

Early Years Curriculum

Literacy



What does Literacy look like in Early Years at Humshaugh C o E First School?


Our curriculum is based around story books, non-fiction books, rhymes and poems. We want children to gain a love of reading and a joy of books from a very young age. We feel that stories enable the children to find out more about the world around them and have the opportunity to explore real and imaginary places. They enable children to experience different situations, cultures, feelings and learn new facts. Adults share stories and rhymes on a daily basis. Children are encouraged to join in, retell and draw or write their own stories and ideas. They are taught the skills needed to be able to do this. We include parents and carers on this journey and we really value their encouragement and support helping their child to practise the skills that have been taught in school.

In our **2 year old provision** we sing songs and rhymes daily and encourage the children to join in with the words and actions. They participate in musical 'Boogie Mites sessions' to develop their sense of rhythm and early rhyming skills, joining in with their bodies and with instruments. They play games to develop their ability to listen and copy environmental sounds, instrumental sounds and voice sounds. We have chosen books that we focus on to explore further with props and costumes to reinforce vocabulary and provide opportunities to act out different parts of the story and link them to other areas of the curriculum. Sometimes children share stories in a small group, but they also have the opportunity to share stories on an individual basis. They are encouraged to ask questions, find things in the pictures, lift flaps and so on. Children are provided with a wide range of equipment to make marks with both inside and outside. They are encouraged to draw and mark make using a range of resources. Adults play alongside the children commenting on what they are doing and providing support as needed.



In **Nursery** we continue to develop children's love of stories and their use of story language. Developing and extending their vocabulary and understanding how to handle books carefully. Children will be taught skills to develop their phonological awareness such as clapping syllables in words, recognising rhymes and sorting words that begin with the same sound as well as orally blending and segmenting words. They will begin to understand that print is used for lots of different purposes and they will begin to mark make for a range of purposes, starting to form some symbols and letters accurately. Children have the opportunity to take books home and share them. Songs and rhymes are sung on a daily basis and resources in the environment help to support children's own explorations.

In **Reception** children learn how to read and write individual letter sounds and then blend these sounds into words for reading and to segment words for writing. We follow a program called Read Write Inc .phonics which is continued in Year 1. The children are also taught common exception words, these are words that cannot be sounded out. We call these words 'red' words. Children are taught how to read and write short sentences. They are encouraged to write for different purposes. They take books and sound games home to practise the skills that they have learnt in school which helps to build their confidence and fluency in a fun way. They also have a Nessy login to access an online individualised phonics program at school and at home to reinforce their developing phonic skills in a fun way. Our class story focus continues with children learning phrases and retelling familiar stories. Children act out, sequence and make links between different stories. They talk about characters, plots and settings and make props and labels to

explore the stories further. They use non-fiction books to find out information both linked to their focussed learning and also to explore their own interests.





 Indicates those of our **core books** which have been chosen to promote positive messages about respecting diversity including diversity in the form of race, gender, physical ability, socio-economic background, or through membership of the LGBTQ+ community, in line with our school vision of being good soil for everyone to grow and flourish (**Matthew 13**) These positive messages are also frequently included in our **topic texts** which are chosen for their links to our curriculum topics. Please see also **HFS EYFS 2 Year Curriculum Topic Overview** for these texts.

