

EYFS Nursery Literacy Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	All About Me	Colour My World	Our Planet, Our Home	Down at the Bottom of the Garden	Nursery Rhymes	On The Move
Literacy Main Texts	<p>Lulu's First Day by Anna McQuinn</p> <p>Mog's Birthday by Judith Kerr</p> <p>Just One of Those Days by Jill Murphy</p> <p>I Love You, Blue Kangaroo by Emma Chichester Clark</p> <p>Daisy Eat Your Peas by Kes Gray</p> <p>Funny Bones by Allan Ahlberg</p>	<p>Colours, Colours Everywhere by Julia Donaldson</p> <p>The Colour Monster by Anna Llenas</p> <p>How to Make a Rainbow by Caroline Crowe</p> <p>Meg and Mog by Helen Nicoll</p> <p>The Best Diwali Ever by Sonali Shah</p> <p>Elmer by David McKee</p>	<p>Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr and Eric Carle</p> <p>Mad About Megabeasts by Giles Andreae</p> <p>Blown Away by Rob Biddulph</p> <p>The Ocean Gardener by Clara Anganuzzi</p> <p>The Lion Inside by Rachel Bright</p>	<p>The Hungry Caterpillar by Eric Carle</p> <p>Rosa Explores Life Cycles by Jessica Spanyol</p> <p>The Very Busy Spider by Eric Carle</p> <p>Oi Frog by Kes Gray</p> <p>Oliver's Vegetables by Alison Bartlett and Vivienne French</p>	<p>Each Peach Pear Plum by Allan Ahlberg and Janet Ahlberg</p> <p>There was an Old Woman</p> <p>The Three Little Pigs</p> <p>Mother Goose Nursery Rhymes</p>	<p>Tip Tip, Dig, Dig by Emma Garcia</p> <p>The Train Ride by June Crebbin</p> <p>Zoom Rocket Zoom by Margaret Mayo</p> <p>Emergency! by Margaret Mayo</p> <p>You Can't take an Elephant on a Bus by Patricia Cleveland-Peck</p> <p>Mr Gumpy's Motor Car by John Burningham</p>

		Doris by Lo Cole	Handa's Hen by Eileen Browne	Lulu Loves Flowers by Anna McQuinn		
Topic Outcome	<ul style="list-style-type: none"> -Enjoy sharing books -Engage with books -Repeat words and phrases 	<ul style="list-style-type: none"> -Develop play around favourite stories using props -Begin to understand the names of parts of the book -Understand print can have different purposes 	<ul style="list-style-type: none"> -Engage in conversations about stories -Learn and use new vocab in their play 	<ul style="list-style-type: none"> -Begin to sequence story events -Create story maps using props and pictures 	<ul style="list-style-type: none"> -Retell simple events in correct order -Join in with repeated refrains -Learn and use new vocab 	<ul style="list-style-type: none"> -Recreate narrative in small world and role play situations -Begin to answer questions linked directly to a text -Use a wide and varied vocabulary
Writing	<p>Pre-Writing Shapes</p> <ul style="list-style-type: none"> -Sensory writing -Drawing with a range of resources -Drawing circles and straight lines -Body shapes – including cross body 	<p>Pre-Writing Shapes</p> <ul style="list-style-type: none"> -Sensory writing -Drawing with a range of resources -Drawing circles and straight lines -Chalk circles and enclosures -Writing initial sounds 	<ul style="list-style-type: none"> -Enjoy drawing freely -Develop small muscle coordination using a variety of resources -Add marks to their page that give meaning 	<ul style="list-style-type: none"> -Enjoy drawing freely -Develop small muscle coordination using a variety of resources -Add marks to their page that give meaning 	<ul style="list-style-type: none"> -Name Writing -Write some letters accurately -Begin to write for a range of purposes in the environment -Begin to use letters to attempt to spell simple cvc words 	<ul style="list-style-type: none"> -Name Writing -Write some letters accurately -Begin to write for a range of purposes in the environment -Begin to use letters to spell a word ending- hat, cat

