

Class 1: EYFS Literacy Curriculum Map

EYFS Literacy Education Programme (Statutory)

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

English: School Statement of Intent

At Fulwood and Cadley, our aim is to provide an English curriculum that engages and inspires our children's love of literature whilst also developing their fundamental skills of spoken and written language in order to become thoughtful readers and creative writers. Our curriculum is based around the principles of the Talk for Writing process which reflects the importance of spoken language that underpins the development of reading and writing, not only in English but across the whole curriculum. Our children are provided with opportunities to widen their vocabulary and develop their understanding of grammar for reading, writing and spoken language. They are taught to use discussion as a vehicle for learning moving on to developing crucial skills to allow them to write clearly, accurately and coherently for a range of context, purposes and audiences. Most importantly, our writing curriculum aims to inspire our children to feel confident in their ability to write and become passionate in their ability to be creative. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We strive for our pupils to develop a passion for reading and a love of books not only to support their academic ability but to develop their life-long opportunities in everyday life, further education and future employment. We believe reading is one of the most important ingredients of a successful learner and as a result, we aim to permeate our whole school curriculum with opportunities to read.

EYFS Literacy Skills

Comprehension	Word Reading	Writing
<ul style="list-style-type: none"> • Make previously read books available for children to share at school and at home. • Avoid asking children to read books at home they cannot yet read. • Discuss books read in class. • Make predictions on books by asking what happens next. • Talk about characters in stories they have been read. • Talk about story settings in stories they have been read. 	<ul style="list-style-type: none"> • Help children to read the sounds speedily. This will make sound blending easier. • Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop. • Show how to say sounds for the letters from left to right and blend them, for example, big, stamp. • Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. • Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. • Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. • Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'. • Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. • Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught. • Children should not be required to use other strategies to work out words. • Make the books available for children to share at school and at home. • Avoid asking children to read books at home they cannot yet read. 	<ul style="list-style-type: none"> • Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. • When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line. • Show children how to touch each finger as they say each sound. • For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. • Support children to form the complete sentence orally before writing. • Help children memorise the sentence before writing by repeatedly saying it aloud. • Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. • Dictate sentences to ensure they contain only the taught sound-letter correspondences. • Model how you read and re-read your own writing to check it makes sense

Development Matters

Comprehension:

Re-read known books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

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 some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school’s phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Writing:

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

ELG: Comprehension (Statutory)

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

ELG: Word Reading (Statutory)

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 that are consistent with their phonic knowledge, including some common exception words

ELG: Writing (Statutory)

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

EYFS Physical Development Education Programme (Statutory)

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

EYFS Fine Motor Skills (Development Matters)

Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:

- ✓ that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers
- ✓ that they can move and rotate their lower arms and wrists independently
- Help children to develop the core strength and stability they need to support their small motor skills.
- Encourage and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars. Offer children activities to develop and further refine their small motor skills. Suggestions: threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.
- Regularly review the equipment for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children?
- Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback. With regular practice, the physical skills children need to eat with a knife and fork and develop an efficient handwriting style will become increasingly automatic.
- Provide areas for sitting at a table that are quiet, purposeful and free of distraction.
- Give children regular, sensitive reminders about correct posture: Provide different chairs at the correct height for the range of children in the class, so that their feet are flat on the floor or a footrest. Provide different tables at the correct height for the range of children in the class. The table supports children's forearms. The top of the table is slightly higher than the height of the child's elbow flexed to 90 degrees.
- Encourage children to draw freely.
- Engage children in structured activities: guide them in what to draw, write or copy.
- Teach and model correct letter formation. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.
- Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.

Development Matters

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient

ELG: Fine Motor Skills (Statutory)

Children at the expected level of development will:

- 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.

Coverage: Phonics (EYFS)

