



# Daven Primary School Early Years Curriculum - Literacy

What we want to children to know and be able to do:			
Age	2-3 Years- Nursery	3-4 Years - Nursery	4-5 Years - Reception
Knowledge and Skills:	<ul style="list-style-type: none"> <li>• Enjoy drawing/mark making freely.</li> <li>• Enjoy and say some words in songs and rhymes, tuning in and paying attention.</li> <li>• Share books with an adult.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Enjoy talking about pictures in a book.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about stories, learning new vocabulary.</li> <li>• Understand the key concepts about print:               <ul style="list-style-type: none"> <li>-print has meaning.</li> <li>-print can have different purposes.</li> </ul> </li> <li>• we read English text from left to right and from top to bottom.</li> <li>• The names of different parts of the book- front cover</li> <li>• Page sequencing – turn one page at a time.</li> </ul>	<b>Follow Read, Write Inc scheme.</b> <ul style="list-style-type: none"> <li>• Know that letters represent sounds and begin to read individual letters by saying the sounds for them. m/a/s/t/d/i/n/p/g/o/c/k/u/b/f/e/l/h/r/j/v/y/w/z/x</li> <li>• Blend to read CVC words.</li> <li>• Hear initial sounds, begin to hear medial and final sounds.</li> <li>• Begin to orally segment and spell simple words.</li> <li>• Form most lower-case letters correctly.</li> <li>• Gives meaning to marks through drawing.</li> <li>• Labels drawings with initial sounds.</li> <li>• Read some common exception words- I, to, the, of.</li> <li>• Retell stories with increasing detail.</li> </ul>
	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Copy finger movements and other actions to songs.</li> <li>• Attend and respond to the pictures or the words.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about books. Make comments and share own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>-spot and suggest rhymes.</li> <li>-count or clap syllables in a word</li> </ul> </li> <li>• Use some of their print and letter knowledge in early writing. E.g. writing a pretend shopping list or card.</li> <li>• Recall the main events from a familiar story.</li> <li>• Identify the main characters from familiar stories.</li> </ul>	<b>Follow Read, Write Inc scheme.</b> <ul style="list-style-type: none"> <li>• Continue to develop grapheme phoneme correspondence. Sh/th/ch/qu/ng/nk/ck</li> <li>• Begin to break the flow of speech into words.</li> <li>• Write simple labels and captions.</li> <li>• Use phonic knowledge to write words in ways which match their spoken sound.</li> <li>• Use phonic knowledge to read captions and short sentences.</li> <li>• Re-read books to build confidence &amp; fluency.</li> <li>• Attempt to write captions in context.</li> <li>• Write lower case letters with increased accuracy.</li> <li>• Read common exception words: no, he, she, be</li> </ul>
	<ul style="list-style-type: none"> <li>• Develop play around favourite stories using props.</li> <li>• Notice some print, such as the first letter of their name or a familiar logo.</li> <li>• Add some marks to their drawings.</li> <li>• Make marks on their picture to stand for their name. Sing songs and say rhymes independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Write some or all of their name.</li> <li>• Attempt to write some recognisable letters.</li> <li>• Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother.</li> <li>• Know that authors write books.</li> <li>• Retell simply a familiar story.</li> <li>• Talk about the beginning and end of a story.</li> </ul>	<b>Follow Read, Write Inc scheme.</b> <ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Continue to develop grapheme phoneme correspondence. ay/ee/igh/ow/oo/oo</li> <li>• Write short sentences with sound letter correspondences.</li> <li>• Begin to use full stop and begin to use capital letters.</li> <li>• Re-read what they have written to check it makes sense</li> </ul>



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			<ul style="list-style-type: none"> <li>• Read common exception words: said, you, my.</li> <li>• Suggest alternative endings to stories.</li> </ul>
<b>Key Vocabulary:</b>	Book, story, song, rhyme, listen, picture, logo, page.	Sound, letter, word, rhyme, title, author, beginning, end, character, clap, loud, quiet.	Special friend, capital letter, finger space, full stop, fiction, non-fiction
<b>What will be explicitly taught:</b>	<ul style="list-style-type: none"> <li>• Teach songs and rhymes from nursery Rhyme progression list.</li> <li>• Encourage children to join in with words and actions.</li> <li>• Model drawing pictures and provide examples in provision as a stimulus.</li> <li>• Reread and discuss favourite books.</li> <li>• Ask questions about stories.</li> <li>• Model acting out and creating own play based on stories.</li> <li>• Identify and discuss logos the children recognise.</li> <li>• Draw children's attention to print in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach where we start reading on the page and how the word track.</li> <li>• Writing has different purposes- stories, lists, labels, recipes etc</li> <li>• Talk about the title and author of books.</li> <li>• Talk about the characters and main events.</li> <li>• Model and provide opportunities to retell familiar stories with dolls, puppets etc.</li> <li>• Rhyming words sound the same at the end. Play rhyming games.</li> <li>• How to split words into syllables by splitting up familiar words and clapping them out.</li> <li>• Identify and discuss oral alliteration- play I Spy, alliterate names, musical corners etc.</li> <li>• Name of parts of a book: front cover, back cover etc.</li> <li>• Model name writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach how to use Fred fingers for initial, middle and final sounds.</li> <li>• Teach how to use Fred fingers to write the sounds heard in words using the RWI letter formation rhymes.</li> <li>• RWI teaching of set 1 and 2 sounds.</li> <li>• Read common exception words.</li> <li>• Model using sound mats for letter formation, Fred Fingers to sounds out words.</li> <li>• We write left to write, top to bottom in a line.</li> <li>• Teach children to plan and hold a sentence, write it down and then to read to check if it makes sense.</li> <li>• Finger spaces and full stops.</li> <li>• Orally retell stories and record structure through drawings.</li> <li>• Model how to create own versions of stories.</li> </ul>
<b>Provision:</b>	<ul style="list-style-type: none"> <li>• Stories, books, story sacks, puppets, dolls, props, role play area.</li> <li>• Labels, logos, familiar words, children's names.</li> <li>• Initial sounds/name cards.</li> <li>• Phonics and alliteration games</li> <li>• Opportunities for large scale mark making flat and vertical, overhead and crossing mid- line of body.</li> <li>• Opportunities to use variety of mark making tools - pencils, crayons, paints, collage materials, paper, note pads, post its, clipboards, whiteboards and pens. Chalks and chalk boards. Paintbrushes</li> </ul>		<ul style="list-style-type: none"> <li>• Mark making area pens, pencils, colouring pencils, picture props/ stimuluses, cards, invitations</li> <li>• Fred Frog</li> <li>• cvc picture cards.</li> <li>• Rhyming pictures</li> <li>• Phonics games: matching the initial sound, cvc/cvcc/ccvc- cubes, green words, red words.</li> </ul> <p>Display: common exception words and capital letters and lower-case letters.</p> <p>Familiar stories with puppets, models etc for retells.</p>