<p>Reading</p>	<p>Pre-reading skills – Rhyme Time -Environmental sounds -Instrumental sounds -Body percussion -Rhythm and rhyme -Alliteration -Voice sounds -Oral blending</p>	<p>Pre Reading-Skills- Rhyme Time -Oral blending and segmenting -Environmental sounds -Voice sounds -Instrumental and body sounds -Rhythm and Rhyme -Identify initial sounds -Oral blending and segmenting</p>	<p>Step 1 Jolly Phonics- s,a,t,i,p,n -Spot and suggest rhymes -Count and clap syllables in words -Recognise words with the same initial sound</p>	<p>Step 1 Jolly Phonics- ck,e,h,r, m,d -Spot and suggest rhymes -Count and clap syllables in words -Recognise words with the same initial sound</p>	<p>Step 1 Jolly Phonics- g,o,u,l,f,b -Recognise words with the same initial sound -Begin to blend simple words together -Recognise print in the environment</p>	<p>Step 1 Jolly Phonics -j, z, w, v, y, x -Recognise words with the same initial sound -Begin to blend simple words together -Recognise print in the environment</p>
<p>Communication and Language</p>	<p>-Share picture books and encourage conversations -Introduce interesting new vocabulary -Understand simple question words -Identify familiar objects and properties</p>	<p>-Begin to retell simple events -Engage in role play and small world activities with peers -Begin to use new language in play -Enjoy stories and begin to recall what happens</p>	<p>-Enjoy listening to longer stories and can remember what happens -Pay attention to more than one thing at a time when prompted by a grown up -Develop and use a wider range of vocabulary</p>	<p>-Continue to develop and use a wide and varied vocabulary -Understand why questions -Be able to talk about books that are familiar to them -Know many rhymes</p>	<p>-Develop skills in pronunciation -Start a conversation with a familiar adult or peers and keep the talk going by taking turns -Use talk to organise themselves and their play</p>	<p>-Develop confidence when using irregular tenses and plurals -Begin to express a viewpoint and debate when a person disagrees -Use talk to organise themselves and their play</p>

	<ul style="list-style-type: none">-Share and join in with simple stories	<ul style="list-style-type: none">-Understand simple question words-Join in with rhymes and songs	<ul style="list-style-type: none">-Understand a question or instruction that has two parts-Begin to engage with non-fiction books	<ul style="list-style-type: none">-Use longer sentences of 4-6 words	<ul style="list-style-type: none">-Learn and use new vocabulary through the day	<ul style="list-style-type: none">-Ask questions to find out more-Engage actively in story time-Sing a large repertoire of songs-Engage in non-fiction books
--	--	--	--	--	---	---

EYFS Reception Literacy Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	We Are Superheroes	We Are Investigators	We Are Explorers	We Are Curious	We Are Story Tellers	We Are Voyagers
Literacy Main Texts	<p>Supertato Series by Sue Hendra</p> <p>Super Worm by Julia Donaldson</p> <p>A Superhero Like You by Dr. Ranj Singh</p> <p>Pumpkin Soup by Helen Cooper</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>The Leaf Thief by Alice Hemming</p> <p>Owl Babies by Martin Waddell</p> <p>Whatever Next! by Jill Murphy</p> <p>Seasons Come, Seasons Go by Britta Teekentrup</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>We're Roaming in the Rainforest by Laurie Krebs</p> <p>Lost and Found by Oliver Jeffers</p> <p>Commotion in the Ocean by Giles Andreae</p> <p>Milly the Meerkat by Graham Oakley</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>We're Going on a Bear Hunt by Michael Rosen</p> <p>The Gruffalo by Julia Donaldson</p> <p>What the Ladybird Heard by Julia Donaldson</p> <p>Mad About Minibeasts by Giles Andreae</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>Goldilocks and the Three Bears</p> <p>Jack and the Beanstalk</p> <p>Sleeping Beauty</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>What the Ladybird Heard at the Seaside by Julia Donaldson</p> <p>Billy and the Pirates by Nadia Shireen</p> <p>The Pirates Next Door by Jonny Duddle</p> <p>The Pirates of Scurvy Sands by Jonny Duddle</p> <p>A range of non-fiction texts both online and in book-form.</p>

