



**Tudor Grange
Academies Trust**



**EYFS Curriculum Map:
Literacy**

Early Years Foundation Stage

Literacy Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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. 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).					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ES & PS	Comprehension					
Aspects of language comprehension that will be developed through reading our rich and interesting core texts and through singing songs and nursery rhymes.						
Knowledge and Skills	Questioning Beginning to answer simple questions about the book.		Questioning Beginning to ask simple questions about the book.		Questioning Make comments and shares their own ideas.	
	Vocabulary Fills in the missing word in a known story, song, rhyme or poem.		Vocabulary Fills in the missing phrase in a known story, song, rhyme or poem.		Vocabulary Joins in with repeated words used in a known story, song, rhyme or poem.	
	Prediction Interested in books and rhymes.		Prediction Anticipates books, rhymes, songs and poems and has some favourites.		Prediction Sharing own ideas about the texts being read to them.	
	Explaining Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.		Explaining Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps.		Explaining Know that print can have different purposes (name, advertising logos and screen icons).	
	Retrieving		Retrieving		Retrieving Looks at the pictures when reading a story.	

	Pay attention and responds to the pictures or the words. Sequencing Knows which is the front of the book and which is the back.	Begins to join in with actions and sounds in familiar song and book sharing experience. Sequencing Turns pages in books.			Sequencing Looks at books from front to back.	
Key knowledge and skills taught and practised throughout the provision and threaded throughout the curriculum.						
Knowledge and Skills	Seek out others to share a book with or to look at it alone. Sing songs and say rhymes independently. Develop play around favourite stories, songs, rhymes or poems using props. Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.					
ES & PS	Word reading: Phonological awareness					
Letters and Sounds & Singing Phonics Book 1	Aspects 1-3 focus on developing sound discrimination skills.			Aspects 4-6 focus on developing sound manipulation skills.		
Aspect	1	2	3	4	5	6
Focus	Environmental sounds	Instrumental sounds	Body percussion	Rhythm & rhyme	Alliteration	Voice sounds
Main purpose of Aspect	To develop children’s listening skills and awareness of sounds in the environment.	To experience and develop awareness of sounds made with instruments and noise makers.	To develop awareness of sounds and rhythms.	To experience and appreciate rhythm ad rhyme and to develop awareness of rhythm and rhyme in speech.	To develop understanding of alliteration.	To distinguish between the differences in vocal sounds, including oral blending and segmenting.

Knowledge and skills	Recall sounds they have heard. Discriminate between sounds. Describe the sounds they hear. Describe what they see. Identify sounds and imitate the sounds. Add new words to their vocabulary. Identify different sounds and place them in a context. Identify similar sounds. Talk about sounds. Join in the activities and take turns to participate.	Identify and name the instruments being played. Listen and respond as the instrument is being played. Remember and repeat a rhythm. Discriminate and reproduce loud and quiet sounds. Start and stop playing at the signal. Describe sounds they hear. Match sounds to their sources. Use sounds imaginatively. Express an opinion about what they have heard.	Produce contrasts in rhythm, speed and loudness. Join in with words and actions to familiar songs. Articulate words clearly. Keep in time with the beat. Copy sounds and actions. Make up patterns of sounds. Copy a body percussion sound. Identify sounds. Suggest ideas and create new sounds. Talk about the sounds they hear. Group sounds according to different criteria.	Understand the pattern of syllables in the words presented to them. Sing or chant a rhyming string along with the adult. Join in with simple rhythms. Copy the rhythm. Keep to the beat. Recognise rhyming words. Listen and attend to a rhyming string. Complete sentences using appropriate rhyming words.	Identify initial sounds of words. Reproduce the initial sounds clearly and recognisably. Make up their own alliterative phrases. Recall a list of objects beginning with the same sound. Offer their own sets of objects and ideas to end the story. Discriminate between sounds and match to the objects correctly. Articulate speech sounds clearly. Select an extended range of words that start with the same sound.	Distinguish between the differences in vocal sounds. Sustain their listening. Listen for a target word and respond with an appropriate associated speech sound. Remember a sound sequence and produce it when required. Recognise their own and each other's voices. Talk about different voice and speech sounds.
What a reader looks like in ES & PS	• Children enjoying and being actively engaged in longer stories during timetabled daily story times. • Children reading by themselves, with friends and with an adult multiple times throughout the day in the book corner and in other areas of the provision as books are everywhere. • Children recognising the first letter of their name and some other letters when they self-register.					

