

## CELT EYFS Curriculum – 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).					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Reading – Word Reading	<p>RWI progress expectations</p> <p>Notice some print, such as the first letter of their name, a bus or door number or logo.</p> <p>Read individual letters by saying the sounds for them.</p>	<p>RWI progress expectations</p> <p>Recognise words with the same initial sound.</p> <p>Understand that print has meaning and that we read English text from left to right, top to bottom.</p> <p>Blend sounds into words.</p>	<p>RWI progress expectations</p> <p>Identifies alliteration.</p> <p>Includes everyday literacy artefacts in play such as labels, instructions, signs, envelopes.</p>	<p>RWI progress expectations</p> <p>Read some letter groups that each represent one sound.</p> <p>Read a few common exception words.</p> <p>Read simple phrases and sentences.</p>	<p>RWI progress expectations</p> <p>Count or clap syllables in a word</p>	<p>RWI progress expectations</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p>

Reading – Comprehension	<p>Enjoy sharing a book with an adult.</p> <p>Ask questions about the book. Make comments and share their ideas.</p> <p>Develop play around favourite stories using props. Join in with songs and rhymes.</p>	<p>To have a favourite book/non-fiction text/poem and seek them out to share with an adult, another child or to read alone.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Engage in extended conversations about stories, using story vocabulary.</p> <p>Anticipate key events in stories.</p> <p>Continues a rhyming string.</p> <p>Re-enact and reinvent stories in play.</p>	<p>Understand that print can have different purposes.</p> <p>Re-read stories to build fluency and understanding.</p>	<p>Describe main story setting, events and principal characters in increasing detail.</p> <p>Retell stories and narratives using their own words and story vocabulary.</p>	<p>Know the names of different parts of a book.</p> <p>Is able to recall and discuss stories or information that has been read to them or they have read themselves</p>
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