Topic Outcome	-Orally re-tell a story -Write simple labels and captions	-Write facts and lists -Write simple sentences linked to a story	-Write facts and captions -Recount and re-tell stories both orally and written	-Recount stories using simple sentences, focusing on key vocabulary -Write a character description -Write a simple recipe	-Written recount of stories using story language -Sequence and write simple instructions -Write character descriptions	-Write a postcard -Write pirate facts -Write captions to for non-fiction
Writing	-Write some letters accurately -Use some of their print and letter knowledge in early writing	-Write some letters accurately -Use some of their print and letter knowledge in early writing	-Write short sentences using a capital letter and a full stop -Form letter shapes with the correct size and orientation	-Begin to extend sentences using a capital letter and a full stop -Form letter shapes with the correct size and orientation	-Write simple phrases and letters that can be read by others -Form lowercase and capital letters correctly -Write recognisable letters, most of which are correctly formed. ELG	-Write simple phrases and letters that can be read by others -Form lowercase and capital letters correctly -Write recognisable letters, most of which are correctly formed. ELG
Reading	-Understand that print has meaning -Develop phonological awareness and	-Understand that print has meaning -Develop phonological awareness and	-Blend sounds into words -Read a few common exception words (tricky words)	-Blend sounds into words -Read a few common exception words (tricky words)	-Read aloud simple sentences and books that are consistent with their phonic knowledge including some	-Read aloud simple sentences and books that are consistent with their phonic knowledge including some

	recognise initial sounds in words -Learn new vocab linked to stories	recognise initial sounds in words -Learn new vocab linked to stories	-Read simple phrases and sentences	-Read simple phrases and sentences	common exception words -Demonstrate an understanding of what has been read by re-telling stories and narratives using their own words and recently introduced vocab. -ELG	common exception words -Demonstrate an understanding of what has been read by re-telling stories and narratives using their own words and recently introduced vocab. - ELG
Communication and Language	-Know many rhymes, be able to talk about familiar book and be able to re-tell a story -Use a wide range of vocabulary -Introduce talking partners -Begin to use Makaton signs -Use role-play and small world areas for children to adopt	-Know many rhymes, be able to talk about familiar book and be able to re-tell a story -Use a wide range of vocabulary -Use role-play and small world areas for children to adopt -Develop use of question words	-Engage in non-fiction books, displaying an understanding of their key features -Learn rhymes, poems and songs -Re-tell a story using some exact repetition, and some of their own words -Talk critically about a finished piece	-Engage in non-fiction books, displaying an understanding of their key features -Learn rhymes, poems and songs -Re-tell a story using some exact repetition, and some of their own words -Talk critically about a finished piece	-Offer explanations for why things might happen, making use of recently introduced vocab from stories, non-fiction, rhymes and poems -Make comments about what they have heard, and ask questions to clarify their understanding	-Offer explanations for why things might happen, making use of recently introduced vocab from stories, non-fiction, rhymes and poems -Make comments about what they have heard, and ask questions to clarify their understanding

	<p>role and act out narratives</p> <ul style="list-style-type: none"> -Poetry and rhyme -Peer performance -Learn and use new vocab on a daily basis 	<ul style="list-style-type: none"> -Poetry and rhyme -Peer performance -Learn and use new vocab on a daily basis 	<ul style="list-style-type: none"> -Poetry and rhyme -Peer performance -Learn and use new vocab. 	<ul style="list-style-type: none"> -Poetry and rhyme -Peer performance -Learn and use new vocab 	<ul style="list-style-type: none"> -Carry out small tasks -Introduce hot-seating to question a character -Poetry and rhyme -Peer performance -Learn and use new vocab. -ELG 	<ul style="list-style-type: none"> -Carry out small tasks -Poetry and rhyme -Peer performance -Learn and use new vocab. -ELG
--	--	---	---	--	---	---