Humshaugh C of E First School's Curriculum-Literacy

Year group	Skills	Knowledge	Vocabulary	Resources & Books
2 Year Old Nursery	Core books: <i>It's ok to be different</i>  , <i>What I like about me (Year A)</i>  , <i>Meg and Mog (Year B)</i> , <i>Dear Zoo</i> , <i>The Hungry Caterpillar</i> , <i>The Three Little Pigs (Year A)</i> <i>Goldilocks & the Three Bears (Year B)</i> , <i>Good Night Moon (Year A)</i> or <i>Brown Bear (Year B)</i> (+Curriculum texts)			
	BOOKS, RHYMES AND READING Join in with songs and rhymes and join in with actions. Enjoy sharing a book with an adult. Pay attention and respond to the words or the pictures. Repeat words and phrases from familiar stories. Ask questions and make comments about a book. Use props to develop play around familiar stories. Choose favourite books to look at. Look after books and turn pages	Understand the nouns: book, story, page, picture and writing, in relation to stories and books. Understand comparatives and superlatives with concepts I know i.e. '-er' and '-est' (bigger/ biggest). Understand the concepts: small, big, little, up, down, over, off , a bit, on, in, under and 'turn.'	Understand the verbs: 'clap,' 'shake,' 'move,' 'dance,' 'sing,' 'look,' 'listen,' 'hear,' 'sit,' 'copy,' 'hold,' 'make,' 'write,' 'draw,' 'say' (person/animal,) 'tell,' 'read,' 'open,' 'close,' 'turn' (page,) 'take turns,' 'share,' 'tidy,' 'play,' 'pretend' and 'like.' Specific vocabulary identified from a book.	Indoors Songs, rhymes, poems with props, puppets and dressing up costumes. Song bag. Story sacks. Curriculum texts related to Topic and enhancements; Stories & Non-fiction books: All in Reading Corner. Outdoor Reading Shed with seats , fiction & non-fiction books, mark making materials & story sacks. Outdoor classroom with Story Chair and circle of seats. Mark making resources in writing shed. Dressing up props. Small world props. Letters & Sounds Phase 1: a)

	<p>one-by one. Notice familiar print in the environment e.g. name on basket.</p> <p>UNDERSTANDING Discriminate and identify familiar, environmental, human, animal or transport sounds.</p> <p>Point to the right part of a picture or to a person based on their activity/ verb e.g. 'Who is sleeping?' 'Who is crying?'</p> <p>Ask a variety of questions e.g. 'What?' 'Where?' and 'Who?' Recognise something when shown an incomplete object.</p> <p>Notice and comment on details in busy pictures in books and on jigsaws.</p> <p>MARK MAKING Enjoy drawing freely.</p> <p>Make marks which they give meaning to.</p>	<p>Know that we need to look after our books.</p> <p>Know that different things make different sounds.</p> <p>Understand that we can comment and ask questions about what we see in books</p> <p>Know that their mark making can represent lots of different things.</p>	<p>Understand the words what, where and who.</p>	<p>environmental sounds, body percussion sounds, instrumental sounds and voice sounds. Instruments Listening games, sound Lottos, objects to represent sounds or songs, voice sound footprints, musical instruments. Boogie Mites sessions to develop early phonological awareness of rhythm and rhyme.</p> <p>Incomplete pictures, photos, 'busy' pictures. Jigsaws, pictures, picture books.</p> <p>A book sent each week to share at home.</p> <p>Sensory mark making resources e.g. foam, finger painting, sand, rice, fake 'snow' gloop etc.</p> <p>Mark making with large muscle resources e.g.</p>
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	<p>HFS Curricular Goals for Rising 3s:</p> <ul style="list-style-type: none"> • Notice some print e.g. initial letter of own name, a door number or familiar logo. • Show awareness of the rhythm of words and tap or clap out 2 syllable words. • Enjoy and initiate listening to favourite stories with an adult, filling in gaps with key words and phrases, and answer who and where questions, sharing own ideas and using story props or costumes in play. • Enjoy making marks with a variety of media and give meaning to the marks they make. 			<p>ribbons, sweeping brushes as well as chalks paint brushes, pencils, felt tips etc.</p>
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Nursery 3- 4 yrs	Core books: <i>(It's ok to be different  ,What I like about me (Year A)  , or Meg & Mog (Year B) Dear Zoo, The Hungry Caterpillar, Three Little Pigs (Year A), Goldilocks & the Three Bears (Year B), What I like about me, Goodnight Moon (Year A) or Brown Bear Year B) + Goldilocks & The Three Bears (full Ladybird version) (Year A) or Three Little Pigs (full Ladybird Version) (Year B), Super Duper You,  Elmer (Year A)  Winnie the Witch (Year B) , The Gruffalo, Owl babies, We're Going on A bear Hunt (+ Curriculum Texts linked to topic)</i>			
	BOOKS, RHYMES AND READING Listen attentively in medium-sized groups, offering actions, comments or questions. Turn the pages of a book from front to back. Track objects, pictures and text with my finger from left-to - right. Discriminate between two short phonemes, distinct then more	Recognise text in different places for different things. Understand the 5 key concepts about print: 1. Print has meaning. 2. Print can have different purposes. 3. We read English texts from left to right and from top to bottom. 4. The names of the different parts of a book- distinguish between print and illustrations. 5. Page sequencing	Understand: book, front, back, beginning, end, picture, words, letters, writing, page, cover, story (fiction) or information (non-fiction) author. Letter, sound, syllable (or tap),	Songs, rhymes, poems with props and puppets. Stories & Non-fiction books. Story Sacks with props. Curriculum stories related to Topics and enhancements - all in Reading Corner. Outdoor Reading Shed with seats, books and mark making materials. Outdoor classroom with Story Chair and circle of seats. Mark making resources in writing shed. Initial letter sound tubs in indoor provision (coloured

