

Literacy Curriculum Overview

Nursery	Reception	Year 1	Year 2
Autumn 1	Autumn 1	Autumn 1	Autumn 1
<p>Reading</p> <ul style="list-style-type: none"> listen to simple stories and understand what is happening with the help of pictures. 	<p>Reading</p> <ul style="list-style-type: none"> 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>Reading</p> <ul style="list-style-type: none"> Enjoy an increasing range of story texts Making connections with their own experiences Prediction and questioning Responding to illustrations 	<p>Reading</p> <ul style="list-style-type: none"> Enjoy an increasing range of poetry, stories and non-fiction texts Prediction and questioning Making connections with their own experiences Develop understanding through reading and responding to non-fiction texts Identifying effective features of non-fiction texts
<p>Writing</p> <ul style="list-style-type: none"> Enjoy drawing freely. Add some marks to their drawings which they give meaning to. Understand that print has meaning. use large and small motor skills to do things independently such as wanting to feed themselves and dress and undress 	<p>Writing</p> <ul style="list-style-type: none"> use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy... write some letters accurately 	<p>Writing</p> <ul style="list-style-type: none"> Writing for meaning and purpose in a variety of narrative and non-narrative forms Writing in role Writing for an audience Focus on simple punctuation (capital letters/finger spaces/full stops) Character descriptions (introduction of adjectives) 	<p>Writing</p> <ul style="list-style-type: none"> Using language structures and vocabulary influenced by books Writing for meaning and purpose in a variety of narrative and non-narrative forms Writing for an audience Presenting information in a range of ways, such as poetry, illustration and oral presentation
<p>Oracy</p> <ul style="list-style-type: none"> understand simple questions about 'who', 'what' and 'where' (but not generally 'why'). pay attention to more than one thing at a time. use a wider range of vocabulary sing a large repertoire of songs 	<p>Oracy</p> <ul style="list-style-type: none"> learn and use new vocabulary throughout the day understand how to listen carefully and why listening is important develop social phrases engage in story times 	<p>Oracy</p> <ul style="list-style-type: none"> Compose and rehearse sentences orally Collaborative narrative play Discuss the significance of the title and event Developing and sustaining ideas through discussion Prediction and questioning 	<p>Oracy</p> <ul style="list-style-type: none"> Explore rhythm, rhyme and pattern in a range of poems Compose and perform own poetry Explore, interpret and respond to poetry

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Nursery Autumn 2	Reception Autumn 2	Year 1 Autumn 2	Year 2 Autumn 2
<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> listen to simple stories and understand what is happening with the help of pictures. 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> 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 correspondences. <p>Early learning goals:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception word 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> Explore important themes of community, perseverance and determination Prediction and questioning Expose children to rhythm and rhyme Explore, interpret and respond to poetry Making connections with their own experiences 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> To consider what motivates the actions and choices of individuals in different situations Respond to images Draw inferences about characters' feelings, thoughts, emotions and actions To become familiar with the features of information texts Conduct research in order to construct an information text
<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> Enjoy drawing freely. Add some marks to their drawings which they give meaning to. Understand that print has meaning. use large and small motor skills to do things independently such as wanting to feed themselves and dress and undress 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy... write some letters accurately 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> Retelling events through story mapping Compose and perform own poetry, to perform in response to poetry Writing for meaning and purpose in a variety of narrative and non-narrative forms Write in role from more than one perspective Spell some words correctly and make phonetically plausible attempts at others 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> Use expanded noun phrases to describe Write present and past tenses correctly Re-read writing to check it makes sense; evaluate writing with the teacher and peers Draft and write arguments based on themes explored in a text Use art as a stimulus for writing Write from the perspective of a character in a story