	- Songs and nursery rhymes being sung throughout the day by children and adults, during timetabled singing times, routines and provision time. - Small group games to develop children's sound discrimination and sound manipulation skills. - Children hearing and identifying sounds in the environment and then sounds within words. - Adults and children playing with sounds during play. - Children identifying print in the environment- shop names on shopping bags in the role play, their name on their peg etc.	
ES & PS	Writing	
Summary of the Trust Writing Approach in ES & PS	Oral composition - Children are provided with extensive opportunities, both during direct teaching and through the continuous provision, to practise orally composing words and sentences (Eg, role play, small world play, story/nursery rhyme scribbling/performance/ recording, story sacks/bags). - Children talk about their thoughts, feelings, behaviours and motivations with adult support. - Teachers support children to organise their spoken language into structures that are suitable for written language using the skills lenses, stem sentences and visual prompts (for example, books, pictures, photographs, objects). - Teachers introduce children to new vocabulary and children verbally suggest their own ideas with adult support. - Teachers model the oral composition of a sentence, using new vocabulary and demonstrate their thought processes when writing. - Children orally compose one word/phrase/sentence at a time. Transcription - Children develop better control over their muscles in their hands and fingers. - Adults model and teach an appropriate pencil grip. - If children are choosing to write letters, adults teach letter formation. - Children begin to identify and spell their names. - Children may begin to use symbols and letters and may match first letters to words and pictures. - Children build confidence and self-esteem through the sharing of early mark-making attempts. - Children begin to understand that writing is a form of communication and that letters represent sounds and words.	
Oral composition Knowledge and Skills	Begin to understand the five senses skill lenses with adult support. Begin to use the lenses to talk about their thoughts, feelings, behaviours and motivations with adult support. Use the lenses to say a word, phrase or simple sentence with adult support.	
	Hand and finger strength	Develop wrist stability, allowing for better grip and pinch strength.

Writing Readiness Knowledge and Skills	Hand division	Use their thumb and index finger (pincer grasp) to pick up small items, though the "power side" of the hand often remains active or clenched.
	Pencil grasp	Move from a palmar grasp to a digital-pronate grasp, where all fingers are holding the pencil and palm is facing downwards. The elbow and wrist stay in a fixed position; movement comes from the arm.
	Hand dominance	Favour one hand for activities but may still switch hands frequently.
	Hand eye coordination	Develop control and precision (Eg when using tools and playing sports).
	Object manipulation	Feed themselves with a spoon, scribble with crayons, manipulate small objects with ease.
	Bilateral integration	Use both hands to do the same thing simultaneously (Eg clapping).
	Crossing the mid-line	Begin to cross the midline. May still switch hands for tasks depending on which side of the body an object is on.
	Upper body strength	Build the foundation of shoulder girdle and core strength necessary for stability.
	Visual perception	Well-coordinated eye movements. Vision supports more intricate tasks like drawing assembling puzzles. Develop the ability to distinguish different colours. Begin to distinguish between different letters and numbers.
Transcription Knowledge and Skills	Enjoy drawing and writing on paper and on different textures and through using touch screen technology. Enjoys the sensory experience of making marks. Add some marks to their drawings, which they give meaning to. Distinguish between the different marks they make. Make marks on their picture to stand for their name. Make marks that carry meaning for the child. Begin to understand the cause and effect of their actions in mark making. Know that the marks they make are of value.	
What a writer looks like in ES & PS	• Children using the skills lenses and mirrors to talk about what they can see and how they feel. • Children making scribbles and shapes that look like writing when painting and drawing. • Using paint brushes on the fence outside to make marks. • Children manipulating play dough to develop their finger and hand strength. • Making patterns in the mud with a stick. • Children taking part in the Wiggle Me into Squiggle programme to develop their writing readiness skills.	
Enriching Experiences	World Book Day Post office visit on local area walk	



Literacy EYFS Curriculum Map



Tudor Grange
Academies Trust

Vocabulary	Comprehension: title, page, writing, picture, order, poem, rhyme, story Word reading: sound, letter, word, book, page, turn, rhyme, Writing: mark, write, letter, word
-------------------	---

