

EYFS Literacy Overview 2025– 2026

The EYFS Reading and Writing Overview is subject to change throughout the year based on the children's needs and interests.

Autumn 1 – Good To Be Me			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Links sounds to letters and knows all Set 1 initial sounds Beginning to blend and read cvc words Can segment the sounds in simple words (orally) Recognize words with the same initial sound Understands and uses a range of vocabulary To be able to speak in complete sentences (with support)	Story maker- Owl Babies Storycise RWInc- Phase 1 active phonics and word time Daily story times using book vote Red word castles – Challenge 1 sheet Speed sounds- after pm register Opportunities for developing blending skills during continuous provision inside and out Home learning (Tapestry)- videos modelling letter recognition and blending Set 1 sound books sent home Reading books sent home every week match the children's reading ability RWInc workshop for parents Word of the week- based on Story Dough	Write some or all of their name (not necessarily with the correct letter formation) Write some letters accurately Can write the first sound in a simple word Can segment the sounds in simple words (orally)	Daily name practice Name cards available during Discovery time to trace or copy onto any work Mark making and segmenting opportunities in active phonics and continuous provision inside and out e.g. writing name labels for models, large floor areas for mark making and pens etc. Daily RWInc. session to include segmenting and handwriting skills Home learning (Tapestry)- videos modelling letter formation Set 1 sound books sent home Squiggle Whilst you wiggle sessions Message centre
Autumn 2 – Let's Explore!			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Knows Set 1 special friends: sh, ch, th, ng, nk Can use set 1 sounds and special friends to blend to read words. Beginning to read and understand simple sentences Engage in extended conversations about stories, learning new vocabulary Read a few common exception words matched to the school's phonic programme: I, of, my, to, the no, put	Story maker- The Christmas Story Storycise RWInc- (differentiated) word time / Ditties / Red Books 1-5 Reading challenge Active phonics Daily story times Red word spelling cards Weekly individual readers Opportunities for developing blending skills during continuous provision inside and out Home learning (Tapestry)- videos modelling letter recognition, blending and red word reading Set 1 sound books sent home Reading books sent home every week match the children's reading ability Daily name recognition	Write own name with correct letter formation. Can form 12 letters correctly Links sounds to letters Begins to break the flow of speech into words Spell words by identifying the sounds and then writing the sound with letter/s. e.g. can use taught sounds to spell cvc words. Can spell the common exception words: I, of, my, to, the	Daily name practise Mark making and segmenting opportunities in active phonics and continuous provision inside and out e.g. writing labels for models, alien words in tough spot, large floor maps and pens etc. Daily RWInc. session to include segmenting and handwriting skills Home learning (Tapestry)- videos modelling letter formation, segmenting red word writing Set 1 sound books sent home Message Centre Squiggle Whilst you Wiggle Drawing Club Story Dough

Spring 1 – Crash, Bang, Boom!			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Beginning to know some set 2 special friends: ay, ee, igh, ow, oo, <u>oo</u> Beginning to read some ccvc / cvcc words and words containing the set 2 sounds above. Can read 4 sound words Can read simple phrases made up of words with known letter–sound correspondences and, where necessary, a few exception words. Can understand simple sentences To explores the meaning of new vocabulary To be able to listen to stories with increasing attention and recall. Knows these additional 5 common exception words: he, we, be, me, she	Story maker- No Bot Storycise RWInc- (differentiated) word time / Ditties / Red Books 1-5 / Red Books 6-10 and Green books RWInc intervention groups Daily story times Red word castles Opportunities to develop blending skill in the continuous provision inside and out Weekly individual readers Home learning (Tapestry)- videos modelling set 1 and 2 ‘special friends’, blending 4 sound words and ccvc/ cvcc words and red word reading Ditties sheets / red books to be sent home each week Set 2 Sound books (yellow) to be sent home when ready Reading books sent home every week match the children’s reading ability Vocabulary cards which match the children’s current phonic knowledge to be put in areas of the continuous provision Drawing Club- book focus	Children can form many of their letters correctly Beginning to put spaces between words in short phrases Using Fred Fingers, the child can make plausible phonetic attempts to spell unknown words containing known sound-letter correspondences Beginning to use special friends in spelling. With support, children can write short sentences / phrases with words containing known sound-letter correspondences Can spell the common exception words: he, me, we, she, be	Red word castles Daily name practice Mark making and segmenting opportunities in continuous provision inside and out e.g. writing labels for models, role-play area, writing caves etc. Daily RWInc. session to include segmenting and handwriting skills Opportunities to develop segmenting skills in the continuous provision Intervention groups- handwriting, names and letter formation Green books with yellow lines to be used / handwriting lines to support letter formation Home learning (Tapestry)- videos modelling writing set 1 and 2 ‘special friends’, 4 sound words, ccvc/ cvcc words, red words and a ‘hold a sentence’ Message Centre Drawing Club Squiggle Whilst You Wiggle
Spring 2 – Once Upon A Time			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Beginning to know some set 2 special friends: ay, ee, igh, ow, oo, <u>oo</u> Beginning to read some ccvc / cvcc words and words containing the set 2 sounds above. Can read 4 sound words Can read simple phrases made up of words with known letter–sound correspondences and, where necessary, a few exception words. Can understand simple sentences To explores the meaning of new vocabulary To be able to listen to stories with increasing attention and recall. Knows these 5 common exception words: he, we, be, me, she Knows these additional 4 common exception words: you, said, are, go	Story telling tent – reading area The wolf and the three bad pigs The Gingerbread Man, The Runaway Pancake, The Runaway Chapati Story maker- The Gingerbread Man Drawing Club Storycise RWInc- (differentiated) word time / Ditties / Red Books 1-5 / Red Books 6-10 / Green books / Pink books RWInc intervention groups (1:1 catch up sessions) Daily story times Red word cards Opportunities to develop blending skill in the continuous provision inside and out Weekly individual readers for focus groups Ditties sheets / red books / green books / pink books to be sent home each week	Children can form most of their letters correctly Beginning to put spaces between words and a full stop at the end of a sentence Using Fred Fingers, the child can make plausible phonetic attempts to spell unknown words containing known sound-letter correspondences Beginning to use special friends in spelling. Children attempt to write short sentences / phrases with words containing known sound-letter correspondences Can spell the common exception words: he, me, we, she, be Can spell these additional common exception words: go, no, put, of	Daily Squiggle Whilst You Wiggle sessions to include segmenting and handwriting skills Innovating stories – Story Maker, story maps, different versions or books, storymaker, drama Drama session linked to stories Red word cards Daily name practice Mark making and segmenting opportunities in continuous provision inside and out e.g. writing labels for models, role-play area, writing caves etc. Opportunities to develop story writing and segmenting skills in the continuous provision Intervention groups- handwriting, names and letter formation Green books with yellow lines to be used / handwriting lines to support letter formation Writing letters to the elves asking for shoes for the roe-play area Story maps displayed in the writing and reading areas Writing cave Drawing Club