Year	Timescale	Twinkl Phonics level	Rhino Readers Level	Sounds	Common Exception Words	Decodable Rhino Readers Books
Reception EYFS	Weeks 1 - 3	Level 2	2a	s, a, t, p, i, n, m, d, g, o, c, k	None	Sip, sip, tip Dig and Tap Pat and Pig
	Weeks 4 - 5	Level 2	2b	e, u, r, h, b, f, l, ck, ss, ll, ff	to, the, no, go, l	Get a Hat Hit and Miss The Sock
	Week 6	Level 2	2c	Consolidation of Level 2 Sounds Compound words	All previous words	In the Cockpit The Map Gus the Gull
	Weeks 1 – 4	Level 3	3a	j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng	he, she, we, me, be, was	We can Will we win A fox at the shops
	Weeks 5 - 9	Level 3	3b	ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er	my, you, they, here, all, are	All for dad At the fair A cure for Ben
	Weeks 10 - 12	Level 3	3c	Consolidation of Level 3 Sounds Compound Words	All previous words	Farm to Yarn Chicks on the Run All sorts of diggers
	Weeks 1 - 2	Level 4	4a	CVCC and CCVC words Digraphs and trigraphs without adjacent consonants	said, so, have, like, come, some	A Trip in a rocket In the Bug Hut Haircuts
	Weeks 3 - 4	Level 4	4b	Words with adjacent consonants including Level 3 vowel digraphs/trigraphs CVCC and CCVC words containing Level 3 vowel digraphs and trigraphs	were, there, little, one, do, when, out, what	All sorts of hair Jet the Vet The Midnight Ball
	Week 5	Level 4	4C	Three-letter adjacent consonants Two-syllable words	All previous words	Soon Little One, Soon Up at Night My Shell is too tight

Talk for Writing **Non- Negotiables** for EYFS and Year 1

- Oral story telling with actions – please record for evidence
- Learning journey evidenced on washing line – Story map and key vocabulary/ spellings/ Common Exception Words
- Whole school actions for signal signposts and punctuation embedded from EYFS

Recommended Reads for Reception/Year 1

When planning texts for reading and writing across the year/cycle, include:

- Stories representing different cultures and faiths(multicultural characters/settings across the world)
- PSHE links, e.g. difference, friendship (link to PSHE units)
- World issues such as war, immigration, refugees
- A variety of picture, written books and films
- Different timescales (classic perhaps involving archaic language, modern)
- Different authors/poets (including those of BAME)

Below are some suggested texts that are recommended for EYFS and year 1. If you read or explore any of the texts, please update the curriculum map below.

Picture/ Written Books EYFS Suggestions	Picture/ Written Books Year 1 Suggestions	Authors EYFS/ Yr 1
<p>Baby Goz by Steve Weatherill</p> <p>Shark in the Park by Nick Sharratt (rhyming)</p> <p>Oi! Get Off Our Train by John Burningham (endangered animals awareness)</p> <p>Peep Inside Nighttime by Anna Milbourne</p> <p>Small Knight and George and the Royal Chocolate Cake by Ronda Armitage (rhyming)</p> <p>How to Catch a Star by Oliver Jeffers</p> <p>Blue Monster Wants it All by Jeanne Willis (PSHE – greediness)</p> <p>I am a Tiger by Karl Newson</p> <p>A First Book of Nature by Nicola Davies (poems, stories)</p> <p>Elmer by David McKee (PSHE)</p> <p>This Book Just Ate My Dog by Richard Byrne</p> <p>Mr Big by Ed Vere (being different)</p> <p>Little Green Donkey by Anuska Allepuz</p>	<p>That Rabbit Belongs to Emily Brown by Cressida Cowell and Neal Layton (property and justice)</p> <p>Numenia and the Hurricane by Fiona Halliday (rhyming)</p> <p>Cinnamon by Neil Gaiman (fable)</p> <p>I Can Only Draw Worms by Will Mabbitt</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Goodnight Everyone by Chris Haughton</p> <p>We're Going on a Bear Hunt by Michael Rosen (repetition)</p> <p>Peace at Last by Jill Murphy</p> <p>The Bad-Tempered Ladybird by Eric Carle (telling the time)</p> <p>Funnybones by Allan Ahlberg</p> <p>The Gruffalo by Julia Donaldson</p> <p>A Bear Called Paddington</p> <p>A Lion In the Meadow by Margaret Mahy</p> <p>Cops and Robbers by Allan Ahlberg</p> <p>Hairy Maclary by Lynley Dodd (rhyme)</p>	<p>Shirley Hughes</p> <p>Judith Kerr</p> <p>Hans Christian Anderson (classic – trad tales)</p> <p>Michael Rosen (poet-pattern and rhyme)</p> <p>Lynley Dodd (pattern and rhyme)</p> <p>David McKee</p> <p>Jill Murphy</p> <p>Spike Miligan (nonsense poems)</p> <p>Julia Donaldson</p> <p>Emily Gravett</p> <p>Nick Sharatt</p> <p>Beatrix Potter (classic)</p> <p>Eric Carle</p> <p>Chitra Soundar (BAME author)</p> <p>Rachel Isadora (multicultural books)</p>
		Literacy Shed Films