Year One Literacy Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	This Is Me!	Our Home	Our Planet	China	Once Upon a Story	Journeys
	<u>Literacy Focus:</u> Stories with a personal focus	<u>Literacy Focus:</u> Stories with a familiar setting	<u>Literacy Focus:</u> Eco-Texts	<u>Literacy Focus:</u> Texts with a Chinese Setting	<u>Literacy Focus:</u> Traditional Tales	<u>Literacy Focus:</u> Stories with a focus on Journeys
Spoken Language	-Sharing experiences of family life -Cross-curricular discussion -Poetry and rhyme. -Peer performance -Re-enact scenes from a story	-Listen and responding to adults and peers -Christmas Production – speak in front of a larger audience -Discussion and reflection -Cross-curricular discussion -Poetry and rhyme -Peer performance -Small world tuff tray	-Sharing experiences from Christmas holidays -Begin oral editing of work -Cross-curricular discussion -Poetry and rhyme -Peer performance -Hot seating of characters using question words	-World Book Day sharing of favourite texts and characters -Role-play opportunities with familiar characters -Peer editing of work -Cross-curricular discussion -Poetry and rhyme -Peer performance	-Reading work to the class and encouraging peer discussion -Reading stories to each other -Oral editing of work -Cross-curricular discussion -Poetry and rhyme -Peer performance -Role-play-acting out a narrative in small groups	-Reading work out loud -Sharing stories and poems with adults and peers -Begin editing of work -Cross-curricular discussion -Poetry and rhyme -Develop skills in intonation and expression when performing

		-Re-enact scenes from a story				
Literacy Main Texts	<p>In Every House, On Every Street by Jess Hitchman</p> <p>Peace at Last by Jill Murphy</p> <p>Dogger by Shirley Hughes</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>Six Dinner Sid by Inga Moore</p> <p>The Tiger Who Came to Tea by Judith Kerr</p> <p>Cops and Robbers by Allan Ahlberg</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>Here We Are by Oliver Jeffers</p> <p>Clean Up by Nathan Bryon</p> <p>The Storm Whale by Benji Davies</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>The Pandas Who Promised by Rachel Bright</p> <p>The Magic Paintbrush by Julia Donaldson</p> <p>My Country: China by Jillian Powell</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>Little Red Riding Hood by Ed Bryan</p> <p>Aladdin by Anna Bowles</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>Journey by Aaron Becker</p> <p>Little People, Big Dreams: Ernest Shackleton by Maria Isabel Sanchez Vegara</p> <p>The Boy Who Sailed the World by Julia Green</p> <p>A range of non-fiction texts both online and in book-form.</p>
Writing Outcome: Big Writes	<p>-Non-fiction family fact writing</p> <p>-Making a moving story book</p> <p>-Sequence a known story</p>	<p>-Sequence a known story using time language</p> <p>-Re-tell</p> <p>-Wanted Poster</p>	<p>-Non-fiction Earth fact writing</p> <p>-Non-fiction letter writing</p> <p>-Re-tell</p>	<p>-Character profile</p> <p>-Changing the ending of a known story</p> <p>-Non-fiction China fact-file</p>	<p>Non-fiction instructional writing: recipes</p> <p>-Setting description</p>	<p>-Adding narrative to a picture book</p> <p>-Fact-file: Ernest Shackleton</p> <p>-Diary extract based on events in a text</p>

	with written captions					
Sentence Level	<ul style="list-style-type: none"> -Read and organise sentences in order to make sense -Letter formation and correct orientation -Punctuate sentences -Introduce Jolly Joins 	<ul style="list-style-type: none"> -Strengthening correct order of sentences -Use adjectives -Extending sentences -Introduce sentence openers -Use time language 	<ul style="list-style-type: none"> -Develop use of question marks -Developing understanding of rhyme -Re-read work to check it makes sense 	<ul style="list-style-type: none"> -Develop openers appropriate for factual writing -Develop use of different punctuation -Begin to understand the use of past and present tense -Using adjectives to describe characters and motives 	<ul style="list-style-type: none"> -Sentences to engage the reader -Use adjectives to describe a setting -Order sentences to list a method 	<ul style="list-style-type: none"> -Question writing -Sequence sentences for a purpose -Use engaging language to create intrigue -Use past and present tense appropriately