	Set 2 Sound books (yellow) to be sent home when ready Reading books sent home every week match the children's reading ability Vocabulary cards which match the children's current phonic knowledge to be put in areas of the continuous provision	To be able to innovate familiar stories using their own ideas	
Summer 1 – Amazing Animals			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?
Knows all Set 1 and the 2 special friends: ar, or, air Can read words with ay, ee, igh, ow, oo, <u>oo</u> sounds Read aloud books that are consistent with their phonic knowledge, without guessing words. Accurately recall key events from their reading. Read all EYFS common exception words including; like, was, all, is, so Demonstrate understanding of what has been read to them by retelling familiar stories Anticipate (where appropriate) key events in stories. Use recently introduced vocabulary during discussions about stories Read aloud simple sentences and books that are consistent with their phonic knowledge	Non-fiction texts- lifecycles, animal fact books RWInc daily - (differentiated) word time / Ditties / Red Books 1-5 / Red Books 6-10 / Green or purple books 1-10 / Pink books 1-10 Non-fiction books (favourite animals) in the reading area Story maker- The Very Hungry Caterpillar Storycise RWInc intervention groups Daily story times Red word castles Opportunities to develop blending skill in the continuous provision inside and out Weekly individual readers Home learning (Tapestry)- videos modelling set 1 and 2 'special friends', blending 4 sound words and ccvc/ cvcc words, sentence writing and red word reading Ditties sheets / red books / green or purple books / pink books to be sent home each week Set 2 Sound books (yellow) to be sent home when ready Reading books sent home every week match the children's reading ability Vocabulary cards which match the children's current phonic knowledge to be put in areas of the continuous provision	Children can form most of their letters correctly Beginning to form some capital letters correctly The pupil can segment and spell cvc, ccvc and cvcc words using Fred Fingers. Can use Set 1 and some Set 2 'special friends' in spelling. With support, can write short sentences with words containing known sound-letter correspondences using finger spaces and full stops. With support, can write linking sentences using 'and' To be able to innovate familiar stories using their own ideas With support, can re-read what they have written to check that it makes sense. Can spell all the 'red' common exception words including: like, is, all, so, was Can write simple phrases and sentences that can be read by others	Writing lifecycle diaries e.g. chicks / frogs / butterflies Innovating stories – Story Maker, story maps, different versions or books, storymaker, drama Writing fact books about favourite animals for reading area Squiggle whilst you Wiggle – daily session to write sentence writing with full stops, finger spaces Drawing Club – daily session Writing recounts of school trips or visitors Red word castles Daily name practice Mark making and segmenting opportunities in continuous provision inside and out e.g. writing labels for models, role-play area, writing caves etc. Daily RWInc. – practising the sound of the day and green words Handwriting skills to be taught in Squiggle whilst you Wiggle Opportunities to develop story writing and segmenting skills in the continuous provision Intervention groups- handwriting, names, segmenting and letter formation Home learning (Tapestry)- videos modelling writing Set 2 'special friends', 4 sound words, ccvc/ cvcc words, red words, capital letters and a 'hold a sentence' Story maps displayed in the writing and reading areas Writing cave
Summer 2 – Into the woods			
Reading		Writing	
What do we want the children to learn?	What learning opportunities will we provide?	What do we want the children to learn?	What learning opportunities will we provide?