	<p>alike. Orally replicate isolated letter sounds correctly.</p> <p>Recognise words with the same initial sound.</p> <p>Begin to discriminate and name the phonemes at the beginnings of words.</p> <p>Sort by initial phoneme following successful discrimination, with support.</p> <p>Participate in familiar, simple, story-level mantras in repetitive, supported stories.</p> <p>To follow and talk about a story.</p>	<p>Know some stories really well.</p> <p>Know some key phrases and vocabulary and actions from familiar stories.</p> <p>Know that when the adult leaves a pause it is time to join in with the mantra.</p>	<p>claps beat, rhyme, word, letter sound.</p> <p>Understand begin, start, or first.</p> <p>Understand the term 'Freddie Frog sound talk' and start to understand the idea of blending, (or 'putting the sounds together to say the word') and segmenting 'sounding the word out' or 'saying it in Freddie sound talk' ; understand sound, letter and word.</p> <p>Understand and use specific vocabulary identified from stories: describing, doing and naming words linked to individual stories e.g. enormous, scuttle, forest, cottage, crept.</p> <p>Understand 'I wonder...' questions, 'tell me about', 'what is happening' or 'happens,' 'happened' or 'will happen next...'; beginning' and end.</p>	<p>drawers) Letter stones in outdoor provision</p> <p>Letters & Sounds Phase 1b): Alliteration, Rhyme, Oral blending and segmenting CVC words.</p> <p>Listening station with sound Lottos and story CDS + headphones.</p> <p>Stories with repeated refrains.</p> <p>A book sent each week to share at home.</p>
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	<p>Copy three instruments from a choice of six without visual support in order.</p> <p>Sequence three objects from a choice of six.</p>	<p>Able to remember and copy a sequence of 3 object names, sounds etc.</p>	<p>Understand and use specific vocabulary identified from stories: describing, doing and naming words linked to individual stories e.g. enormous, scuttle, forest, cottage, crept, cunning etc.</p> <p>Copy, same.</p>	<p>Musical instruments.</p> <p>Objects.</p>
	<p>Count and clap syllables in words.</p> <p>Blend four syllable words e.g. 'he-li-cop-ter.'</p> <p>Segment compound words, initially with visual support.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Be able to take turns and wait their turn.</p> <p>UNDERSTANDING</p> <p>Be able to play 'odd-one-out' games and explain reasons.</p>	<p>Know that we can count things other than objects e.g. sounds, words etc.</p> <p>Can count up to 5</p> <p>Know that there are a different number of syllables (taps) in words.</p> <p>Can attend to new stories in a group.</p> <p>To link their prior knowledge to new situations.</p>	<p>Understand and use some compound words e.g. foot ball.</p> <p>Match, same, different, odd, why, because.</p>	<p>Drum</p> <p>Small group work for games to develop phonological awareness> early phonics.</p> <p>Tailored intervention for speech and phonological awareness as required.</p> <p>Small world , dressing up</p> <p>Story sacks in Reading Corner and Reading Shed for Core stories,</p> <p>Weekly Curriculum (Topic related texts) shared in class group.</p>