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Comprehension					
Aspects of language comprehension that will be developed through reading our rich and interesting core texts and through singing songs and nursery rhymes.						
Knowledge and Skills	Questioning Answers simple questions about the book.	Questioning Asks simple questions about the book. Vocabulary Joins in with repeated phrases used in stories, songs, rhymes or poems. Inference Knows that the pictures and the words both carry meaning. Prediction Beginning to predict what might happen next when prompted. Explaining Says which stories they would like to read. Retrieving Beginning to look more in detail at the pictures and talk about what is happening. Sequencing Knows we read from left to right, top to bottom.	Questioning Engages in conversation about stories while answering questions. Vocabulary Develops play around favourite stories using props, beginning to use some text related vocab. Inference Beginning to look more in detail at the pictures and talk about what is happening. Prediction Predicting what will happen next on the basis of what has happened so far e.g. to the characters or in the stories plot. Explaining Shares opinions of stories – likes and dislikes. Retrieving Answers simple questions about events that have just happened in a story. Sequencing Retell a story through images – such as a story map.			
	Vocabulary Joins in with repeated words used in stories, songs, rhymes or poems.					
	Inference Looks at the pictures when reading a story.					
	Prediction Sharing own ideas about the texts being read to them.					
	Explaining Know that print can have different purposes (name, advertising logos and screen icons).					
	Retrieving Looks at the pictures when reading a story.					
	Sequencing Looks at books from front to back.					

What a reader looks like in Nursery	• Talk about what different print means (signs, bottle labels, shop logos, greeting card messages etc). • Handling books carefully and with growing competence. • Listening and responding to stories, rhymes and poems. • Talking about the stories they like. • Joining in with repeated parts of familiar stories, rhymes and poems. • Anticipating key events and phrases in rhymes and stories. • Talking about the key events and principal characters in familiar story, rhymes or poems. • Suggesting how the story might end. • Retelling a familiar story using some vocabulary. • Retell their favourite stories through playing, drawing and recording.					
Nursery	Word Reading: Phonological awareness					
Phonics- Little Wandle	Settling in	Foundations for Phonics & Rhyme Time				
Foundations for Phonics and Rhyme Time Knowledge and Skills	In Autumn 1, focus on Rhyme time and settling children into your setting’s routines.	• listen carefully to sounds and describe them • recognise and make rhymes • identify syllables within words • identify initial sounds • understand alliteration • orally blend and segment • join in and recite nursery rhymes.				
Progression of Sounds	NA	s a t p i n m	d g o c k e	u r h b f l	j v w y z qu ch	ck x sh th ng nk
Nursery	Writing					
Summary of the Trust Writing Approach In Nursery	Oral composition • Children are provided with extensive opportunities, both during direct teaching and through the continuous provision, to practise orally composing sentences (Eg, drama, small world play, hot seating, story scribbling/performance/ recording, story sacks/bags, meaningful moment bags). • Children talk about their thoughts, feelings, behaviours and motivations.					

	- Teachers support children to organise their spoken language into structures that are suitable for written language using the skills lenses, stem sentences and visual prompts (for example, books, pictures, photographs, objects). - Teachers introduce children to new vocabulary and children verbally suggest their own ideas. - Teachers model the oral composition of a sentence, using new vocabulary and demonstrate their thought processes when writing. - Children orally compose one sentence at a time. Transcription - Children develop better control over their muscles in their hands and fingers. - Adults model and teach an appropriate pencil grip. - If children are choosing to write letters, adults teach letter formation. - Children begin to spell their names. - Children may begin to use symbols and letters and may match first letters to words and pictures. - Children build confidence and self-esteem through the sharing of early mark-making attempts. - Children begin to understand that writing is a form of communication and that letters represent sounds and words.	
Oral composition Knowledge and Skills	Begin to understand the nine skill lenses. Begin to use the lenses to talk about their thoughts, feelings, behaviours and motivations. Use the lenses to say a simple sentence with support.	
Writing Readiness Knowledge and Skills	Hand and finger strength	Develop wrist stability, allowing for better grip and pinch strength.
	Hand division	Begin to "tuck" an object into their palm with their pinky and ring fingers while using their index finger and thumb to perform a different task.
	Pencil grasp	Move from a digital-pronate grasp to a static tripod grasp and/or Quadropod . Pencil is held with the first three or four fingers. Movement comes from the wrist, fingers are static.
	Hand dominance	More consistent use of one hand for tasks.
	Hand eye coordination	Show precision and dexterity (Eg when using tools and playing sports).
	Object manipulation	Engage in more complex tasks such as drawing simple shapes, using scissors, dressing themselves with minimal support.
	Bilateral integration	Use one hand for dominant tasks and another for assisting (Eg drawing and holding the paper).
	Crossing the mid-line	Cross the midline with ease during most activities, without rotating the entire trunk.
	Upper body strength	Improve upper body strength to allow for more complex movements and better hand-eye coordination.
	Visual perception	Focus on objects both near and far with ease. Vision supports more precise tasks such as tracing letters and copying shapes.