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<p>Oracy</p> <ul style="list-style-type: none"> understand simple questions about 'who', 'what' and 'where' (but not generally 'why'). pay attention to more than one thing at a time. use a wider range of vocabulary sing a large repertoire of songs 	<p>Oracy</p> <ul style="list-style-type: none"> learn and use new vocabulary throughout the day understand how to listen carefully and why listening is important develop social phrases engage in story times listen carefully to rhymes and songs paying attention to how they sound learn rhymes, poems and songs 	<p>Oracy</p> <ul style="list-style-type: none"> Use talk to connect ideas, explain what is happening and anticipate what might happen next Respond to and play with language in poetry Explore rhythm, rhyme and pattern in a range of poems Compose and perform own poetry, to perform in response to poetry Engage in oral storytelling and bookmaking Participate in discussions, performances, role play, improvisations and debate Use spoken language to develop understanding through imagining and exploring ideas Prediction and questioning 	<p>Oracy</p> <ul style="list-style-type: none"> Use spoken language to develop understanding through imagining and exploring ideas in role play drama Explore and develop ideas through discussion Listen to, discuss and express views about stories and non-fiction texts Articulate and justify answers, arguments and opinions Discuss and evaluate how authors use language to impact the reader
<p>Nursery Spring 1</p>	<p>Reception Spring 1</p>	<p>Year 1 Spring 1</p>	<p>Year 2 Spring 1</p>
<p>Reading</p> <ul style="list-style-type: none"> Revisit Autumn objectives count or clap syllables in a word. understand that we read English text from left to right and from top to bottom. understand the names of the different parts of the book 	<p>Reading</p> <ul style="list-style-type: none"> Revisit Autumn objectives read some letter groups that each represent one sound and say sounds for them read a few common exception words matched to the school's phonic programme read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 	<p>Reading</p> <ul style="list-style-type: none"> Predict what might happen on the basis of what has been read Know where information can be found in non-fiction texts Know that information can be retrieved from a variety of sources Identify some of the features of non-fiction texts 	<p>Reading</p> <ul style="list-style-type: none"> Make inferences about actions and dialogue Begin to develop a viewpoint Explore the key features of a non-fiction text
<p>Writing</p> <ul style="list-style-type: none"> Revisit Autumn objectives use some of their print and letter knowledge in their early writing. Write some or all of their name. 	<p>Writing</p> <ul style="list-style-type: none"> Revisit Autumn objectives spell words by identifying the sounds and then writing the sound with letter/s 	<p>Writing</p> <ul style="list-style-type: none"> Draft and write by noting ideas, key phrases and vocabulary Expand noun phrases to describe and specify 	<p>Writing</p> <ul style="list-style-type: none"> Write a newspaper article in role as a fictional character Write for different purposes

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		<ul style="list-style-type: none"> Use simple conjunctions to link subordinate and coordinating clauses Use past and present tense correctly and consistently Write for meaning and purpose in a variety of non-narrative forms Use the appropriate features Write for different purposes 	<ul style="list-style-type: none"> Use compound sentences with simple conjunctions Write a short story following a known narrative Draft and write by noting ideas, key phrases and vocabulary Use simple conjunctions to link subordinate and coordinating clauses Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events Write in role in order to explore characters and events Compose and perform own poetry
<p>Oracy</p> <ul style="list-style-type: none"> Revisit Autumn objectives understand a question or instruction that has two parts, such as; "Get your coat and wait at the door". use talk to organise themselves. use longer sentences of four to six words. 	<p>Oracy</p> <ul style="list-style-type: none"> Revisit Autumn objectives ask questions to find out more and to check they understand what has been said to them listen carefully to rhymes and songs paying attention to how they sound engage in non-fiction books describe some events in detail 	<p>Oracy</p> <ul style="list-style-type: none"> Use talk to give explanations and opinions Use vocabulary influenced by books Sustain relevant listening, responding to what they have heard with relevant comments and questions Develop experience of storytelling and retell stories orally Use language to imagine and recreate roles and experiences Use past, present and future forms accurately when talking about events Compose and perform own poetry 	<p>Oracy</p> <ul style="list-style-type: none"> Discuss themes and issues, making connections with their own lives Consider and evaluate viewpoints, attending to and building on the contributions of others Participate in discussions, performances, role play, improvisations and debate about what has been read Compose and perform own poetry
<p>Nursery Spring 2</p>	<p>Reception Spring 2</p>	<p>Year 1 Spring 2</p>	<p>Year 2 Spring 2</p>
<p>Reading</p> <ul style="list-style-type: none"> Revisit Autumn objectives count or clap syllables in a word. 	<p>Reading</p> <ul style="list-style-type: none"> Revisit Autumn objectives read some letter groups that each represent one sound and say sounds for them 	<p>Reading</p> <ul style="list-style-type: none"> To explore, interpret and respond to poetry To explore rhythm, rhyme and pattern in a range of poems 	<p>Reading</p> <ul style="list-style-type: none"> Link what they hear or read to own experiences

