



# The Federation of St Mary's Catholic Schools

"I can do all things through Christ who strengthens me" Philippians 4:13



## EYFS Literacy Curriculum Document

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
<b>Nursery</b>	<p>GRADUAL ADMISSION &amp; SETTLING IN TIME</p> <p>Baseline</p>	<p><b>Writing</b> *Enjoy drawing freely. *Make marks on their picture to stand for their name.</p> <p><b>Reading</b> *Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. *Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. * Repeat words and phrases from familiar stories. *Make comments and shares their own ideas. *Develop play around favourite stories using props.</p> <p><b>RWI – Pre reading skills:</b></p>	<p><b>Writing</b> *Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p><b>Reading</b> *Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book -page sequencing *Ask questions about the book.</p> <p><b>RWI – Pre reading skills:</b> <b>Rhyming, alliteration,</b></p>	<p><b>Writing</b> *Write some letters accurately</p> <p><b>Reading</b> *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p><b>RWI – Pre reading skills:</b> <b>Rhyming, alliteration, nursery rhymes, oral blending etc For chn that are ready – begin to recognise set 1 sounds</b></p>	<p><b>Writing</b> * Write some or all of their name.</p> <p><b>Reading</b> * Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>RWI – Pre reading skills:</b> <b>Rhyming, alliteration, nursery rhymes, oral blending etc For chn that are ready – begin to recognise set 1 sounds</b></p>	<p><b>Writing</b> *Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. * Write some or all of their name.</p> <p><b>Reading</b> * Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound</p> <p><b>RWI – Pre reading skills:</b></p>

		<b>Rhyming, alliteration, nursery rhymes, oral blending etc</b>	<b>nursery rhymes, oral blending etc</b>			<b>Rhyming, alliteration, nursery rhymes, oral blending etc For chn that are ready – begin to recognise and write set 1 sounds</b>
<b>Reception</b>	<p>SETTLING IN TIME</p> <p>Baseline</p> <p><b>Writing</b> * Write some or all of their name. * Write some letters accurately</p> <p><b>Reading</b> * Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound</p>	<p><b>Writing</b> *Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p><b>Reading</b> *Read individual letters by saying the sounds for them. *Read some letter groups that each represent one sound and say sounds for them.</p>	<p><b>Writing</b> *Form lower-case and capital letters correctly</p> <p><b>Reading</b> * 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.</p>	<p><b>Writing</b> *Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><b>Reading</b> * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p><b>Writing</b> *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><b>Reading</b> *Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *Re-read what they have written to check that it makes sense.</p>	<p><b>Writing ELG</b> *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</p> <p><b>Reading ELG</b> *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</p>

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