		Identify basic colours. Begin to recognise some letters and numbers.				
Transcription Knowledge and Skills	Use some marks and shape in writing. Begin to talk about the marks they make.	Make up stories, play scenarios, and drawings in response to experiences, such as outings. Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.	Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves. Attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.	Include mark making and early writing in their play. Begin to make letter-type shapes to represent the initial sound of their name and other familiar words	Sometimes gives meaning to marks as they draw and paint. Write some or all of their name.	Sometimes gives meaning to marks as they draw and paint. Write some or all of their name.
What a writer looks like in Nursery	• Mark making and writing indoors and outdoors. • Children talking to adults about their drawing, painting and early writing and the meanings that they give to them. • Writing and mark making lists, instructions, notes, invitations as part of their play in areas of continuous provision. • Use a wide range of mark making implements which are developmentally appropriate. • Sharing with adults what their early marks mean. • Experimenting with a wide range of mark making resources across all areas of provision. • Showing interest when adults around them are writing. • Developing their fine motor skills through activities such as dough, construction, threading, sewing and using tools such as scissors etc. • Being active and developing their gross motor skills by large scale, running, climbing, gardening, PE equipment, balancing. • Painting outdoors with water or chalking. • Making marks in mud, sand outdoors. • Making marks with their fingers in trays of goop, rice etc. • Engaging in activities which involve crossing their midline.					
Enriching Experiences	Letter from the Principal Posting a letter they've written		World Book Day Postman visit Post office visit on local area walk		Orally retelling a story to another year group	



Literacy EYFS Curriculum Map



Tudor Grange
Academies Trust

Vocabulary	Comprehension: title, page, print, picture, order, poem, rhyme, fiction, non-fiction Word reading: sound, letter, word, blend, segment, alliteration Writing: mark making, write, letter, word
-------------------	---

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Comprehension					
Little Wandle Reading Practise Session	Read 1: decoding Apply phonic knowledge to word reading. Develop some automaticity as they read the book for the first time. Read the whole book independently with teacher listening to give support, encouragement and instant feedback to address any errors.					
	Read 2: prosody Read aloud with appropriate meaning, stress and intonation. Explore how to bring the meaning of words, punctuation and characters’ feelings alive as they read aloud. Think about the choices they can make as they read aloud: whether to read quietly, slowly, which words to emphasise and why.					
	Read 3: comprehension Automatic application of decoding skills to read with greater accuracy and automaticity. Engage in meaningful book talk where characters, feelings and themes are discussed. Develop deeper thinking and connect texts to their own experiences.					
Aspects of language comprehension that will be developed through reading our rich and interesting core texts and through singing songs and nursery rhymes.						
Knowledge and Skills	Questioning Engage in conversation about stories, asks questions.		Questioning Ask more in-depth questions showing a good understanding of the text.		Questioning Ask questions about key events in the story.	
	Vocabulary Notice words they do not know the meaning of and discusses word meanings.		Vocabulary Use new vocabulary introduced by the teacher when read in a book.		Vocabulary Use and understands vocabulary that has been introduced through a book correctly and showing a good understanding of events.	
	Inference Begin to understand that when answering questions about the text we have to look in the book when guided by the teacher.		Inference Make basic inferences on characters feelings by using pictures and looking what they are saying and doing when guided by the teacher.		Inference Answer questions about the text that requires them to ‘read beyond the text’ e.g. why do you think...	
	Prediction		Prediction Predict key events in the story either before the story is read or during reading the story.		Prediction	



