

EYFS Curriculum Mapping 2023-2024

Specific Area	Area of learning: Literacy (Cycle B)					
	Autumn 1 New Beginnings Let's Explore!	Autumn 2 Building Relationships Families	Spring 1 It's good to be me!	Spring 2 Healthy Me! Friends	Summer 1 Our World	Summer 2 Changing Me! Look how far we've come!
Preschool (F1) Objectives	<p>To use some of their print and letter knowledge in their early writing</p> <p>To write some or all of their name</p> <p>To write some letters accurately</p> <p>Understand the five concepts about print: -print has meaning -print can have different purposes -we read English texts from left to right, and from top to bottom -the names of different parts of the book -page sequencing</p>	<p>To use some of their print and letter knowledge in their early writing</p> <p>To write some or all of their name</p> <p>To write some letters accurately</p> <p>Understand the five concepts about print: -print has meaning -print can have different purposes -we read English texts from left to right, and from top to bottom -the names of different parts of the book -page sequencing</p>	<p>Spell words by identifying the sounds and then writing the sound with the letters</p> <p>Form lower case letters correctly</p> <p>Re-read what they have written to check it makes sense</p> <p>Understand the five concepts about print: -print has meaning -print can have different purposes -we read English texts from left to right, and from top to bottom -the names of different parts of the book -page sequencing</p>	<p>Form lower case letters correctly</p> <p>Write short sentence with words to known letter sound correspondence</p> <p>Spell words by identifying the sounds and then writing the sounds with letters</p> <p>Understand the five concepts about print: -print has meaning -print can have different purposes -we read English texts from left to right, and from top to bottom -the names of different parts of the book -page sequencing</p> <p>Develop their phonological awareness so that they can spot and suggest rhymes</p>	<p>Form lower case letters correctly</p> <p>Write short sentence with words to known letter sound correspondence</p> <p>Spell words by identifying the sounds and then writing the sounds with letters</p> <p>Understand the five concepts about print: -print has meaning -print can have different purposes -we read English texts from left to right, and from top to bottom -the names of different parts of the book -page sequencing</p> <p>Develop their phonological awareness so that they can spot and suggest rhymes</p> <p>Engage in extended conversation about stories, learning new vocabulary</p>	<p>Form lower case and capital letters correctly</p> <p>Write short sentence with words with known letter sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check it makes sense</p> <p>Develop their phonological awareness so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound</p> <p>Engage in extended conversation about stories, learning new vocabulary</p>
Reception (F2) Objectives	<p>Comprehension To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>Comprehension To engage in story times, joining in with repeated phrases, actions and rhymes</p> <p>To begin to answer questions about the stories read to them</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p> <p>To begin to reread familiar stories</p>	<p>Comprehension To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>Comprehension To retell a story with picture or object prompts</p> <p>To follow a story without pictures or props</p> <p>To talk about the characters in the books they are reading</p> <p>Reread familiar stories with some understanding</p>	<p>Comprehension To begin to answer questions about what they have read</p> <p>To use vocabulary that is influenced by their experiences of books</p>	<p>Comprehension To answer questions about what they have read</p> <p>To know that information can be retrieved from books</p>
	<p>Word Reading (Floppy's Phonics) To recognise and write sounds s a t p l n m d g o c k</p> <p>To blend words containing these sounds</p> <p>To write words containing these sounds</p> <p>To recognise their name</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondents</p> <p>Read a few helpful words (level 1+)</p>	<p>Word Reading (Floppy's Phonics) To recognise and write sounds ck e u r h b f f l l</p> <p>To blend words and sentences containing these sounds</p> <p>To write words and sentences containing these sounds</p> <p>To begin to read books matching their phonics ability</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondents</p> <p>Read a few helpful words (level 1+)</p>	<p>Word Reading (Floppy's Phonics) To recognise and write sounds