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| **BUNBURY ALDERSEY CE PRIMARY AND NURSERY SCHOOL**  **EYFS – Literacy** | | | | |
|  | **Two’s**  **Autumn** | **Two’s**  **Spring** | **Two’s**  **Summer** |  |
| **Comprehension and Narratives** | Enjoy song and rhymes, tuning in and paying attention,  Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  Say some of the words in songs and rhymes.  Copy finger movements and other gestures. | | |  |
| * Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups. You can make song and rhyme times engaging for young children by using a wide range of props or simple instruments. * Children can choose the songs and rhymes they would like to join in with, using picture cards or by speaking. You could learn songs and rhymes from parents. You could also teach parents the songs and rhymes you use in the setting, in order to support learning at home. Choose songs and rhymes which reflect the range of cultures and languages of children in the twenty-first century. * Top 2 nursery rhymes to be introduced to the children and sang and perform with/alongside the children | * Planned daily rhyme time focusing on 1 familiar rhyme and 1 new rhyme a week. Use props, objects and instruments where applicable. * Learn and sing one finger rhyme a week (tommy thumb, 12345, 2 little birds) * Provide play opportunities for children to play and act out a rhyme they have learnt or are familiar with. Encourage the children to sing or say it or part of it whilst they play, using key vocabulary and matching to objects in the play. | * Planned daily rhyme time focusing on 2 familiar rhymes and 1 new rhyme a week. Use props, objects and instruments where applicable. * Learn one action rhyme a week and encourage children to join in, with modelling, supporting, and helping them. * Have rhyme baskets with items for each rhyme for children to choose from and play with e.g. Incy Wincy Spider basket – spider, pipe, sun picture, rain picture. * Read together some stories that feature familiar rhymes and their characters such as Each Peach Pear Plum. Physically act out some rhymes and simple stories. |  |
| **Word Reading** | Notice some print, such as a door number or a familiar logo. | | |  |
| * Point out print in the environment; Suggestions: on a local walk, point out shop signs that they may be familiar with, or logos on signs. * Children recognise certain points in the routine by a visual cue such as its rhyme time when they see the rhyme bag or snack time when they see the cups and jug of water on the table. | * Talk about what different print means and why we use it. * Children recognise some stories by the pictures on the front cover, especially these that have been the top 2 books of the week before. * Children know some characters from familiar series of books by the visual cue such as Peppa Pig, Spot the Dog and Hey Dougie. | * Children can match symbols, shapes and animals or characters from books. * Children are beginning to recognise some environmental print of familiar logos such as McDonalds, Asda, Beechwood logo, and say what they mean. * Children are beginning to match environmental print of familiar logos. |  |
| **Writing** | Enjoy drawing freely. | | |  |
| * Provide a wide range of stimulating equipment to encourage children’s mark-making. Large scale exploring with gloop, shaving foam in large areas encouraging cross-body movements. * Encourage children to use hands and fingers to see the different marks they can make. * Big brushes and sponges in water to wash cars/walls/floor outside. Talk about the marks they have made. | * Provide a wide range of stimulating equipment to encourage and develop small muscle coordination. Playground chalk, smaller brushes, pencils and felt pens will support this. * Encourage children to copy straight lines going from top to bottom. Repeat this over and over, modelling and saying ‘top to bottom’ as you draw. * Finger paints, dabbing and dobbing | * Children to be provided with opportunities to develop their fine motor control. Provide opportunities to use chalks, paint brushed, felt tip pens to follow simple mark making patterns. * Encourage children to copy circles and swirls going round and round. Repeat this over and over, modelling and saying ‘round and round’ as you draw. * Model drawing simple shapes and people and animals, talking about what they are. Encourage children to do the same. |  |