Year Two Literacy Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Incredible Me! <u>Literacy Focus:</u> Stories with a Familiar Setting	Fantasy and Fire <u>Literacy Focus:</u> Fantasy Books	Journey Around the World <u>Literacy Focus:</u> Stories Focusing on a Journey	Our Wild World! <u>Literacy Focus:</u> Narrative Texts	Turrets and Tiaras <u>Literacy Focus:</u> Fairy Tales	Waves and Wonder <u>Literacy Focus:</u> Stories to Entertain
Spoken Language	<ul style="list-style-type: none"> -Sharing experiences of family life -Forming opinions based on English texts -Oral editing of work -Show and tell session -Cross-curricular discussion -Poetry and rhyme -Peer performance 	<ul style="list-style-type: none"> -Listen and responding to adults and peers -Christmas Production -Oral editing of work -Show and tell session -Cross-curricular discussion -Poetry and rhyme -Peer performance 	<ul style="list-style-type: none"> -Sharing experiences from Christmas holidays -Role play of events -Oral editing of work -Introduce and begin to engage in debating -Cross-curricular discussion -Poetry and rhyme 	<ul style="list-style-type: none"> -Reading stories aloud and increasing fluency, expression and prosody -Share favourite texts and characters: WBD -Oral editing of work -Debating – where is better to live? -Cross-curricular discussion 	<ul style="list-style-type: none"> -Participating in discussions, presentations, performances and role play -Oral editing of work -Become a story teller for an audience -Cross-curricular discussion -Poetry and rhyme -Peer performance 	<ul style="list-style-type: none"> -Reading to gain, maintain and monitor the interest of the listener -End of year production – adopt a role for an audience -Oral editing of work -Cross-curricular discussion -Poetry and rhyme

			-Peer performance	-Poetry and rhyme -Peer performance		-Peer performance
Literacy Main Texts	<p>Incredible You by Nathan Reed</p> <p>The Wonder by Faye Hanson</p> <p>On The Way Home by Jill Murphy</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>Dragon Post by Emma Yarlett</p> <p>The Worst Witch by Jill Murphy</p> <p>The Dragon Machine by Helen Ward</p> <p>Selection of Christmas adverts in text form.</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>The Story of the Titanic for Children by Joe Fullman</p> <p>Polar the Titanic Bear by Daisy Corning Stone Spedden</p> <p>Emma Jane's Aeroplane by Katie Haworth</p> <p>Little People, Big Dreams: Amelia Earhart by Maria Isabel Sanchez Vegara</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>The Tin Forest by Helen Ward</p> <p>Grandad's Island by Benji Davies</p> <p>Gorilla by Anthony Browne</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>The Princess and the Pea by Lauren Child</p> <p>Alice in Wonderland by Emma Chichester Clark</p> <p>A range of non-fiction texts both online and in book-form.</p>	<p>The Lighthouse Keeper's Lunch by Ronda and David Armitage</p> <p>The Bear and the Piano by David Litchfield</p> <p>Flat Stanley by Jeff Brown</p> <p>A range of non-fiction texts both online and in book-form.</p>

<p>Writing Outcomes: Big Writes</p>	<ul style="list-style-type: none"> -Non-fiction auto-biography writing -Re-tell -Using own experiences to re-write a known story 	<ul style="list-style-type: none"> -Letter writing from a fantasy character -Diary writing from a character's viewpoint -Re-tell story from viewpoint of the main character 	<ul style="list-style-type: none"> -Non-fiction Titanic fact-file -Newspaper report based on a historical experience -Creating and describing a story based on the journey of a character -Significant person interview (oracy) 	<ul style="list-style-type: none"> -Rainforest poetry -Non-fiction persuasive writing --Diary writing from a character's viewpoint 	<ul style="list-style-type: none"> -Changing a known fairy tale -Changing the events of a known fairy-tale -Instruction writing 	<ul style="list-style-type: none"> -Instruction writing -recipe -Letter writing from a character in a text -Newspaper report based on events in a fiction text
<p>Sentence Level</p>	<ul style="list-style-type: none"> -Sentence writing with a range of punctuation. 	<ul style="list-style-type: none"> -Writing factual sentences -Sequencing sentences to form narratives with pronouns. 	<ul style="list-style-type: none"> -Writing in different tenses 	<ul style="list-style-type: none"> -Using conjunctions to expand sentences 	<ul style="list-style-type: none"> -Proofreading pieces of work by checking sentences independently 	<ul style="list-style-type: none"> -Editing, changing and adding to sentences