	<p>Inference & Prediction: Lift less obvious meaning from pictures e.g. 'Where do you think he is going?' or What do you think they are making?'</p> <p>Match two words that rhyme in games such as rhyming lotto. Join in with and begin to predict rhyme. Notice rhymes in stories and suggest own rhymes. Add real or nonsense words to a rhyming string.</p> <p>WRITING Begin to hold a pencil using a modified tripod grip.</p> <p>To develop hand strength to produce enough pressure to make a mark.</p> <p>Give meaning to marks and write some letters accurately. To develop control when creating lines and shapes.</p> <p>Be able to draw the pre-writing symbols and understand the language used.</p> <p>Draw a person on request with head, legs and body</p>	<p>Can think and talk beyond the 'here and now.'</p> <p>Know what a rhyming word is.</p> <p>Starting to know how to 'pinch and flick' with a pencil.</p> <p>Begin to develop visual distinction of shapes and letters.</p> <p>Have awareness of own body in space and different body parts.</p>	<p>Think, might</p> <p>Rhyme/same</p> <p>pinch, flick.</p> <p>Top, bottom, across, around, start, curl, straight.</p> <p>Body part vocabulary.</p>	<p>Use of challenging questioning. Pictures, picture books, and puzzles.</p> <p>Rhyming lotto. Rhyming books. Nursery rhymes.</p> <p>Triangular pencils, pencil grips.</p> <p>Finger gym resources Wide variety of mark making both inside and outside.</p> <p>Dancing Doodles Sessions Sensory writing materials.</p> <p>Wide range of mark makers and paper in provision.</p>
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	<p>Trace their name Copy their name Write some of the letters of their name independently.</p> <p>Begin to use some of their print and letter knowledge in their early writing.</p> <p>HFS Curricular Goals for End of Nursery:</p> <ul style="list-style-type: none"> • Recognise some letters of own name in other words, orally blend C-V-C to make a word, add to a rhyming string and hear and say initial sounds in words. • Listen to stories to the end, answer questions about them and able to retell familiar ones. • Copy own name and use 'writing' in independent play. 	<p>Recognise my name. Know some of the letters in their name. Can use a pencil effectively using a modified tripod grasp.</p> <p>Know that a letter (grapheme) makes a 'sound' and may know some such as ones in their name.</p>		<p>Handwriting Hero cape awarded weekly</p> <p>Opportunities to write across the provision indoors and outdoors.</p>
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Reception	<p>Core Books: <i>(It's ok to be different,  , What I like about me  (Year A), Meg and Mog (Year B), Dear Zoo, The Hungry Caterpillar, The Three Little Pigs (Year A) Goldilocks & the Three Bears (Year B), Goodnight Moon (Year A) or Brown Bear, Brown Bear (Year B) + Three Little Pigs (full Ladybird version)(Year A) or Goldilocks & The Three Bears (full ladybird version) (Year B), Super Duper you  , The Gruffalo, Owl Babies, Elmer (Year A)  Winnie the Witch (Year B), We're Going on A bear Hunt) + The Naughty Bus, Jasper's Beanstalk (Year A) or Room on the Broom (Year B), Red: a Crayon's Story,  The Great Big Book of Families, The Nativity Story: Long Ago in Bethlehem (Year A) or Baby Jesus (Year B) ,  Giraffe's can't dance (Year A)  or Way up in the Arctic (Year B) Handa's Surprise (Year B)  or The Pirates are coming (Year A)  + wide range of Curriculum Texts.</i></p>			
	<p>READING</p> <p>Read individual letters by saying the sounds for them.</p> <p>Read some digraphs and understand they represent one sound.</p> <p>Blend sounds into words and read short words.</p> <p>Discriminate and name phonemes at the beginning in the middle and end of words.</p> <p>Hold five, six then seven words in my auditory memory and begin to use simple memory strategies e.g. when Grandma went to market...</p> <p>Blend four phoneme words with ccvc, cvcc, cvcv and vcv blends e.g. 's-t-o-p,' 'm-a-s-k,' 'w-a-t-e-r' and 'o-p-e-n.'</p>	<p>Know the RWI sounds, pictures and handwriting rhymes.</p> <p>Know how to add sound buttons to words to show digraphs, and single sounds.</p> <p>Understand that you can blend (put together) sounds in a word to read and to segment the sounds (say them in Freddie sound talk) to spell a word.</p> <p>Able to sequence at least 3 objects, sounds etc.</p> <p>Auditory memory capacity 5-7 items</p>	<p>Understand and start to use: letter, sound, word, sentence, digraphs (two letters to spell one sound), trigraphs (three letters to spell one sound) finger space, capital letter, lower case letter, letter name, letter sound, full stop, sentence, word, question mark, exclamation mark.</p> <p>Begin or start, middle, end.</p>	<p>RWI Programme & Resources</p> <p>Initial letter sound tubs in coloured drawers. Phonic grapheme spots for games in hall or outdoors.</p> <p>Magnetic letters</p> <p>Tailored interventions for phonics, early reading and handwriting as required.</p> <p>Building words with magnetic letters.</p> <p>Green words, red word cards.</p> <p>Circle games, 'Hold a sentence' activities. Songs, rhymes, poems.</p> <p>RWI Story Books</p> <p>RWI Book bag books</p>