Knows all Set 1 and 2 special friends including: ar, or, air, ir, ou, oy Can read words with ay, ee, igh, ow, oo, <u>oo</u> sounds Read aloud books that are consistent with their phonic knowledge, without guessing words. Accurately recall key events from their reading. Read all EYFS common exception words including; your, they, do Demonstrate understanding of what has been read to them by retelling familiar stories using new vocabulary Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories and non-fiction during class discussions and role-play Read aloud simple sentences and books that are consistent with their phonic knowledge	Non-fiction texts- bears around the world Story books about bears RWInc- (differentiated) word time / Ditties / Red Books 1-5 / Red Books 6-10 and Green books 1-10, Pink books Fiction and non-fiction books (favourite bears) in the reading area Story maker- The Three Bears Storycise RWInc intervention groups Daily story times Red word cards Opportunities to develop blending skill in the continuous provision inside and out Weekly individual readers- (intervention) LanguageScreen intervention Home learning (Tapestry)- videos modelling set 1 and 2 'special friends', blending 4 sound words and ccvc/ cvcc words, sentence writing and red word reading, reading with fluency and expression Ditties sheets / red books / green books / pink books to be sent home each week Set 2 Sound books (yellow) to be sent home when ready Reading books sent home every week match the children's reading ability Vocabulary cards which match the children's current phonic knowledge to be put in areas of the continuous provision	Letters are beginning to be uniform in size Can form some capital letters correctly Can segment and spell cvc, ccvc and cvcc words using 'Fred fingers' Writes short sentences with words containing known sound-letter correspondences using finger spaces and fully stops After discussion with teacher, can write a few linking sentences Can re-read what they have written to check it makes sense To be able to innovate familiar stories using their own ideas Can spell all the 'red' common exception words including: you, said, are Can write simple phrases and sentences that can be read by others	Writing for purpose e.g. lists for a bear hunt, porridge recipe, invitations for to parents for a teddy bear picnic etc. Innovating stories – Story Maker, story maps, different versions or books, Story Maker, drama Writing fact books about favourite bears for reading area Writing recounts of school trips Writing a story as a class about a bear who got lost in the woods Red word cards Daily name practice (intervention for some) Mark making and segmenting opportunities in continuous provision inside and out e.g. role-play area, writing labels for models, role-play area, writing caves etc. Daily RWInc. session to extend sentence writing e.g capital letters and conjunctions Handwriting skills to be taught in RWInc and Literacy sessions Literacy sessions on Thursdays and Fridays- writing for purpose and also based on Story Maker / Talk for Writing Opportunities to develop story writing and segmenting skills in the continuous provision Intervention groups- handwriting, names, segmenting and letter formation, HAS Home learning (Tapestry)- videos modelling writing Set 2 'special friends', 4 sound words, ccvc/ cvcc words, red words, capital letters and a 'hold a sentence' Story maps displayed in the writing and reading areas Writing cave Squiggle Whilst You Wiggle – daily sessions Drawing Club
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Key Texts <i>The key texts may be changed based on children's needs and interests</i>	Owl Babies (Story Maker) Titch Elmer Funny Bones Rainbow Fish I Love My Hair Ruby's Worry Ravi's Roar My Mum and Dad Make Me Laugh	The Nativity (Story Maker) Way back home Q Pootle 5 Aliens love underpants The World Came to My place Today The Snail and the Whale Look up My Pet Star	No Bot (Story Maker) Three Little Pigs The Three Billy Goat's Gruff Duck in a Truck Izzy Gizmo Ada Twist Scientist Rosie Revere Engineer Iggy Peck Architect	The Gingerbread Man (Story Maker) The Runaway Pancake The Runaway Chapati The Elves and the Shoemaker The Enormous Turnip The Three Little Wolves and the Big Bad Pig Jack and the Beanstalk Little Red Riding Hood Little Red and the Very Hungry Lion	The Very Hungry Caterpillar (Story Maker) The Bad Tempered Ladybird The Teeny Weeny Tadpole The Crunching, Munching Caterpillar The Ugly Duckling (lifecycles) Handa's Surprise Catch that Goat! Tinga Tales	Goldilocks and the Three Bears (Story Maker) Goldilocks and Just One Bear / Goldilocks and the Three Dinosaurs We're Going on a Bear Hunt Where's My Teddy? It's the Bear! There's a Bear on my Chair
Non fiction	Celebrations Religion Families Body Diwali Thanksgiving Autumn	Vehicles Planets Space Christmas Winter	Science Experiments Recycling Chinese New Year	Beans Growing Spring Ramadan	Lifecycles Animal books	Bear books Old and new toys Summer