<p>The Perfect Sofa by Fifi Kuo (compromise, agreement and not giving up) Corduroy by Don Freeman (modern classic) Supertato by Sue Hendra Bears Don't Eat Egg Sandwiches by Julie Felton Stanley and Rhoda by Rosemary Wells (getting on and falling out) Aliens Love Underpants by Claire Freedman (rhyming)</p>	<p>Owl Babies (reassurance) There Are Cats in This Book by Viviane Schwarz Mister Magnolia by Quentin Blake Avocado Baby by John Burningham The Tiger Who Came to Tea by Judith Kerr Meg and Mog Not Now, Bernard Dogger The Dark by Lemony Snicket (fear)</p>	<p>Owl Babies Zahra Whistleless Way Back Home The Ugly Sharkling The Girl with the Yellow Bag The ClockTower Dangle Bubbles Book of Butterflies</p>
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Multi-cultural books/ diversity/ world issues	Refugees and Immigration	
<p>Abdi's Day by Verna Wilkins And Me! By Karen King Baba's Gift by Beverley Naidoo Baby Ruby Bawled by Malaika Rose Stanley Bein' With You This Way by W.Nikola-Lisa Caribbean Dream by Rachel Isadora Eat Up, Gemma by Sarah Hayes The Gigantic Turnip by Alexei Tolstoy The Goggle-Eyed Goats by Stephen Davies Grandfather and I by Helen E Buckley African Animal Tales range by Mwenye Hadithi Handa's Surprise In a Minute by Tony Bradman Please, Baby, Please by Spike Lee Skip Across the Ocean by Floella Benjamin The Skipping-Rope Snake by Carol Ann Duffy Smart Aunties by Nick Sharratt So Much! By Trish Cooke The Tiger Child by Joanna Trougton Wait and See by Tony Bradman We're Going on a Lion Hunt by David Axtell The Name Jar The Great Race (Chinese New Year) The Runaway Wok Lanterns and Firecrackers: A Chinese New Year Story The Magic Paintbrush (Chinese tale by Julia Donaldson)</p>	<p>What Will I Be? By Dawne Allette What happened to you? By James Catchpole Baby Dance by Ann Taylor Baby Finds by Verna Allette Wilkins Let's Feed the Ducks by Pamela Venus Let's Have Fun by Pamela Venus Peekaboo Morning by Rachel Isadora One Hundred Steps: The Story of Captain Sir Tom Moore The Perfect Shelter by Clare Helen Welsh (long-term illness) Max the Champion by Sean Stockdale (disability) The Itchy-Saurus (eczema) The Cookie: A story of friendship and food allergy Specs for Rex (wearing glasses) Freddie and the Fairy (hearing loss) My Daddies! By Gareth Peter We're all Wonders by R J Palacio (diversity/disability) It's a No-Money Day:1 by Kate Milner (poverty) Two Homes by Claire Masurel Susan Laughs by Joanne Willis Rescue and Jessica by Jessica Kensky (guide dog) Fruits: A Caribbean Counting Poem Over the Hills and Far Away (rhymes) Ramadan Moon Let's Celebrate! Festival Poems from around the world</p>	<p>Leaf (refugee/immigration) There's Room for Everyone (refugee/immigration)</p>

**Pie Corbett's Reading Spine
EYFS Suggested Core Texts**

- ✓ Owl Babies – Martin Waddell
- ✓ The Gruffalo – Julia Donaldson
- ✓ Handa's Surprise – Eileen Browne
- ✓ Mr Gumpy's Outing – John Burningham
- ✓ Rosie's Walk – Pat Hutchins
- ✓ Six Dinner Sid – Inga Moore
- ✓ Mrs Armitage – Quentin Blake
- ✓ Whatever Next – Jill Murphy
- ✓ On the Way Home – Jill Murphy
- ✓ Farmer Duck – Martin Waddell
- ✓ Good Night Moon – Margaret Wise –Browne
- ✓ Shhh! - Sally Grindley

Pie Corbett's Page Turners for EYFS

- ✓ The Pea and The Princess – Mini Grey
- ✓ The Lighthouse Keeper's Lunch- Ronda and David Armitage
- ✓ I want my Potty – Tony Ross
- ✓ There's a bear on my Chair – Ross Collins
- ✓ The Lion Inside – Rachel Bright/Jim Field
- ✓ One Snowy Night – Nick Butterworth