	Make simple predictions from the story based on the story, previously read stories and own life experiences. Explaining Link what has been read to them to their own real-life experiences. Retrieving Understand that pictures offer many clues as to what has happened or will happen in a text. Sequencing Orally re-tell a story.	Explaining Explain what has been read to them in their own words. Retrieving Recognise characters, events, titles, images and key information in a text. Sequencing Sequence a simple story- remembering key events.	Explain predictions and justify why they may happen. Explaining Express their ideas and views about the characters and events in the story. Retrieving Recognise the difference between non-fiction and fiction texts. Sequencing Sequence a story remembering some details and key events including story specific vocabulary.			
What a reader looks like in Reception	- Engaging in daily phonics lessons, small group practise reading sessions, whole class shared reading and the reading area in continuous provision. - Engaging in daily activities to deepen understanding of the core text, for example, story play, drama, hot seating, story mapping etc. - Talking about and respond to stories, rhymes and songs with actions, relevant comments, questions. - Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Telling stories orally using story language from familiar books. - Talking about settings, events and characters. - Re-enacting and reinventing stories they have heard in their play. - Retelling familiar stories using puppets and props. - Listening to and singing nursery rhymes and songs, singing some independently and performing for others. - Using vocabulary from texts in a range of different contexts.					
Reception	Word Reading					
Little Wandle Phase	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
Knowledge and Skills	Hear and say initial phonemes in words.	Hear and say initial phonemes in words.	Read some letter groups that each represent one phoneme and say	Review letter groups that each represent one phoneme and say sounds for them (digraphs and trigraphs).	Read words with short vowels and consonants.	Read words with long vowels and consonants.



	Identify initial, middle and end phonemes in words and blend them together. Read individual letters by saying the phoneme for them (linking phonemes to graphemes). Blend phonemes into words, so that they can read short words made up of known grapheme-phoneme correspondences. Read a few common exception words/tricky words.	Identify initial, middle and end phonemes in words and blend them together. Read some letter groups that each represent one phoneme and say phoneme for them (digraphs). Blend phonemes into words, so that they can read short words made up of known grapheme-phoneme correspondences. Read a few common exception words/tricky words. Read simple phrases and sentences made up of words with known grapheme-phoneme correspondences and, where necessary, a few exception words.	sounds for them (digraphs and trigraphs). Blend phonemes into words, so that they can read short and longer words made up of known grapheme-phoneme correspondences. Read a few common exception words/tricky words. Read simple phrases and sentences made up of words with known grapheme-phoneme correspondences and, where necessary, a few exception words.	Blend phonemes into words, so that they can read short and longer words made up of known grapheme-phoneme correspondences. Review common exception words/tricky words. Read and write simple phrases and sentences made up of words with known grapheme-phoneme correspondences and, where necessary, a few exception words.	Blend phonemes into words, so that they can read short and longer words made up of known grapheme-phoneme correspondences. Read a few common exception words/tricky words. Read and write simple phrases and sentences made up of words with known grapheme-phoneme correspondences and, where necessary, a few exception words.	Blend phonemes into words, so that they can read short and longer words made up of known grapheme-phoneme correspondences. Review common exception words/tricky words. Read and write simple phrases and sentences made up of words with known grapheme-phoneme correspondences and, where necessary, a few exception words.
--	---	---	--	---	---	---

Graphemes	s a t p i n m d g o c c e u r h b f l	ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in sufxes: –ing, –ed /t/, – ed /id/ /ed/, –est	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in sufxes: –ing, –ed /t/, – ed /id/ /ed/, –ed /d/ – er, –est • longer words
New Tricky Words	is I the	put* pull* full* as and has his her go no to into she push* he of we me be *The tricky words ‘put’, ‘pull’, ‘full’ and ‘push’ may not be tricky in some regional pronunciations; in which case, they should not be treated as such.	was you they my by all are sure pure	Review all taught so far	said so have like some come love do were here little says there when what one out today	Review all taught so far
Assessment	Little Wandle Letters and Sounds Revised Assessments - every six weeks of the teaching cycle.					