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<ul style="list-style-type: none"> • understand that we read English text from left to right and from top to bottom. • understand the names of the different parts of the book 	<ul style="list-style-type: none"> • read a few common exception words matched to the school's phonic programme • read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words <p>Early learning goals - comprehension -</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate - where appropriate - key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> • To respond to and play with language in poetry • Compare features of different recounts 	<ul style="list-style-type: none"> • Sequence events to write a short narrative based on a known model • Explore characters and draw inferences to aid our understanding of them • Develop a viewpoint • Identify the features of an information text • Know that information can be retrieved from a variety of sources
<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Revisit Autumn objectives • use some of their print and letter knowledge in their early writing. • Write some or all of their name. • show a preference for a dominant hand • use one-handed tools and equipment, for example, making snips in paper or Plasticene with scissors 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Revisit Autumn objectives • spell words by identifying the sounds and then writing the sound with letter/s <p>Early learning goals - writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Develop positive attitudes and stamina for writing • Write for meaning and purpose in a variety of narrative and non-narrative forms • Use the present and past tenses correctly and consistently including the progressive form • Use expanded noun phrases to describe • Develop their own narratives and explanations by connecting ideas or events • Compose and perform own poetry 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Write for meaning and purpose in a variety of narrative and non-narrative forms • Develop positive attitudes and stamina for writing • Use the present and past tenses correctly and consistently including the progressive form • Present information in a range of ways, such as poetry, illustration and oral presentation

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<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> ● Revisit Autumn objectives ● understand a question or instruction that has two parts, such as; "Get your coat and wait at the door". ● use talk to organise themselves. ● use longer sentences of four to six words. 	<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> ● ask questions to find out more and to check they understand what has been said to them ● listen carefully to rhymes and songs paying attention to how they sound ● engage in non-fiction books ● describe some events in detail 	<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> ● Read writing aloud with appropriate intonation to make the meaning clear ● Prepare and learn poems for performance ● Ask relevant questions to extend knowledge and understanding ● Explore, develop and sustain ideas through talk ● Compose and perform own poetry 	<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> ● Ask relevant questions to extend knowledge and understanding ● Explore characters and draw inferences to aid our understanding of them ● Participate in discussions, performances, role play, improvisations and debate about what has been read ● Ask relevant questions ● Broaden understanding and use of appropriate vocabulary ● Oral presentation
<p>Nursery Summer 1</p>	<p>Reception Summer 1</p>	<p>Year 1 Summer 1</p>	<p>Year 2 Summer 1</p>
<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> ● Revisit Autumn and Spring objectives ● spot and suggest rhymes. ● engage in extended conversations about stories, learning new vocabulary. ● understand that print can have different purposes. ● recognise words with the same initial sound, such as money, mother. ● understand page sequencing 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> ● re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment] ● re-read what they have written to check that it makes sense <p>Early learning goals - reading -</p> <ul style="list-style-type: none"> ● Say a sound for each letter in the alphabet and at least 10 digraphs ● Read words consistent with their phonic knowledge by sound-blending ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception word <p>Early learning goals - comprehension -</p> <ul style="list-style-type: none"> ● Demonstrate understanding of what has been read to them by retelling stories 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> ● Predict what might happen on the basis of what has been read and justify their reasoning ● Draw inferences on the basis of what is being said and done ● Engage with illustrations to explore and recognise the added layers of meaning they to our interpretation of a text ● To link what they hear read to their own experiences ● Reread and evaluate writing to check it makes sense and make simple revisions 	<p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> ● Explore characters and draw inferences to aid our understanding of them ● Link what they read to stories with similar themes ● Engage confidently with a chapter book and have the opportunity to respond to its characters, plot and themes in a range of ways ● Identify with and develop connections with key characters in order to deepen reader response ● Experience the pleasure that can be derived from engaging with a quality text ● Link what they hear or read to own experiences

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	<p>and narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> • Anticipate - where appropriate - key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 		
<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Revisit Autumn and Spring objectives • write some letters accurately. • use a comfortable grip with good control when holding pens and pencils 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Revisit Autumn and Spring objectives • form lower-case and capital letters correctly • write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • re-read what they have written to check that it makes sense <p>Early learning goals - writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events • Apply tenses correctly (past, present, future) • Write in role in order to explore and develop empathy for characters • Sequence sentences to form short narratives • Expand noun phrases to describe and specify • Use new and familiar punctuation correctly • Use sentences in different forms • Reread and evaluate writing to check it makes sense and make simple revisions 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Use sentences in different forms • Write for different purposes including about fictional personal experiences, poetry, nonfiction and real events • Sequence events to write a short narrative based on a known model • Write for different purpose about fictional personal experiences
<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> • Revisit Autumn and Spring objectives • understand 'why' questions. • develop their communication but may still have problems with irregular tenses and plurals. • be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions. 	<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> • Revisit Autumn and Spring objectives • connect one idea or action to another using a range of connectives • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • use talk to help work out problems and organise thinking and activities and to 	<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> • Develop and sustain ideas through discussion • Participate in discussions, performances, role-play, improvisations and debate about what has been read • Use spoken language to develop understanding through imagining and exploring ideas • Recognising and joining in with predictable phrases 	<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> • Consider and evaluate viewpoints, attending to and building on the contributions of others • Use spoken language to develop understanding through imagining and exploring ideas • Discuss favourite words and phrases • Ask relevant questions

