

EYFS Literacy Overview 2019-2020



| Reception Themes- Terms 1- 6 | All about me!  | Once Upon A Time  | Pirates In The Cold  | The Aliens Are Coming  | Down On The Farm and Transport  | Minibeasts  |
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| Communication and Language | <ul style="list-style-type: none"> -Discussion about families -Listening and asking questions -Making oral observations about Autumn | <ul style="list-style-type: none"> -Story maps and retelling -Oral descriptions -Role play of traditional tales <p>Collect it-wow day fairytale fancy dress</p> | <ul style="list-style-type: none"> -Developing questioning skills -Role play pirates -Explanations of ice problems <p>Collect it- wow day- pirate clues left in the classroom</p> | <ul style="list-style-type: none"> - Drama into space -Developing conversation /negotiation skills <p>Collect it- wow day-alien invasion</p> | <ul style="list-style-type: none"> -Factual vehicle visits - Following several instructions -Drama <p>Collect it-wow day-fire engine visit and farm visits</p> | <ul style="list-style-type: none"> -Factual show and tell about animals - Expressing feelings about change -Connecting ideas and events <p>-Collect it-wow day-minibeasts in school.</p> |
| Literacy - Texts and genres covered | <ul style="list-style-type: none"> -Non-fiction Write - Labelling -This is me -Ourselves -Autumn -Captions -Formation -Mark making | <ul style="list-style-type: none"> Firework descriptions Labelling Fictional writing–traditional tales Letters and cards Captions -Jack and the Beanstalk -Various fairytale stories | <ul style="list-style-type: none"> -Postcards - Labelling -Nonfiction-Penguins facts -Descriptive writing about a snowy scene -Lists -The Emperors Egg Non- fiction texts for penguin facts | <ul style="list-style-type: none"> -Fiction- creating own alien story with beginning/ middle/end - Main text - Aliens Love Underpants -Space facts -Lists - Various alien stories and various non-fiction texts about Space. | <ul style="list-style-type: none"> -Lists -Labelling -Descriptions -Similarities and differences - Recount of drama -Non-fiction. - Farmer Duck - Non-fiction texts about new life and farm animals. The Tiny Seed –Eric Carle | <ul style="list-style-type: none"> -Developing story language -Letter writing -Developing descriptive writing -Mini beast riddles -Facts to create a non-fiction text. The Very Hungry Caterpillar The bad Tempered Ladybird Eric Carle stories. Non-fiction texts about insects. Life cycle of a frog Non-fiction texts |
| <u>Expectations/Outcomes of all pupils at the end of this term:</u> | <p>Mark making – pencil grip and formation. Tracing lines</p> <p>Hear and write initial letter sounds.</p> <p>Link a few letters to sounds.</p> | <p>Write high frequency words.</p> <p>Hear initial and final sounds and some dominant sounds and in sequence.</p> <p>Write some red words such as I, and, and the.</p> | <p>Write some cvcc/ccvc words</p> <p>Hear dominant sounds</p> <p>Reread work without support.</p> <p>Write some high frequency words and red words.</p> <p>Repeat a sentence before writing, and write words in the correct spoken order.</p> | <p>Write some cvcc/ccvc words</p> <p>Hear dominant sounds.</p> <p>Reread work without support.</p> <p>Write some high frequency words and red words</p> <p>Repeat a sentence before writing, and write words in the correct spoken order.</p> <p>Introduction to punctuation.</p> | <p>Write some cvcc/ccvc words</p> <p>Hear dominant sounds.</p> <p>Reread their work without support.</p> <p>Write some high frequency words and red words</p> <p>Repeat a sentence before writing, and write words in the correct spoken order.</p> <p>Introduction to punctuation.</p> <p>Apply known digraphs and trigraphs.</p> <p>Make phonetically plausible attempts at longer words.</p> | <p>Write some cvcc/ccvc words</p> <p>Hear dominant sounds</p> <p>Rereading their work</p> <p>Write some high frequency words and red words.</p> <p>Repeat a sentence before writing, and write words in the correct spoken order.</p> <p>Reiterate basic punctuation</p> <p>Apply known digraphs and trigraphs.</p> <p>Make phonetically plausible attempts at longer words.</p> <p>Begin to use wow words and connectives.</p> |

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