

English Reading Curriculum Map for Year EYFS

Updated 19.4.22

	Autumn Term 1 Theme: Nursery Rhymes / Myself	Autumn Term 2 Theme: Toys /Celebrations	Spring Term 1 Theme: Winter / Space	Spring Term 2 Theme: Traditional Tales	Summer Term 1 Theme: Minibeasts	Summer Term 2 Theme: Water/The Seaside
Whole Class Focus Teaching Texts	-Each Peach, Pear, Plum -10 Little Fingers, 10 Little Toes -I don't want to go to bed -Oliver's Veg -Oliver's Fruit Salad -Titch -Once There were Giants -Can't you sleep Little Bear?	-Kipper's Toybox -Old Bear -Thread Bear -Dogger -Elmer Pinocchio -Bear -The Nutcracker	-Aliens Loved Underpants - The King who Banned the Dark -Man on the Moon -Aliens love Smelly Jelly Various non-fiction texts about Space	-The Gingerbread Man -The 3 Billy Goats Gruff -Goldilocks -Jack and the Beanstalk -The Ugly Duckling	-What the Ladybird Heard -Superworm -The Very Busy Spider -The Very Hungry Caterpillar -The Very Greedy Bee -The Very Lonely Firefly	-Sharing a Shell -The Snail and the Whale -The Lighthouse Keeper's Lunch
Milestones/ End Points to be reached by the end of each term						
Decoding/ Word Reading + Fluency and Phrasing	<u>Weeks 1-3:</u> -L+S Phase 1 revision (skills and groundwork around) - Demonstrate effective listening <u>Weeks 4-7:</u> -start to recognise + identify Ph 2 GPCs - read their name - with support attempt to segment sounds in simple words and blend them together - join in with a refrain during group recitation -recite rhymes to a given rhythm, perhaps	<u>Weeks 1-3:</u> -start to recognise and attempt reading of Ph 2 decodable HFWs <u>Weeks 4-7:</u> -start to recognise and identify Ph 3 GPCs from 'j' to 'ow' - start to segment sounds in simple words and blend them together - hear and say the initial sound in words; - know which letters represent some of the sounds	- recognise and identify Ph 3 GPCs from 'j' to 'ow' -start to recognise Ph3 GPCs of digraphs from 'oi' to 'er' -link sounds to letters, naming and sounding the letters of the alphabet - segment sounds in simple words and blend them together - begin to read simple words	- to recognise and identify Ph3 GPCs of digraphs from 'oi' to 'er' -start to recognise and identify Ph 3 trigraphs -start to recognise and identify Ph3 HFWs - recognise and read some common exception words - begin to read words and simple sentences	-recognise and identify Ph 3 trigraphs -recognise and identify Ph3 HFWs - start to recognise and identify Ph 5 split vowel digraphs - segment sounds in phonically decodable words and blend them together - read labels in the environment - begin to read words and simple sentences, showing understanding by the way they say it - sight-read familiar labels and words in the environment e.g. Class 1, crayons, Toilets; recognise and independently read some common exception words with automaticity	

	marching or clapping to the beat	- recite some familiar rhymes and songs by heart			
Literal Understanding + Retrieval	<ul style="list-style-type: none"> - recognise and read their name - Children recall key facts from a story which has been read to them 		<ul style="list-style-type: none"> - They use visual literacy to find information from a picture 	<ul style="list-style-type: none"> - They use visual literacy to point to information on the page in order to locate the answer which can be found easily in the text 	
Inferential Reading Skills	<ul style="list-style-type: none"> - Children begin to - understand the feelings of characters in texts they listen to when the text does not explicitly say so 		<ul style="list-style-type: none"> - use pictures in texts which give clues -begin to guess what could happen next 	<ul style="list-style-type: none"> - feel the mood of a setting, such as a scary forest or a funny event - guess what might happen next 	
Response to text	<ul style="list-style-type: none"> - Children show pleasure in stories being read to them - enjoy sharing poems and rhymes together - may pick a favourite story 		<ul style="list-style-type: none"> - sometimes look at a book out of choice, rather than something else - may pick a favourite character or a favourite story - begin to have favourite texts which they ask for repeatedly -know how the pictures relate to the story 	<ul style="list-style-type: none"> - may pick a favourite character or a favourite story and may be able to say why - sometimes read a familiar text aloud to themselves, remembering the words they have heard - point to parts of the text in answer to questions 	
Early Learning Goals for English: Reading EYFS Profile 2022 Handbook (DfE)	<p>Comprehension ELG: Children at the expected level of development will - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate, where appropriate, key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading ELG: Children at the expected level of development will - Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>				