



## Petersfield Infant School

### EYFS Literacy Aspiration

#### Why this curriculum aspiration:

To strengthen our children's cultural capital and to develop vocabulary, communication and language skills.

#### This also meets the needs of ...

(names of target children)

#### Areas of Learning

PSED  
 PD – Gross Motor  
 C&L  
 Maths  
 Literacy  
 UTW – People, Culture and Communities  
 Expressive Arts and Design

#### Key Texts

Goldilocks and the Three Bears, Room on a Broom, Billy Goats gruff, Going on a Bear Hunt, Gingerbread man

#### Key Experiences

Visit local library, Christmas performance, Open Box Theatre visit, class assembly performance

<b>Autumn Term</b> Explore the classroom reading areas and engage with books during Discovery Time	Learn Phase 2 GPCs and HF Words (Little Wandle)	Read and explore a range of stories (Book of the Week, Drawing Club)	Begin to take part in Drawing Club	Discuss stories and share their ideas and opinions on the events and characters in stories	Join in with story times—repeated phrases, rhyming words, songs	Begin to take part in Helicopter Stories	Identify how characters are feeling in stories—e.g. sad, happy, angry etc.	
	<b>Spring Term</b> Learn Phase 3 GPCs and HRS Words		Blend single sounds to read words—CVC	Begin to retell simple stories, using some story-style language	Ask questions about stories they have read	Begin to explain why characters are feeling a certain way in stories	Begin to explain why characters are feeling a certain way in stories Refine pencil control and begin to use a tripod grip	
Read poems and sing nursery rhymes	Apply phonics knowledge to write simple words, labels and captions (Drawing Club)	<b>Summer Term</b> Blend to read words including digraphs		Begin to draw and write your own Helicopter Stories	Speak clearly, in full sentences, taking into account the listener's needs	Say how a story makes them feel and begin to explain why it makes them feel that way	Refine scissor control to cut along lines and around shapes	Develop fine motor skills by exploring a range of media and materials in the Creative Area
		Read sentences independently						
Explore with mark-making	Explore non-fiction texts	Apply phonics knowledge to write sentences independently (Drawing Club)		<b>Aspiration</b> <b>Pupils will adapt and retell a familiar story, in a group or individually, using props that they have created.</b>			Form most letters correctly Be able to compare and contrast characters from stories read in class	Develop pencil control through mark-making and colouring
	Begin to form letters correctly	Plan a story using a simple structure — beginning, middle, end	Be able to compare and contrast characters from stories read in class				Begin to use correct letter formation	
Read counting stories	Role play involving money—supermarket	Apply maths knowledge to run the 'theatre'—sell tickets, allocate seats etc.		Act out a story using some props of their choice and some they have created themselves			Use texts to compare life in this country to other countries	Recognise how families in stories are similar/different to theirs
		Perform in different ways—e.g. dancing and singing, Helicopter Stories, Drawing Club						
		Take part in role play activities—Small World, Home Corner, outdoor Role Play Area	Create their own narratives during pretend play	Christmas Nativity Performance		Explore texts from different cultures and communities		

**Continuous Provision Areas:** book corner, small world, block play, role play, outdoor performance area, message centre, making area

#### Key:

Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
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