

EYFS Literacy Curriculum and Marlborough Primary Academy Expectations

Term by term Overview 2018-2019

Literacy		
Term	Curriculum expectations	Marlborough Academy expectations
Autumn 1 and 2	<p>Reading (22-36 LOW) - Fills in the missing word or phrase in a known rhyme, story or game.</p> <p>MID -Shows awareness of rhyme and alliteration and recognises rhythm in spoken words. Anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Describes main story settings, events and principal characters. Recognises familiar words and signs such as own name and advertising logos. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>ON TRACK Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p>During the autumn term, children will:</p> <ul style="list-style-type: none"> • Take part in daily phonics sessions. • Join in actively for story time and discuss events in the story. • Learn vocabulary such as tittle, author, character and setting. • Learn nursery rhymes and children's songs. • Be improving their decoding skills and by the end of this term, they will be working within the 'Ditty' sheet or 'Red' RWI book level. Some children with support. <p>Oracy Teachers will follow Oracy Progression Map and Language Structure- EYFS (Tower Hamlets) to plan and teach Oracy skills in the EYFS. Key Skills to teach this term: Physical and Linguistic. Language Structure Tower Hamlets:</p> <ul style="list-style-type: none"> • Language of Argument • Language of Comparison • Language of Deduction • Language of Description <p>Children will gradually start to use the taught language and skills.</p> <p>Books: Containing rhyming words and predictable books with Repetition of Phrase</p>
	<p>Writing 22-36 LOW - Distinguishes between the different marks they make. MID -Gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. ON TRACK Hears and says (writes) the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them together.</p>	<p>Writing Children segment the sounds in simple words and blend them together and use this knowledge to attempt to write them in a context.</p> <p>Handwriting During this term we will establish secure foundations by helping children develop good pencil control and providing a wide variety of fine motor activities. Children gradually develop good pencil control and follow patterns. Some children attempt to form letters appropriately and write their name and other simple words with reduced guidance.</p>

<p>Spring</p>	<p>Reading LOW - Describes main story settings, events and principal characters. Recognises familiar words and signs such as own name and advertising logos. MID - Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them. ON TRACK –Begins to <u>read</u> words and simple sentences. Can segment the sounds in simple words and blend them together.</p>	<p>Comprehension Children will</p> <ul style="list-style-type: none"> - listen to and discuss a range of poems and stories - become very familiar with the stories read at school. - join in with predictable phrases - Understand the sentences they read (phonics level books.) - identifies and describes main characters and setting in a story. - Identifies the front cover in a book. <p>Word reading</p> <ul style="list-style-type: none"> - Blends and segments sounds in words containing 4 or more sounds (e.g. stop, frog, strap, pram) and they know at least 6 diagraphs. - Reads at least 'Green' (RWI) books independently. <p>Oracy Teacher continue to follow Oracy Progression Map and Language Structure EYFS (Tower Hamlets). Key Skills to teach: Cognitive and Social Emotional. Language Structure Tower Hamlets:</p> <ul style="list-style-type: none"> • Language of Evaluation • Language of Explanation • Language of explaining in a mathematical context • Language of Hypothesis <p>Children discuss word meanings, linking new meanings to those already known. Spring 2- Grammar – adjectives (linked to oracy and the key text/book)</p> <p>Books:</p>
	<p>Writing LOW- Gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. MID - Hears and says (writes) the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them together. ON TRACK Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.</p>	<p>Writing Use what they have learnt about sounds to labels their pictures, add captions and attempt to write a short sentence with adult guidance.</p> <p>Handwriting Children will refine the letter formation and form recognisable letters independently. Sit correctly at a table, holding a pencil comfortably. Write their name independently.</p>

<p>Summer 1</p>	<p>Reading LOW - Recognises familiar words and signs such as own name and advertising logos. MID - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. EXPECTED – Reads words and simple sentences. Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p>	<p>Comprehension Children will: Make inferences. Confidently and independently identify and describe main events, title, author, setting and, the characters in the stories they are read, and the ones they read by themselves. Recite short poems by heart.</p> <p>Word reading Blends and segments sounds in words containing 4 or more sounds (e.g. stop, frog, strap,) and they know at least 8 diagraphs. Start to read simple words and some common irregular words independently. Start to read simple sentences independently. Work at 'Purple' book level (RWI).</p> <p>Oracy Children will discuss word meanings, linking new meanings to those already known. Teachers continue to follow Oracy Progression Map and Language Structure EYFS (Tower Hamlets). Key Skills to consolidate: Physical, Linguistic, Cognitive and Social and Emotional. Language Structure Tower Hamlets:</p> <ul style="list-style-type: none"> • Language of opinion • Language of prediction • Language of retelling • Language of sequencing <p>Grammar: Verbs (linked to oracy and the key text/book and routines such as PE, music, etc.)</p>
	<p>Writing- MID - Writes own name and other things such as labels, captions. ON TRACK - Attempts to write short sentences in meaningful contexts.</p>	<p>Children will Use writing in different contexts. E.g. role-play, label pictures, make cards for friends, etc. Handwriting Refine and extend fine motor skills Sit correctly at a table, holding a pencil comfortably.</p>

End of Year	<p>Reading LOW – anything below MID - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences. EXPECTED Children use phonic knowledge to decode regular words and read them aloud <u>accurately</u>. They also read some common irregular words. They demonstrate <u>understanding</u> when talking with others about what <u>they</u> have read.</p>	<p>Comprehension Children will Demonstrate understanding of what <u>they</u> have read and has been read to them by retelling stories and narratives using their own words and new vocabulary; Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems. Children make inferences on the basis of what is said and done. Word reading Say a sound for each letter in the alphabet and at least 11 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 common exception words. Work at least at 'Pink' RWI level. Oracy Rapidly learn new vocabulary Use and consolidate the vocabulary and skills learnt so far (See Oracy Progression Map and Language Structure EYFS -Tower Hamlets-).</p>
	<p>Writing LOW – anything below MID- Attempts to write short sentences in meaningful contexts EXPECTED - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters; -Write sentences that can be read by others. - write sentences by: · saying out loud what they are going to write about Handwriting - Sit correctly at a table, holding a pencil <u>comfortably and correctly</u>. Begin to form lower-case recognisable letters in the correct direction and following pre-cursive handwriting. Form some capital letters</p>
Notes	<p>Baseline -Children should be working at 30-50 'D' to be on track Children should have all or most of the descriptors achieved before they are moved to next age band. Resources: https://www.foundationyears.org.uk/wp-content/uploads/2011/11/Gateway-to-Writing-Developing-handwriting.pdf https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/library-page?view=image&query=&type=book&age_group=Age+4-5&book=1&book_type=&series=# https://www.oxfordowl.co.uk/for-home/reading-owl/find-a-book/library-page?view=image&query=&type=book&age_group=Age+4-5&level=&level_select=&book_type=&series=Read+Write+Inc.+Phonics#</p>	
Books	<p>Book read in the EYFS should be fit for purpose. They should be 'Repetitive or Predictable' texts and have high content of rhyme and alliteration. Books should have rhyming or repetitive word patterns, familiar concepts and simple story lines. Some ideas:</p>	

	Funny Bones We're Going On a Bear Hunt Brown Bear, Brown Bear, What Do You See? There's an Owl in my Towel Whatever Next? Peace at last From Head to toes One Mole Digging a Hole Goldilocks and the Tree bears You Choose Farmer Duck Handa's Surprise The Very Hungry Caterpillar The 3 Little Pigs Jack and the Beanstalk Little Red Hen Where's Spot?
--	---

Marlborough expectations are that the children have all or most of the descriptors met, before they move to the next phase.