j v w x y z zz qu ch</p> <p>To blend words and sentences containing these sounds</p> <p>To write words and sentences containing these sounds</p> <p>To read books matching their phonics ability</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondents</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phases and sentences made up of words with known letter sound correspondents, and where necessary a few common exception words</p> <p>Read a few helpful words (level 2)</p>	<p>Word Reading (Floppy's Phonics) To recognise and write sounds sh th ng dge ve w wh cks tch</p> <p>To blend words and sentences containing these sounds</p> <p>To write words and sentences containing these sounds</p> <p>To read books matching their phonics ability</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondents</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phases and sentences made up of words with known letter sound correspondents, and where necessary a few common exception words</p> <p>Read a few helpful words (level 2)</p>	<p>Word Reading (Floppy's Phonics) To recognise and write sounds ai ee y igh y oa oo ar or ur</p> <p>To blend words and sentences containing these sounds</p> <p>To write words and sentences containing these sounds</p> <p>To read books matching their phonics ability</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phases and sentences made up of words with known letter sound correspondents, and where necessary a few common exception words</p> <p>Read a few helpful words (level 3)</p>	<p>Word Reading (Floppy's Phonics) To recognise and write sounds ow oi ear air er ue ure ture</p> <p>To blend words and sentences containing these sounds</p> <p>To write words and sentences containing these sounds</p> <p>To read books matching their phonics ability</p> <p>Read simple phases and sentences made up of words with known letter sound correspondents, and where necessary a few common exception words</p> <p>Read a few helpful words (level 3)</p>

	Shared Read Texts <ul style="list-style-type: none"> • Gruffalo • Each Peach Pear Plum • The great balloon hullabaloo 	Shared Read Texts <ul style="list-style-type: none"> • Farmyard Hullabaloo • Owl Babies • Stickman • Twas The Night Before Christmas 	Shared Read Texts <ul style="list-style-type: none"> • The Tiger who came to tea • Monkey Puzzle • Rumpelstiltskin 	Shared Read Texts <ul style="list-style-type: none"> • Handa’s Surprise • Elves and the Shoemaker (Mara Alperin) • The Very Hungry Caterpillar 	Shared Read Texts <ul style="list-style-type: none"> • Tiddler • Commotion in the Ocean • Under the Sea (Anna Milborne) 	Shared Read Texts <ul style="list-style-type: none"> • Dino Dinners • 10 little pirates • Princess and the Pea
	Writing (Pathways to Write) We’re Going to Find the Monster <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Form lower-case letters correctly</p> <p><i>Outcome: To depict the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening.</i></p>	Writing (Pathways to Write) Three Little Pigs <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Form lower-case letters correctly</p> <p><i>Outcome: Label a plan and attempt to write a simple caption</i></p> <p>Poetry: Creepy Crawly and Busy Bees Use language to imagine and recreate roles and experiences in play situations</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Listen and respond to ideas expressed by others in conversation or discussion</p> <p><i>Outcome: Pupils’ drawings will be labelled with marks appropriate to their development stage. The pupils will contribute to a class poem.</i></p>	Writing (Pathways to Write) Let’s all Creep through Crocodile Creek <p>Form lower-case letters correctly</p> <p>Write short sentences with words with known sound-letter correspondences</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Re-read what they have written to check that it makes sense</p> <p><i>Outcome: Create a story map of the journey and write labels/ captions/ sentences describing the crocodile</i></p>	Writing (Pathways to Write) Something Else (Refugee) <p>To orally retell the story</p> <p>To rewrite a shortened version of the story</p> <p><i>Outcome: Use phonic knowledge to write words in ways that match spoken sounds</i></p> <p><i>Write simple sentences (in meaningful contexts)</i></p> <p><i>Apply taught digraphs into writing</i></p> <p>Poetry: The Farmyard (I am the seed that Grew the Tree) <p>Link statements and stick to a main theme or intention</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Continue a rhyming string</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p><i>Outcome: Small groups of pupils will contribute two lines to a class poem.