Reception	Writing			
Summary of the Trust Writing Approach In Reception	Oral composition - Children are provided with extensive opportunities, both during direct teaching and through the continuous provision, to practise orally composing sentences (Eg, drama, small world play, hot seating, story scribbling/performance/ recording, story sacks/bags, meaningful moment bags). - Children talk about their thoughts, feelings, behaviours and motivations. - Teachers support children to organise their spoken language into structures that are suitable for written language using the skills lenses, stem sentences and visual prompts (for example, books, pictures, photographs, objects). - Teachers introduce children to new vocabulary and children verbally suggest their own ideas. - Teachers model the oral composition of a sentence, using new vocabulary and demonstrate their thought processes when writing. - Children orally compose one sentence at a time. Transcription - Handwriting is explicitly taught four times a week. - Spelling is taught within daily phonics lessons. - Focus write sessions aim to develop oral composition, handwriting, spelling (including tricky words) and punctuation. Words and sentences are dictated by the teacher. Where necessary, in order to engage and motivate children, one or two words within a sentence may be phonetically plausible or provided by the teacher. - During continuous provision children make phonetically plausible attempts at spelling unfamiliar words and more adventurous vocabulary.			
	Oral composition and word writing		Words into simple sentences	
	Focus on oral composition- see above.	Children write words (matched to their phonic knowledge) dictated by the teacher.	Children write captions and simple sentences (matched to their phonic knowledge) dictated by the teacher. Children orally rehearse and write one sentence at a time with support.	Children write one dictated sentence independently. Four Trust writing units are completed in which children; - chot (chatting about words and jotting ideas) their own words using known GPC’s and/or phonetically plausible spelling - orally compose a sentence with chotted words and hold it in memory before starting to write it.

Oral composition	Understand the nine skill lenses.		Use the lenses to formulate and say a simple sentence with support.		Use the lenses to formulate and say a simple sentence for writing independently.	
	Use the lenses to talk about their thoughts, feelings, behaviours and motivations.					
Writing Readiness Knowledge and Skills	Hand and finger strength	Develop wrist stability, allowing for better grip and pinch strength.				
	Hand division	Shift a pencil up and down in their hand. Rotate an object using only their fingertips without needing to use their other hand for help.				
	Pencil grasp	Move from a static tripod grasp and/or Quadropod to a dynamic tripod grasp . The pencil is held between the thumb, index finger and middle finger. The ring and little finger curl gently. The hand rests on the table; movement comes from the fingertips.				
	Hand dominance	Clear dominant hand.				
	Hand eye coordination	Develop advanced, precise, and complex motor control (Eg when using tools and playing sports).				
	Object manipulation	Demonstrate more advanced control and perform tasks like cutting, tying shoelaces, writing.				
	Bilateral integration	Perform tasks requiring different, simultaneous actions from each hand (Eg cutting shapes with scissors).				
	Crossing the mid-line	Cross the midline smoothly during more complex tasks (Eg, during writing and sports).				
	Upper body strength	Develop better posture, increased strength in the shoulder blades, and the ability to handle more resistance.				
	Visual perception	Vision is fully developed. Vision supports more complex tasks like writing and playing sports. Name more subtle shades of colours. Recognise letters, numbers, and simple words.				
Transcription: Spelling Knowledge and Skills	Spell and write own name (first).		Spell and write own name (surname).		Spell and write whole name (first and surname).	
	No spelling of tricky words in Little Wandle phonics sessions (read only). Spell tricky words (in focus activities and continuous provision): is	No spelling of tricky words in Little Wandle phonics sessions (read only). Spell tricky words (in focus activities and continuous provision): put pull full as	Spell tricky words (new in bold): the put pull full was you they push my by all into are sure pure go she push me of	Review all tricky words taught so far and secure their spelling.	Spell new tricky words: said so have like some come love do were here little says there when what one out today	Review all tricky words taught so far and secure their spelling.

	I the	and has his her go no to into she push he of we me be				
	Little Wandle Autumn 1 Week 5 onwards- Spell • CVC words using s a t p i n m d g o c k c k e u r h b f l	Spell • CVC words using previously taught GPC’s and ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) • words with –s /z/ added at the end (bags)	Spell • CVC words using previously taught GPC’s and ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters: dd mm tt bb rr gg pp ff • longer words	Review spelling words using all Phase 2& 3 GPCs and: • double letters • longer words • words with two or more digraphs • words ending in –ing • compound words • words with s in the middle /z/s • word endings –s • words with –es at the end /z/	Spell • words with short vowels CVCC CCVC CCVCC CCCVC CCCVCC • longer words • compound words • root words ending: – ing, –ed /t/, –ed /id/ /ed/ –est	Spell • words with long vowel sounds CVCC CCVC CCCVCC CCV CCVCC • words ending in: -s /s/, -s /z/, -es • Root words ending in: -ing, -ed/t/, -ed /id/ /ed/, -ed/d/, -s /s/, -s /z/,-es • longer words
Transcription: Grammar and punctuation Knowledge and Skills	Use a capital letter at the start of their own name.		Use a capital letter at the start of their surname.		Use a capital letter at the start of their first name and surname.	
		Write CVC words (matched to their phonic knowledge) dictated by the teacher.	Begin to write captions and simple sentences dictated by the teacher using grapheme-phoneme correspondences and tricky words already taught.		Write short grammatically accurate sentences with known grapheme-phoneme correspondences and tricky words.	
		Write the same number of words on paper as spoken.	Begin to use finger spaces.		Use finger spaces.	
			Write the same number of words on paper as in a spoken sentence.			
			Begin to use capital letters and full stops to demarcate simple sentences.			
		Re-read what they have written to check that it makes sense.				