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	explain how things work and why they might happen		● Broaden understanding and use of appropriate vocabulary
Nursery Summer 2	Reception Summer 2	Year 1 Summer 2	Year 2 Summer 2
<p>Reading</p> <ul style="list-style-type: none"> ● Revisit Autumn and Spring objectives ● spot and suggest rhymes. ● engage in extended conversations about stories, learning new vocabulary. ● understand that print can have different purposes. ● recognise words with the same initial sound, such as money, mother. ● understand page sequencing 	<p>Reading</p> <ul style="list-style-type: none"> ● re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment] ● re-read what they have written to check that it makes sense <p>Early learning goals: reading -</p> <ul style="list-style-type: none"> ● Say a sound for each letter in the alphabet and at least 10 digraphs ● Read words consistent with their phonic knowledge by sound-blending ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception word ● <p>Early learning goals - comprehension -</p> <ul style="list-style-type: none"> ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ● Anticipate - where appropriate - key events in stories ● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>Reading</p> <ul style="list-style-type: none"> ● Develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate ● Explore how language is used effectively to paint a picture for the reader and deepen their understanding ● Explore important themes of friendship, loss, courage and perseverance ● To look at how words and pictures are used in a picture books to deepen the reader's understanding of the story ● Explore important themes of courage, perseverance and compassion ● Consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience ● Identify with and develop connections with key characters 	<p>Reading</p> <ul style="list-style-type: none"> ● Discuss layout of the text ● Predict and justify what will happen next ● To explore, interpret and respond to a short chapter book ● To make choices in selecting poems for anthologies ● Explore rhythm, rhyme and pattern in a range of poems ● Recognise simple recurring literary language in poetry
<p>Writing</p> <ul style="list-style-type: none"> ● Revisit Autumn and Spring objectives ● write some letters accurately. 	<p>Writing</p> <ul style="list-style-type: none"> ● Revisit Autumn and Spring objectives ● form lower-case and capital letters correctly 	<p>Writing</p> <ul style="list-style-type: none"> ● Write in role from more than one perspective 	<p>Writing</p> <ul style="list-style-type: none"> ● Compose and perform own poetry ● Compose and perform own poetry

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<ul style="list-style-type: none"> use a comfortable grip with good control when holding pens and pencils 	<ul style="list-style-type: none"> write short sentences with words with known sound-letter correspondences using a capital letter and full stop. re-read what they have written to check that it makes sense <p>Early learning goals - writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Draft and write by noting ideas, key phrases and vocabulary Use simple conjunctions to link subordinate and co-ordinating clauses Non-chronological Report writing Writing in role Write in role in order to explore and develop empathy for characters 	<ul style="list-style-type: none"> Use simple conjunctions to link subordinate and co-ordinating clauses Develop positive attitudes and stamina for writing by writing poetry Broaden understanding and use of appropriate vocabulary Write for a range of purposes in response to fictional personal experiences, including poetry and non-fiction Sequence events to write a short narrative based on a known model
<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> Revisit Autumn and Spring objectives understand 'why' questions. develop their communication but may still have problems with irregular tenses and plurals. be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions. 	<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> connect one idea or action to another using a range of connectives listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen 	<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> Comment on events and link to own experiences Consider and evaluate viewpoints, attending to and building on the contributions of others Talk confidently about picture books and responses individual to them Explore important themes of friendship, loss, courage and perseverance Explore important themes of courage, perseverance and compassion 	<p style="text-align: center;">Oracy</p> <ul style="list-style-type: none"> Discuss writer's purpose and viewpoint Explain and discuss understanding of poems Compose and perform own poetry Consider and evaluate viewpoints, attending to and building on the contributions of others Use spoken language to develop understanding through imagining and exploring ideas Ask relevant questions to extend knowledge and understanding Compose and perform own poetry Listen to, discuss and express views about books at a level beyond that which they can read independently

EYFS

- Language comprehension (necessary for both reading and writing) starts from birth.
- It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

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	<ul style="list-style-type: none">• Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.• Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
KS1	<ul style="list-style-type: none">• read easily, fluently and with good understanding• develop the habit of reading widely and often, for both pleasure and information• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language• appreciate our rich and varied literary heritage• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate