**EYFS Literacy Development**

**Autumn Term**

Through links made with our focus on seasonal changes and our current topic, the Robins will be immersed in story language to enable them to:

* join in with repeated refrains and anticipate key events and phrases in familiar stories
* develop their knowledge and awareness of the way stories are structured.
* listening with increasing attention and developing ability to recall and sequence events.
* given lots of opportunity to describe main story settings, events and principal characters through retelling known stories.

The Robins are working in phase 2 of Letters and Sounds phonics developing ability to identify initial, medial and final sounds in words and to segment the sounds in simple words and blend them together and know which letters represent some of them. They will link sounds to letters, naming and sounding the letters of the alphabet. Most children will begin to read words and simple sentences. All the Robins will join our reading scheme and begin to learn and recognize the high frequency key words. They are developing their understanding that information can be relayed in the form of print and can be retrieved from books and computers.

Children will be mark making with a purpose during adult and child initiated activities.

They will:

* be able to write their own name and simple words or captions.
* give meaning to marks they make as they draw and write.
* become more confident in identifying sounds in words and make the correspondence with letter shapes
* begin to use identifiable letters to communicate meaning
* represent some sounds correctly and in sequence.
* become more confident in attempting to write short sentences in meaningful contexts.

**Spring Term**

Through links made with our focus on seasonal changes and our current topic, the Robins will continue to develop their literacy skills and become more independent writers and readers.

They will:

* become more familiar with information texts.
* become more confident in identifying the initial, medial and final sound in words, and blend them together for reading.
* become more confident in reading words and simple sentences in shared reading and within their reading books.
* developing their confidence and independence with their writing using more clearly identifiable letters to communicate meaning, representing more sounds correctly and in sequence.
* become more confident in writing their own name and other things such as labels, captions
* attempt to independently write short sentences in meaningful contexts, developing their skills during play and self-chosen activities as well as adult directed writing sessions.
* begin to learn writing ‘rules’ including basic punctuation, remembering spaces to separate words and to begin with a capital letter.
* some children will be able to extend their writing to elaborate and include more detail.

**Summer Term**

Through links made with our focus on seasonal changes and our current topic, the children will:

* build on their developing skills to read and understand simple sentences.
* become more confident to use phonic knowledge to decode regular words and read them aloud accurately.
* read some common irregular words.
* demonstrate understanding when talking with others about what they have read.
* read phonically regular words of more than one syllable as well as recognizing many irregular but high frequency words.
* use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.
* be able to describe the main events in the simple stories they have read.
* use their phonic knowledge to write words in ways which match their spoken sounds.
* will write some irregular common words.
* will write simple sentences which can be read by themselves and others.
* write some words will be spelt correctly and others are phonetically plausible.
* working towards spelling phonically regular words of more than one syllable as well as many irregular but high frequency words.
* begin to use some key features of narrative in their own writing.