

EYFS Literacy Development Yearly Planning Grid

<p>Autumn 1</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to stories with increasing attention and recall. • Knows information can be relayed in the form of print. • Continues a rhyming string. • Hears and says the initial sound in words. • Read some common irregular words. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<p>Autumn 2</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<p>Spring 1</p> <ul style="list-style-type: none"> • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.
<p>Spring 2</p> <ul style="list-style-type: none"> • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Hears and says the initial sound in words. 	<p>Summer 1</p> <ul style="list-style-type: none"> • Read and understand simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately. • Read some common irregular words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, and captions. • Attempts to write short sentences in meaningful contexts 	<p>Summer 2</p> <ul style="list-style-type: none"> • Read and understand simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately. • Demonstrate understanding when talking with others about what they have read. • Use phonic knowledge to write words in ways which match spoken sounds. • Write some irregular common words. • Write simple sentences which can be read by themselves and others; some words are spelt correctly and others are phonetically plausible.

Foundation Stage

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