**Pie Corbett's Poetry Spine
For EYFS**

- ✓ Sharing a Shell – Julia Donaldson/ Lydia Monks
- ✓ The Little Puffin: A treasury of Nursery rhymes, songs and games - Elizabeth Matterson
- ✓ A treasury of Songs - Julia Donaldson
- ✓ The Many coloured days - Dr Seuss

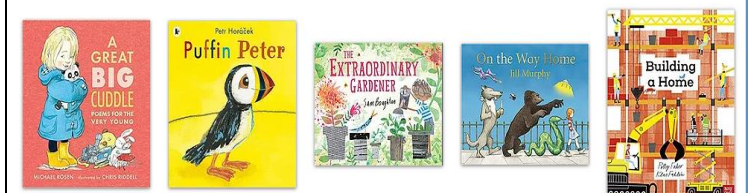
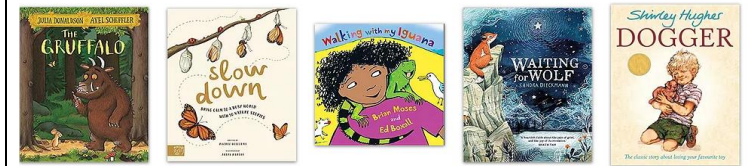
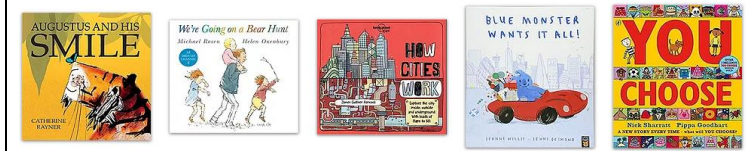
Top 50 Reads

Suggested books that all children in EYFS should read or have read to them

Top 50 Books: Box 1



Top 50 Books: Box 2



Class 1 Curriculum Map: EYFS

Green Sections MUST be taught	Class 1- EYFS	Class 2 – EYFS/ Year 1	Class 3 – Year 1
School progression of Nursery Rhymes	5 Current Buns 5 Little ducks 10 Green Bottles Miss Polly Had a dolly Incy Wincy Spider Baa baa black sheep I'm a little teapot Twinkle twinkle little star	5 green and speckled frogs 5 Little monkeys One, two, three, four, five There were 10 in the bed Hickory Dickory Dock Ring a ring o roses Hey diddle diddle Humpty Dumpty	Little Bo Peep One, Two, Buckle my shoe A sailor went to sea, sea, sea Row, row, row your boat 10 fat sausages sizzling in a pan Jack and Jill The Grand Old Duke of York Sing a song of sixpence Mary, Mary Quite Contrary
School progression of Rhymes/Poems to recite off by heart	The Pancake (Christina Rossetti) The tadpole (Elizabeth Gould) Mud (John Smith) Poems linked to topics	If you should meet a crocodile (Christine Fletcher) Star light star bright (traditional) Ask Mummy, Ask Daddy (John Aghard) Poems linked to topics	On the Ning Nang Nong (Spike Milligan) Now we are Six (A A Milne) Poems linked to topics
School progression of Fairy Tales/ Traditional Tales	The Enormous Turnip Goldilocks and The Three Bears The Gingerbread Man	The Little Red Hen The Magic porridge pot Cinderella	The Three Billy Goats Gruff The Three Little Pigs Jack and the Beanstalk
Fiction (Including repetitive language books)	The Tiger Who Came to Tea The Scarecrow's Wedding The Enormous Turnip Room on the Broom What's in the Witch's Kitchen? Funny Bones After the Storm Owl Babies One Snowy Night Lost and Found Man on the Moon (a day in the life of Bob) QPootle5	The Lighthouse Keeper's lunch Jasper's Beanstalk Owl babies The explorer Lost and Found Peace at Last The owl who was afraid of the Dark Dogger The extraordinary Gardener	Peace at Last Funnybones Winnie the Witch The Troll Lost and Found The Three Little Pigs Zog

Non-Fiction	The Nativity Story Lanterns and Firecrackers: A Chinese New Year Story The Great Race (Chinese New Year)	Books about the seaside Books about The world Antarctica The Artic Books about Plants	Information books about castles Books about plants Information books about Kenya Books about animals
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