

# EYFS Literacy Overview linked to 'All Round Learning'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>A</b>	<p><b>Books:</b> <b>Baselining Texts:</b></p>   <p><i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p>  <p><b>Wellbeing:</b></p>  <p><b>Harvest:</b></p>  	<p><b>Books:</b> <b>Lotions &amp; Potions:</b></p>  <p><b>Diwali:</b></p>  <p><b>Remembrance: CBeebies Animation</b></p>  <p><b>Three Little Pigs:</b></p>  <p><b>Three Billy Goats Gruff:</b></p>  <p><b>Jolly Christmas Postman:</b></p> 	<p><b>Books:</b> Julia Donaldson Focus:</p>    <p><b>Winter: Hedgehogs Non-Fiction</b></p>  <p><b>Chinese New Year:</b></p>  <p><b>Reading 40-60</b> Continues a rhyming string.</p>	<p><b>Books:</b> Goldilocks &amp; The Three Bears</p>  <p><b>Mr Wolf's Pancakes</b> Jan Fearnley</p>  <p><b>Poetry:</b></p>  <p><b>Spring:</b></p>  <p><b>Nonfiction Picture Books ALL ABOUT SPRING</b> homeschoolpreschool.net</p> 	<p><b>Books:</b> Supertato</p>  <p><b>KITCHEN DISCO</b> CLARE FOGES &amp; AL MURPHY</p>  <p><b>Jack &amp; the Beanstalk</b></p>  <p><b>Jasper's Beanstalk</b></p>  <p><b>Reading 40-60</b> Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p>	<p><b>Books:</b> Dinosaur Roar!</p>  <p><b>How to look after your Dinosaur</b></p>  <p><b>Stomp, chomp, big roars! Here come the dinosaurs!</b></p>  <p><b>Dear Dinosaur</b></p> 

<p><b>Reading 30-50</b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. 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. Listens to stories with increasing attention and recall.</p> <p><b>Reading 40-60</b> Continues a rhyming string. Hears and says the initial sound in words.</p> <p><b>Writing 30-50</b> Sometimes gives meaning to marks as they draw and paint.</p> <p><b>Writing 40-60</b> Gives meaning to marks they make as they draw, write and paint.</p>	<p>Christmas:</p>  <p><b>Reading 30-50</b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. 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. Listens to stories with increasing attention and recall. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. 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.</p> <p><b>Reading 40-60</b> Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Enjoys an increasing range of books.</p> <p><b>Writing 30-50</b> Sometimes gives meaning to marks as they draw and paint.</p> <p><b>Writing 40-60</b> Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words.</p>	<p>Hears and says the initial sound in words. 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. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. <b>Writing 40-60</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in 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>	  <p>HOOK: Living Eggs</p> <p><b>Reading 40-60</b> Continues a rhyming string. Hears and says the initial sound in words. 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. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. <b>Writing 40-60</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in 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</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. <b>Writing 40-60</b> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in 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> <p><b>Reading ELG</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. <i>EXCEEDING</i> Children can read phonically regular words of more than 1 syllable as well as many irregular but high-frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the</p>	<p>T-Rex on Tour</p>  <p><b>Reading ELG</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. <i>EXCEEDING</i> Children can read phonically regular words of more than 1 syllable as well as many irregular but high-frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p> <p><b>Writing ELG</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. <i>EXCEEDING</i> Children can spell phonically regular words of more than 1 syllable as well as many irregular but high-frequency words. They use key features of narrative in their own writing.</p>
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		<p>Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things, such as labels and captions. Attempts to write short sentences in meaningful contexts.</p>		<p>letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things, such as labels and captions. Attempts to write short sentences in meaningful contexts.</p> <p><b>Reading ELG</b> They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p> <p><b>Writing ELG</b> They write simple sentences which can be read by themselves and others.</p>	<p><i>main events in the simple stories they have read.</i></p> <p><b>Writing ELG</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><i>EXCEEDING</i> <i>Children can spell phonically regular words of more than 1 syllable as well as many irregular but high-frequency words. They use key features of narrative in their own writing.</i></p>	
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**NB: This overview is subject to change depending on children's interests**