Transcription: Handwriting Knowledge and Skills	• Sits with the correct posture. • Uses the correct pencil grip (tripod grip). • Holds their paper in the correct position. • Applies appropriate pressure. Control a pencil to trace and copy patterns. Form lower case letters accurately, starting and finishing in the correct place and following the correct orientation.	• Sits with the correct posture. • Uses the correct pencil grip (tripod grip). • Holds their paper in the correct position. • Applies appropriate pressure. Begin to form capital letters accurately, starting and finishing in the correct place and following the correct orientation.	• Sits with the correct posture. • Uses the correct pencil grip (tripod grip). • Holds their paper in the correct position. • Applies appropriate pressure. Form lower case and some capital letters accurately. Practise in digraphs, trigraphs and words.
Little Wandle Handwriting Progression	Unit 1: Practising patterns • Week 1- Horizontal lines, Vertical lines, Wavy lines, Circles • Week 2- Up curves, Down curves, Mixed height curves, Letter C • Week 3- Spirals, Crosses, Turrets, Diagonals • Week 4- Zig-zags, Sideways V, Letter X, Triangles Unit 2: Curly letter family • Week 5- c, a, d • Week 6- g, o, q • Week 7- e, s, f Unit 3: Long letter family • Week 8- l, i, t • Week 9- j, u, y Unit 4: Bouncy letter family	Unit 6: Capital letters • Week 15- Cc, Aa, Dd • Week 16- Gg, Oo, Qq • Week 17- Ee, Ss, Ff • Week 18- Ll, Ii, Tt • Week 19- Jj, Uu, Yy • Week 20- Assess and review week • Week 21- Mm, Nn, Rr • Week 22- Bb, Pp, Hh • Week 23- Vv, Ww, Xx • Week 24- Zz, Kk • Week 25- Assess and review week	Unit 7: Digraphs and trigraphs • Week 26- ff, ll, ss • Week 27- zz, ck, qu • Week 28- ch, sh, th • Week 29- ng, nk, ai • Week 30- ee, igh, oa • Week 31- Assess and review week • Week 32- oo, ar, or • Week 33- ur, ow, oi • Week 34- ear, air, er plus Assess and review • Week 35 (onwards)- Assess and review all letters as needed

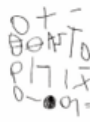
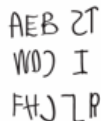
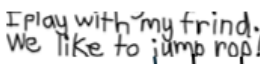
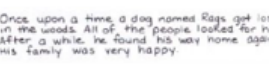
	- Week 10- m, n, r - Week 11- b, p, h Unit 5: Zig-zag letter family - Week 12- v, w, x - Week 13- z, k Assess and review week - Week 14- Review lower-case letters as needed		
	* Focus write sessions aim to develop oral composition, handwriting, spelling (including tricky words) and punctuation. Words, captions and sentences are dictated by the teacher. Where necessary, in order to engage and motivate children, one or two words within a sentence may be phonetically plausible or provided by the teacher.		
Focus writing Text Forms and Purpose	- Oral composition of sentences using skills lenses (All About Me) Autumn 2 - LW spelling practise- CVC words and tricky words - Word writing (Bonfire night) - Word writing (Remembrance Day) - Oral composition (We're Going on a Bear Hunt) - Oral composition (Christmas lists)	- Caption (Homes) - Labels (Mapping our local area) - Sentence writing using the lenses (Mapping our local area) - Questions (People who help us) - Thank you letter (People who help us), - Sentence writing using the lenses (Lunar New Year) - Instructions (Jack and the Beanstalk) - Label and sentence (Life cycle of a bean) - Sentence writing using the lenses (Mother's Day) - Sentence writing using the lenses (Spring) - Greeting card (Easter)	- Four units of the Trust Writing Approach using the following texts - London Bus - Handa's Surprise - Here we are - Clean Up Additional suggestions: - Recount/Blog (Educational visit) - Sentence writing using the lenses (Father's Day) - Class book (Summer) - Poem (Summer Holidays)
Continuous provision Text Forms	List Greeting card Invitation	Message Label Letter	Ticket Story Poster

