

Ravenscroft Community Primary School

EYFS Literacy Development Curriculum Map

	Autumn	Spring	Summer
Year N	<p>Children will listen to and join in with stories and poems, one-to-one and also in small groups. Children will show an interest in illustrations and print in books and the environment. Children will sometimes give meaning to marks as they draw and paint. Children will draw lines and circles using gross motor movements. Children will also access Letters and Sounds Phase 1 and enjoy rhyming and rhythmic activities.</p> <p>Children will handle books carefully. They will know that information can be relayed in the form of print. Children will sometimes give meaning to marks as they draw and paint. Children will draw lines and circles using gross motor movements. Children will also access Letters and Sounds Phase 1 and enjoy rhyming and rhythmic activities.</p>	<p>Children will begin to be aware of the way stories are structured and will suggest how the story might end. Children will ascribe meanings to marks that they see in different places. Children will use onehanded tools and equipment. In Phonics, children will show awareness of rhyme and alliteration.</p> <p>Children will hold books the correct way up and turn pages. Children will understand the concept of a word and increase their use of key vocabulary. Children will ascribe meanings to marks that they see in different places. Children will use onehanded tools & equipment. In phonics, children will show awareness of rhyme and alliteration, recognise rhythm in spoken words and begin to orally hear the sounds which make words.</p>	<p>Children will enjoy an increasing range of books and know that information can be retrieved from books & computers. Children will manipulate objects with increasing control and begin to use anti-clockwise movements and retrace vertical lines. Children will begin to form recognisable letters. In Phonics, children will begin to access Read, Write, Inc.</p> <p>Children will enjoy an increasing range of books and know that information can be retrieved from books & computers. Children will begin to use anti-clockwise movements and retrace vertical lines. They will begin to form recognisable letters, including making written representations of their name.</p>

	Autumn	Spring	Summer
Year R	<p>Children will sustain attentive listening, responding to what they have heard with relevant comments, questions or actions. Children listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.</p> <p>Children will extend their vocabulary, exploring the meanings and sounds of new words.</p> <p>Children will use language to imagine and recreate roles and experiences.</p> <p>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events. In Phonics, children will access Read, Write, Inc. They will hear and say sounds in words in the order in which they occur.</p> <p>Children will begin to break the flow of speech into words. They will use writing as a means of recording and communicating.</p> <p>Children will explore and experiment with sounds, words and texts. Children will retell narratives in the correct sequence, drawing on language and patterns of stories.</p> <p>Children will know that print carries meaning and, in English, is read from left to right and top to bottom. In Phonics, children will access Read, Write, Inc. They will hear and say sounds in words in the order in which they occur. They will also link sounds to letters, naming and sounding the letters of the alphabet. Children will begin to break the flow of speech into words. They will use writing as a means of recording and communicating.</p>	<p>Children will read a range of familiar and common words and simple sentences independently. Children will begin to break the flow of speech into words and use writing as a means of recording and communicating.</p> <p>Children will use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p> <p>Children will show an understanding of the elements of stories, such as the main character, sequence of events and openings and how information can be found in non-fiction texts to answer questions about where, who, why and how.</p> <p>Children will use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</p> <p>Children will write their own names, labels and captions, and write simple sentences, sometimes using punctuation.</p>	<p>Children will read and understand simple sentences. They will use phonic knowledge to decode regular words and read them aloud accurately. They will also read some common irregular words. They will demonstrate understanding when talking with others about what they have read. Children will use their phonic knowledge to write words in ways which match their spoken sounds. They will also write some irregular common words. They will write simple sentences which can be read by themselves and others. Some words will be spelt correctly and others will be phonetically plausible.</p> <p>Children will attempt writing for different purposes, using features of different forms such as lists, stories and instructions. Children will demonstrate stamina for writing and write simple sentences, sometimes using punctuation. Children will form recognisable letters, most of which are correctly formed.</p>