of sounds (with support) Linking sounds to letters in the alphabet.	Reading individual letters by saying the sounds for them Reading simple words and simple sentences Identifying rhymes Blending sounds into words, so that they can read short words made up of known letter–sound correspondences Reading some letter groups that each represent one sound and say sounds for them Reading a few common exception words matched to the school’s phonic programme Reading simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	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	Beginning to form lowercase and capital letters correctly Being more confident in writing identifiable shapes and letters Segmenting and blending the sounds in simple words and naming sounds Spelling words by identifying the sounds and then writing the sound with letter/s Talking about sentences and starting to write short sentences Starting to use full stops and capital letters in the correct places.	Using their phonic knowledge to write words in ways which match their spoken sounds Writing some irregular common words Writing simple sentences which can be read by themselves and sometimes by others Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words Re-reading what they written to make sure it makes sense.	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.

Phonics	Rocket Phonics Term 1 – Phase 2 phonics	Rocket Phonics Term 2 – Phase 3 phonics	Rocket Phonics Term 3 – Phase 3 consolidation and Phase 4-5
Handwriting- Fine Motor Skills	Penpals Scheme Book 1 Drawing lines and circles using gross motor movements Using one handed tools and equipment, e.g. child scissors Holding pencils between thumb and two fingers instead of whole hand Beginning to hold pencil correctly and showing good control Copying some letters, especially letters from own name.	Penpals Scheme Book 2 Handling tools, objects, construction and malleable materials safely and with increasing control Showing a preference for a dominant hand Beginning to show anticlockwise movements and retrace vertical lines Beginning to form recognisable letters Using a pencil and holding it effectively to form recognisable letters, especially letters in their own name.	Penpals Scheme Book 3 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. Write recognisable letters, most of which are correctly formed
Vocabulary	Captions.Speech bubbles.Labels.Lists.Notes First.Then.Next.After that.Finally.Full stop. Finger spaces.Capital letter.And. But.(Noun.Verb.Preposition)		
Cultural Capital	Literacy volunteers, Pantomime, CBeebies Bedtime stories, MAST Project with Nottingham University		