and Purpose			
What a writer looks like in Reception	• Getting to know each other through talk and using the skills lenses. • Jotting down words on long strips of paper containing stem sentences. • Learning and using new words from Grandma Fantastic. • Orally rehearsing sentences, using stem sentences, the model text or their own ideas. • Engaging in shared writing, guided writing and individual writing. • Spelling as part of daily phonic sessions. • Focused handwriting sessions four times a week. • Writing for a purpose, for example, a letter to Father Christmas or an invitation to a party. • Exploring meaningful moments or story bags together to provoke talk and experiences. • Writing and mark making lists, instructions, notes, cards, invitations as part of their play in areas of continuous provision, indoors and outdoors. • Choosing to write as a way of communicating their thoughts and ideas and also when reflecting on past events. • Excitedly writing as a response to a provocation or event.		
Enriching Experiences	Letter from the Principal Posting a letter they've written	World Book Day Local poet focus Postman visit Post office visit on local area walk	Creating books/fact files for another year group
Vocabulary	Word reading: phonics, phoneme, grapheme, digraph, trigraph, split-digraph, letter, word, sentence, blend, segment Comprehension: title, page, blurb, author, illustrator, predict, explain, sequence, order, poem, rhyme, fiction, non-fiction Writing: Vocabulary of phonics- segment, phoneme, grapheme, digraph, trigraph, split-digraph letter, syllable, consonant, vowel, capital letter, word, sentence, full stop		
Assessment	• practitioner's knowledge of the child • child's view of his or her own learning • information from a range of contributors (teaching assistants, parents/carers and other significant adults) • any material or representations from the child • assessment scores and/or information • a collection of anecdotal and significant moments observations.		

Common Assessment Tasks	Baseline	CA1		CA2		CA3
Literacy Development Early Learning Goals	ELG: Comprehension Children at the expected level of development will: • 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.		ELG: Word Reading Children at the expected level of development will: • 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.		ELG: Writing Children at the expected level of development will: • 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.	



Literacy EYFS Curriculum Map

Developmental Stages of Writing			
Pre-Literate			
Scribble stage	Symbolic stage	Directional scribble	Mock letters
Starting at any place on page, circular strokes and random marks.	Starting at any place on page, pictures or random strokes/marks with an intended message.	Written in linear fashion to mimic real writing, may be intended as writing that communicates a message.	Letter like formations, may resemble letters but it isn't intentional, intersperse with numbers.
			
Emergent			
Letter strings	Letter groups	Labelling pictures	Environmental print
Long strings of various letters in random order, may go from L to R, letters from names, usually capital letters.	Groupings of letters with spaces in between to resemble words.	Matching beginning sounds with the letter to label a picture.	Copies letters/words from the environment, reversals common, uses a variety of resources to facilitate writing.
			
Transitional			
Letter/word representation	First/last letter representation	Medial letter sounds	
First letters used to represent entire word, uses letter sound relationship.	Beginning and end letters are used to represent words.	Words spelled phonetically using BME sounds, attempts medial vowels, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable.	
			
Fluent			
Beginning Phrase Writing	Sentence Writing	Six Traits of Writing	
Using all of the above skills to construct phrases that convey a message connected to their illustration	Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail.	Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	
			

See the 'TGAT EYFS Trust Writing Approach' for more guidance.

Sources

Department for Education (2024) Early years foundation stage statutory framework for group and school-based providers.

Development Matters- Non-statutory curriculum guidance for the early years foundation stage.

Birth to 5 Matters- Non-statutory curriculum guidance for the early years foundation stage.

Planning for the Early Years

EEF's Early Years Evidence Store

Letters and Sounds

Singing Phonics

Curriculum map to be used in conjunction with a Little Wandle Letters and Sounds Revised subscription.

Word reading knowledge and skills statements- Little Wandle Letters and Sounds Revised

Assessment checks- Little Wandle Letters and Sounds Revised Assessments

Curriculum map to be used in conjunction with a The Write Stuff- Jane Considine Education subscription.

Heidi Songs` Chart of the Developmental Progression of a Child's Writing