	<p>Read familiar, phonetic words and key sight vocabulary at word-level.</p> <p>Read simple phrases and sentences which are pure phonics and some common exception words as they have been taught.</p> <p>Be able to read phase 2 and 3 tricky (red) words accurately.</p> <p>Begin to read phase 4 tricky (red) words.</p> <p>Be able to read with fluency and understanding.</p> <p>To read for enjoyment.</p> <p>Retell a familiar story in order</p>	<p>Know that 'red' words don't follow the rules, (but usually start with the right sound).</p> <p>Be able to answer simple questions about a story.</p> <p>Knows how to order everyday events in time sequence e.g. first, then, last.</p> <p>Knows how to sequence up to 6 pictures to re-tell a story.</p>	<p>I go to the no into</p> <p>he she we me be you are her was all they my</p> <p>said, have, so, do, some, come little, one, were, there, what when, out</p> <p>Understand question words who, where, what happened, when, why and how</p> <p>Can use story vocabulary.</p>	<p>Red wall display in Home Room</p> <p>Stories & Non-fiction books. Story sacks with props. Curriculum stories related to Topics and enhancements - all in Reading Corner. Outdoor Reading Shed with seats, books and story sacks. Outdoor classroom with Story Chair and circle of seats. Visits, and visitors, e.g. drama groups, theatre visit, authors, reading volunteers, reading dog, reading buddies from Class 3. Library slot.</p> <p>Story sequencing pictures.</p>
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	<p>Create rhyming strings and join in with the rhythm of a rhyming poem or couplet.</p> <p>Be able to talk about characters, setting and plot in familiar stories.</p> <p>Be able to discuss some features of traditional tales, a poem, the difference between an information book and a story (fiction & non-fiction).</p> <p>Say what an author, illustrator and an actor do, and some of the different features of a book.</p> <p>WRITING Form individual letters correctly. (lowercase and some capitals)</p>	<p>Understand how to create a rhyming string (change the starting sound/s) Know what a rhyming word is and how you can change the sounds at the end.</p> <p>Know that a story typically has a beginning, middle and end.</p> <p>Know that the characters are the people or the animals that are in the story, the setting is where the story is set, the plot and events are what happened in a story.</p> <p>Understand the difference between information books (non-fiction) stories, traditional tales and poems (fiction) as we talk about books, stories or role play.</p> <p>Know that the author is the writer, the illustrator is the person who draws the pictures and an actor is someone who plays a role in a story or play (e.g. playing a shepherd in our nativity play).</p> <p>Know how to hold and manipulate a pencil</p> <p>Know the correct position for writing (tripod grip).</p>	<p>Rhyme, rhyming string.</p> <p>Beginning, middle, end.</p> <p>Understand: describe, explain, recall or remember, re-tell, plan, invent, create, imagine, illustrate, happen, character, setting, plot, event, fiction, non-fiction, Information book , Story , Poem made up, pretend, Traditional Tale Once upon a time... The End..... They all lived happily ever after. Thewas never seen again!</p> <p>Author, illustrator, actor, play, role, act, cover, pages, blurb, title, contents page.</p> <p>RWI letter formation rhymes.</p>	<p>Picture Books, rhyming books, poems.</p> <p>Daily Class Story sessions.</p> <p>Individual reading of book bag books with adult.</p> <p>RWI Reading Groups with teacher.</p> <p>3 Home Reading Books :</p> <ul style="list-style-type: none"> • I can read. • We can read. • You read to me. <p>Reward scheme used for home reading and phonics homework.</p> <p>Triangular pencils, pencil grips, air writing, form letter shapes with our bodies or playdough.</p> <p>Dancing Doodles sessions</p> <p>Sensory letter formation resources</p>
