

**Pathways to Poetry – EYFS Overview: Communication and Language Reading and Writing**

Children in reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>A Bundle of Rhymes</b> Nursery Rhymes by Mother Goose: Jack be Nimble Hey Diddle Diddle Hickory Dickory Dock Little Miss Muffet	<b>Creepy Crawly by Anon &amp; Busy Bugs by James Carter</b> Hey Little Bug by J. Carter Mad about minibeasts by G Andreae and D Wojtowycz	<b>Into the Pond!</b> When Daddy Fell into the Pond by Alfred Noyes. I promise I'll be careful by The Literacy Company	<b>The Farmyard by A. A. Attwood</b> Rosie's Walk by Pat Hutchins Wriggle and Roar by Julia Donaldson Farmer Duck by Martin Waddell	<b>Behold by Mary Kawena Pukui</b> Look! by Grace Nichols	<b>Eat Your Peas, Louise! by Pegeen Snow &amp; Dinner-time Rhyme by June Crebbin</b>
	<b>Outcome</b> - Recite rhymes and use them to build a narrative	<b>Outcome</b> – Class performance poem	<b>Outcome</b> - Caption or simple sentence for a class poem	<b>Outcome</b> - Class poem to be performed for an audience	<b>Outcome</b> - A class observation poem	<b>Outcome</b> – Class poem
	<b>Communication and language</b> <u>Children in reception</u> Begin to understand how to listen carefully and why listening is important Engage in storytimes Learn new vocabulary Articulate their ideas and thoughts Begin to use talk to help work out problems and organise thinking and activities Describe events in some detail <b>Learn rhymes poems and songs</b>	<b>Communication and language</b> <u>Children in reception</u> Begin to understand how to listen carefully and why listening is important Engage in storytimes Engage in non-fiction books Learn new vocabulary Articulate their ideas and thoughts Describe events in some detail <b>Learn rhymes poems and songs</b>	<b>Communication and language</b> <u>Children in reception</u> Understand how to listen carefully and why listening is important Begin to use vocabulary throughout the day Describe events in some detail Begin to use talk to help work out problems and organise thinking and activities <b>Begin to articulate their ideas and thought in well-formed sentences</b> <b>Learn rhymes poems and songs</b> <b>Listen carefully to rhyme and songs paying attention to how they sound</b>	<b>Communication and language</b> <u>Children in reception</u> Understand how to listen carefully and why listening is important Use new vocabulary throughout the day Describe events in some detail Begin to use talk to help work out problems and organize thinking and activities <b>Begin to articulate their ideas and thought in well-formed sentences</b> <b>Learn rhymes poems and songs</b> <b>Listen carefully to rhyme and songs paying attention to how they sound</b>	<b>Communication and language</b> <u>Children in reception</u> Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organize thinking and activities <b>Articulate their ideas and thoughts in well-formed sentences</b>	<b>Communication and language</b> <u>Children in reception</u> Use new vocabulary in different contexts Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organize thinking and activities <b>Articulate their ideas and thoughts in well-formed sentences</b>

	<p><b>Reading</b> <u>Children in reception</u> <b>Develop their phonological awareness so that they can spot and suggest rhymes count and clap syllables in a word and recognise words with the same initial sound.</b></p>	<p><b>Reading</b> <u>Children in reception</u> <b>Develop their phonological awareness so that they can spot and suggest rhymes count and clap syllables in a word and recognise words with the same initial sound.</b></p>	<p><b>Reading</b> <u>Children in reception</u> 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 correspondence</p>	<p><b>Reading</b> <u>Children in reception</u> 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 correspondence Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p><b>Reading</b> <u>Children in reception</u> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p><b>Reading</b> <u>Children in reception</u> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>
	<p><b>Writing</b> <u>Children in reception</u> n/a</p>	<p><b>Writing</b> <u>Children in reception</u> n/a</p>	<p><b>Writing</b> <u>Children in reception</u> Form lower case letters correctly Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p><b>Writing</b> <u>Children in reception</u> Form lower case letters correctly Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p><b>Writing</b> <u>Children in reception</u> Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense</p>	<p><b>Writing</b> <u>Children in reception</u> Form lower case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense</p>