



Literacy – C, WR & W

EYFS

Term 1 & 2 – 2026-27

	ROSIE'S WALK	PIGS MIGHT FLY
Key knowledge that all children should know by the end	<u>3 & 4 YEAR OLDS</u> • Understand that print carries meaning, has different purposes and that we read from left to right and top to bottom. • Name the different parts of a book and page sequencing. • Develop phonological awareness – spot and suggest rhymes. • Count or clap syllables in a word. • Recognise words with the same initial sound. • Engage in extended conversations about stories, learning new vocab. • Write some of their name	<u>3 & 4 YEAR OLDS</u> • Use some of their print and letter knowledge in their early writing. • Write all of their name. • Write some letters accurately. <u>PRACTISING SKILLS</u> • Engage in extended conversations about stories, learning new vocab. • Develop phonological awareness – spot and suggest rhymes. • Name the different parts of a book and page sequencing.
Key Vocabulary for children	Writing. Letters. Formation. Tall. Short. Left. Right. Top. Bottom. Name. phonics. Letters. Sounds. Phoneme. Digraph. Book. Pages. Page numbers. Text. Title. Blurb. Author. Illustrator. Conversation. Talk. Listen. Respond. Question. Answer. Flick fingers. Rainbow arms. Phonics. Segment. Decode. Blend.	
Key activities – Teacher inputs.	• Traditional tale stories. Reading, story telling, listening and responding. • Puppet making. Story retelling. • Phase 1 phonics (sound discrimination) Creating different vocal sounds. Different mouth movements. I sing, you sing, clap the sounds in our name. • Oral blending games – Simon says touch your 'h-air'. • Begin daily phonics lessons introducing P2 sounds and catchphrases. • CVC word introductions – Single sounds recognition, decoding, blending. • 'The Write Stuff; – experience days (Teddy bear picnic, going on a bear hunt), Grandma Fantastic (introducing new vocabulary). • Name recognition, tracing and copying. • Introduction to handwriting. Shapes (dots, vertical lines and anticlockwise circles). Graphemes in letter family order.	
Scaffolding and resources.	• Phonics sound mats to support Phoneme-grapheme correspondence and Grapheme formation. • Name writing laminated cards. • Speech and Language, communication and oral manipulation support as required. • Daily phonics exposure through song, play and stories. (I-spy, I say, you say, copy my mouth, clap the names, Simon says etc). • Literacy areas stocked with sound cards, name cards, phonics mats. • Introduction of individual phonics reading books – Pre-reader target stickers used to identify attained skills and next steps (shared with home). • Well stocked reading areas. Appropriate texts used across classroom activities to support all curriculum areas. • 'Scrimbling' (Gross and fin motor exercises) to promote hand strength and dominance for writing/pre-writing skills.	
Challenge and extension	• Begin to write their own name on work using recognisable, letter like shapes. • Moving from oral blending to independent blending – Move from pre-reading assessment sticker (in reading records) to reading sticker. Begin to see how words can be read one after the other to form a full, oral sentence that gives meaning. • Begin to write simple CVC words using letter like shapes – labelling pictures, writing a shopping list, food order etc.	

Outdoor Provision	● Puppet theatre. Puppets. Make your own puppet. Re-tell the traditional tale. Create your own story. ● Reading garden – Selection of traditional tales. Appropriate, well known books for children to re-tell. ● Adults to model and share common story vocabulary and phrases. Encourage children to join in with repeated refrains. ● Large chalked phonics sounds on track area. Chalks to mark make and trace. Match the picture cards to the correct sound. ● Phonics sound targets. Throw the bean bag to S. A. T. P. I. N. ● Tuff tray name writing and grapheme formation – foam/sand/chalk etc. ● Sound hunt in the sand pit/water. Can you find... ● Cutting opportunities to gain FM strength and hand dominance. ● Small world set up 'We're going on a Bear hunt' and 'Pigs Might Fly' – Children to retell and recreate the stories. ● Small booklets and picture cards from target texts – children to create their own story books to 'read'.
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