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	<p>Spell words by identifying the sounds and then writing the letters to match the sounds- use Fred Fingers</p> <p>Use syllable skills when attempting to write longer words.</p> <p>Write a sentence, holding words and phonemes using a capital letter, finger spaces and a full stop.</p> <p>Learn to read and write RWI Set 2 and many Set 3 sounds in words.</p>	<p>Recognise letters and know their corresponding sounds</p> <p>Know how to use to segment words ' Fred Fingers' to help segment words</p> <p>Know how to tap out and count then number of syllables in a word.</p> <p>Know how to use 'Fred finger's for sounding a word out to spell it.</p> <p>Know how to say a sentence, 'hold the sentence' using fingers and then write the sentence.</p> <p>Know that some letters or digraphs can say more than one sound e.g. 's' in <u>s</u>ee and in <u>s</u>his, 'oo' in <u>zoo</u> and in <u>loo</u>k that two or more different spellings can say the same sound e.g. 'u' in <u>luc</u>k, 'oo' in <u>loo</u>k)</p>	<p>Sound out, spell, Syllables</p> <p>Word, sentence, capital letters, full stops, finger spaces.</p> <p>Check, make sense, sort it out, reflect</p>	<p>Fred Frog puppet, blending and segmenting games, Objects-match and spell type games (orchard toys) Write a ditty for a silly picture, e.g. cat in a hat. Match the sentence to the picture games</p> <p>'Hold a sentence' activities</p> <p>Weekly 'Big Write' session to practise using phonic skills, common exception words and punctuation in writing.</p> <p>RWI, magnetic letters and digraphs for word building. Phoneme spots.</p> <p>Peer review- what have they done well, what could they do to make it even better next time?</p> <p>Handwriting Hero cape awarded weekly</p>
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	<p>Re-read what they have written to check that it makes sense.</p> <p>Start to write labels, captions, then phrases and sentences independently in child initiated activities.</p> <p>HFS Curricular Goals for End of Reception:</p> <ul style="list-style-type: none"> • Read books containing RWI Set 2 and Set 3 sounds. • Show understanding of stories through relevant comments, predictions and questions, retelling them in their own words and answering more complex questions about them e.g. when? why? or how? • Write simple sentences for a range of purposes that can be read by others, including phonetically plausible spellings and some correctly spelled key words. 			<p>Opportunities and resources available for writing across the provision. Adults model writing.</p> <p>Independent writing framed and displayed. Children encouraged to be 'Brave Writers'</p>
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Literacy ELGs

Comprehension ELGs:

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.

Word Reading ELGs

Children at the expected level of development will:

- 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 which are consistent with their phonic knowledge, including some common exception words.

ELG: Writing ELGs:

Children at the expected level of development will:

- 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.