







# 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 
Communication and Language	<ul style="list-style-type: none"> <li>-Discussion about families</li> <li>-Listening and asking questions</li> <li>-Making oral observations about Autumn</li> </ul>	<ul style="list-style-type: none"> <li>-Story maps and retelling</li> <li>-Oral descriptions</li> <li>-Role play of traditional tales</li> </ul> <p>Collect it-wow day fairytale fancy dress</p>	<ul style="list-style-type: none"> <li>-Developing questioning skills</li> <li>-Role play pirates</li> <li>-Explanations of ice problems</li> </ul> <p>Collect it- wow day- pirate clues left in the classroom</p>	<ul style="list-style-type: none"> <li>- Drama into space</li> <li>-Developing conversation /negotiation skills</li> </ul> <p>Collect it- wow day-alien invasion</p>	<ul style="list-style-type: none"> <li>-Factual vehicle visits</li> <li>- Following several instructions</li> <li>-Drama</li> </ul> <p>Collect it-wow day-fire engine visit and farm visits</p>	<ul style="list-style-type: none"> <li>-Factual show and tell about animals</li> <li>- Expressing feelings about change</li> <li>-Connecting ideas and events</li> </ul> <p>-Collect it-wow day-minibeasts in school.</p>
Literacy - Texts and genres covered	<ul style="list-style-type: none"> <li>-Non-fiction Write</li> <li>- Labelling</li> <li>-This is me</li> <li>-Ourselves</li> <li>-Autumn</li> <li>-Captions</li> <li>-Formation</li> <li>-Mark making</li> </ul>	<ul style="list-style-type: none"> <li>Firework descriptions</li> <li>Labelling</li> <li>Fictional writing–traditional tales</li> <li>Letters and cards</li> <li>Captions</li> <li>-Jack and the Beanstalk</li> <li>-Various fairytale stories</li> </ul>	<ul style="list-style-type: none"> <li>-Postcards</li> <li>- Labelling</li> <li>-Nonfiction-Penguins facts</li> <li>-Descriptive writing about a snowy scene</li> <li>-Lists</li> <li>-The Emperors Egg</li> <li>Non- fiction texts for penguin facts</li> </ul>	<ul style="list-style-type: none"> <li>-Fiction- creating own alien story with beginning/ middle/end</li> <li>- Main text - Aliens Love Underpants</li> <li>-Space facts</li> <li>-Lists</li> <li>- Various alien stories and various non-fiction texts about Space.</li> </ul>	<ul style="list-style-type: none"> <li>-Lists</li> <li>-Labelling</li> <li>-Descriptions</li> <li>-Similarities and differences</li> <li>- Recount of drama</li> <li>-Non-fiction.</li> <li>- Farmer Duck</li> <li>- Non-fiction texts about new life and farm animals.</li> <li>The Tiny Seed –Eric Carle</li> </ul>	<ul style="list-style-type: none"> <li>-Developing story language</li> <li>-Letter writing</li> <li>-Developing descriptive writing</li> <li>-Mini beast riddles</li> <li>-Facts to create a non-fiction text.</li> <li>The Very Hungry Caterpillar</li> <li>The bad Tempered Ladybird</li> <li>Eric Carle stories.</li> <li>Non-fiction texts about insects.</li> <li>Life cycle of a frog</li> <li>Non-fiction texts</li> </ul>
<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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