

Leighton Academy 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:	- Enjoy songs and rhymes, tuning in and paying attention. - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - Say some of the words in songs and rhymes. - Draw freely. - Share books with an adult. - Copy finger movements and other gestures. - Sing songs and say rhymes independently, for example, singing whilst playing. - Attend 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. - Ask questions about books. Make comments and share own ideas. - Develop play around favourite stories using props. - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. - Add some marks to their drawings, which they give meaning to.	- Understand the 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. - Talk about stories, learning new vocabulary. - Develop their phonological awareness, so that they can: -spot and suggest rhymes. -count or clap syllables in a word - Daily rhyme time activities - Hear phonemes in words and develop a grapheme, phoneme correspondence. s,a,t,p,i,n - Develop their phonological awareness, so that they can: -recognise words with the same initial sound, such as money and mother. - Use some of their print and letter knowledge in their early writing. - Hear phonemes in words and develop a grapheme, phoneme correspondence. d,c,o,k,e,u,r,h,b,f,l - Understand the key concepts about print: -the names of the different parts of a book - page sequencing - Write some or all of their name. - Write some letters accurately. - Hear phonemes in words and develop a grapheme, phoneme correspondence. j v w y z qu ck ch x sh th ng nk	- Hear initial sounds, begin to hear medial and final sounds. - Blend to read CVC words and begin to read simple phrases and sentences. - Begin to orally segment and spell words. - Form lower-case letters correctly. - To hear rhyme and complete a rhyming string. - Gives meaning to marks through drawing. - Labels drawings with initial sounds. - Autumn 1 - Week 1 s a t p - Week 2 i n m d - Week 3 g o c k is - Week 4 ck e u r l - Week 5 h b f l the - Autumn 2 - Week 1 ff ll ss j put* pull* full* as - Week 2 v w x y and has his her - Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into - Week 4 sh th ng nk she push* he of - Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be - Begin to break the flow of speech into words. - Write simple labels and captions. - Attempt to write short sentences in context. - Use phonic knowledge to write words in ways which match their spoken sound. - Spring 1 - Week 1 ai ee igh oa - Week 2 oo oo ar or was you they

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- Make marks on their picture to stand for their name.

- Week 3 ur ow oi ear *my by all*
- Week 4 air er words with double letters: dd mm tt bb rr gg pp ff *are sure pure*
- Week 5 longer word
- Spring 2
- Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear
- Week 2 review Phase 3: er air words with double letters longer words
- Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words
- Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/
- Review all tricky words taught so far
- Secure spelling of tricky words
- Form lower-case and capital letters correctly.
- Write known sentences with sound letter correspondences.
- Use full stop and begin to use capital letters.
- Re-read what they have written to check it makes sense
- Summer 1
- Week 1 short vowels CVCC *said so have like*
- Week 2 short vowels CVCC CCVC *some come love do week*
- 3 short vowels CCVCC CCCVC CCCVCC longer words *were here little says*
- Week 4 longer words compound words *there when what one*
- Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est *out to*
- Summer 2
- Week 1 long vowel sounds CVCC CCVC
- Week 2 long vowel sounds CCVC CCCVC CCV CCVCC

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			• Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words • Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ • Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words • Review all taught so far Secure spelling
Key Vocabulary:	<i>Book, page, cover, turn the page, picture, story, letters, words, name, write, once upon a time, characters, the end who, what, and where, I like..., my favourite..., read again, story time</i>		<i>Title, author, illustrator, front cover, back cover, page, sentence, story, letters, sounds, words, blend, segment, rhyme, beginning sound, end sound, middle sound, capital letter, full stop, finger spaces.</i>
What will be explicitly taught:	• Teach songs and rhymes from nursery Rhyme progression list. LITTLE WANDLE • Encourage children to join in with words and actions. • Model drawing pictures and provide examples in provision as a stimulus. • Reread and discuss favourite books from the reading spine • Ask questions about stories. • Model acting out and creating own play based on stories. • Identify and discuss logos the children recognise. • Draw children's attention to print in the environment.	• Teach where we start reading on the page and how the word track. • Writing has different purposes- stories, lists, labels, recipes etc. • Rhyming words sound the same at the end. Play rhyming games. • How to split words into syllables by splitting up familiar words and clapping them out. Little Wandle progression planning • Identify and discuss oral alliteration- play I Spy, alliterate names, musical corners etc. • Name of parts of a book: front cover, back cover etc. Model name writing.	• Follow Little Wandle planning progression • Daily phonic sessions • Drawing club • Follow Little Wandle planning progression • Daily phonic sessions • Teach children to plan and hold a sentence, write it down and then to read to check if it makes sense. • Model making mistakes and how we re-read our sentences to see if it makes sense and is readable.
Provision:	• Stories, books, story sacks, puppets, dolls, props, role play area. • Pencils, crayons, paints, collage materials, paper, note pads, post its, clipboards, whiteboards and pens. Chalks and chalk boards. Paintbrushes. • Labels, logos, familiar words, children's names. • Initial sounds/name cards.		• Mark making area pens, pencils, colouring pencils, picture props/ stimuluses, cards, invitations • Little Wandle cvc picture cards. • Rhyming pictures • Phonics play on smart board.

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	• Phonics and alliteration games • Smart board games. • Little Wandle phonic cards	• Phonics games: matching the initial sound, cvc/cvcc/ccvc- cubes, green words, speedy words, red words. Display: common irregular words, capital letters and lower-case letters
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