</i></p> </p>	Writing (Pathways to Write) Clem and Crab (SMSC) <p>To use phonic knowledge to write words in ways which match spoken sounds</p> <p>Spell some common irregular words</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Apply taught digraphs and trigraphs into writing</p> <p>Write words with adjacent consonants</p> <p><i>Outcome: To orally retell the story To write a letter to another class encouraging them to put litter in the bin/take it home when they visit the beach and explain why this is important</i></p>	Writing (Pathways to Write) Romeosaurus and Juliet Rex <p>Form lower-case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p><i>Outcome: To rewrite the story</i></p> <p>Poetry: The Puffin Book of Fantastic Rhymes (Eat your Peas Louise Dinner Time Rhyme) <p>Continue a rhyming string</p> <p>Use phonic knowledge to write words in ways which match spoken sounds</p> <p>Understand humour, e.g. nonsense rhymes, jokes</p> <p>Express self effectively, showing awareness of listener’s needs</p> <p><i>Outcome: Pupils will contribute phrase/captions/lines to a class poem</i></p> </p>
Literacy across the Curriculum	<ul style="list-style-type: none"> • Looking through travel catalogues • Instructions for fixing transport 	<ul style="list-style-type: none"> • Exploring materials • Home corner • EAD- building houses • Minibeasts hunt • Discovery centre 	<ul style="list-style-type: none"> • Journeys • Obstacle course • Follow the leader • Life cycles- human and animals 	<ul style="list-style-type: none"> • People who help us • Healthy food • Environment walk 	<ul style="list-style-type: none"> • Beach/ Seaside • Holidays • Under the sea animals • Litter pick • Weather experiments • Recycling centre 	<ul style="list-style-type: none"> • Dinosaurs • Classifying animals by what they eat •
	Throughout all continuous provision including Role-play/ Book Corners/ Listening Centre/ Writing areas/ Tuff trays/ Outdoors					
Key Vocabulary & Terminology	<ul style="list-style-type: none"> • Grumpy, slunk, snappy, disturb, prickly, foamy, foamy fiend, relaxing, soothe, lair, fearsome, snatched, crept, exactly 	<ul style="list-style-type: none"> • Teeny tiny, roared, beware, trembled, chuckled, clattered, giggled, galloped, reached, beady eyes, cheered, shivered, squealed excitedly, leaped, warning, straw, growling, field, snout, brickyard, bellowed, whiskers, yelped, chimney pot, scurried, cottage, chattered, forest 	<ul style="list-style-type: none"> • Journey, vines, adventure, chuckled, creep, flippy, whiply, creek, slimy, shortcut, slippery, slidey, crooked, gloomy, knobley, scary, starey, gnarly, pish posh, clambered, panic, pokey, glowed, pointy, fearsome, scitchy scratchy, frightful 	<ul style="list-style-type: none"> • Creature, hill, smaller, doorstep, flipper, reminded, paw, grabbed, perfect, windy, alone, welcome, sadder, belong, puzzled, surprised 	<ul style="list-style-type: none"> • Crunch, ashore, nestled, ocean, aquarium, recycled, crashing, facts, tide, glistened, conversation, protect, treasure, glimpsed, plastic waste, environment 	<ul style="list-style-type: none"> • Herbivore, carnivore, stomping, disguise, commotion, balcony, interpreted, wondered, talon, swished, sighing, agreement
Significant People, Places & Events inc. local area	<ul style="list-style-type: none"> • Explorers • Transport experience (role play) 	<ul style="list-style-type: none"> • Builders • Architect • Poets • Farmers 	<ul style="list-style-type: none"> • Zoo keeper 	<ul style="list-style-type: none"> • People who help us • Families/ friends • David Attenborough 	<ul style="list-style-type: none"> • Litter pickers • Bin workers 	<ul style="list-style-type: none"> • William Shakespeare • Archaeologists
	<p>Author studies (Author of the half term)</p> <ul style="list-style-type: none"> • Malorie Blackman 	<p>Author studies (Author of the half term)</p> <ul style="list-style-type: none"> • Mara Alperin 	<p>Author studies (Author of the half term)</p> <ul style="list-style-type: none"> • Jonny Lambert 	<p>Author studies (Author of the half term)</p> <ul style="list-style-type: none"> • Kathryn Cave 	<p>Author studies (Author of the half term)</p> <ul style="list-style-type: none"> • Fiona Lumbers 	<p>Author studies (Author of the half term)</p> <ul style="list-style-type: none"> • Claire Freedman
Culture, Inclusivity & Developing a love of Literacy	Hands on, practical experiences					
Assessment						
Assessment Criteria Early Learning Goal	Comprehension 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.		Word Reading 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 words.		Writing 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.	

