Early Years Foundation Stage	
Long Term Curriculum Map: Literacy	
Area of Learning:	**Aspects of Learning:**
Literacy	Comprehension Word Reading Writing

Intent

To create a rich language-rich, print-rich environment where every child develops a strong foundation in reading and writing, fostering confidence, enjoyment and the essential skills needed for future learning.

Curriculum intent for Literacy:

- Develop a love of books, stories, rhymes and songs.
- Listen to and engage with stories, understanding and recalling key events and ideas.
- Recognise and use a growing range of vocabulary through talk, stories and play.
- Understand that print carries meaning and is used for different purposes.
- Recognise familiar letters and begin to link sounds to letters through phonics
- Blend sounds to read simple words and begin to read increasing confidence.
- Mark-make with purpose and progress towards forming recognisable letters and words.
- Write for a range of purposes, including labelling, lists, captions and simple sentences.
- Use language and early literacy skills to express their ideas, thoughts and imagination.

Created by Louise Cheetham (Early Years Team Leader) with reference to Mary Sheridan: From Birth to Five Years: Children's Developmental Progress (2014), DfE: EYFS Statutory Framework (2025), DfE: Development Matters (2023) and Early Years Coalition: Birth to 5 Matters (2021).

Child Development Progression Map: Comprehension
0-12 months *Children will: develop early comprehension by responding to familiar voices, tones and simple words, gradually understanding that speech sounds and gestures carry meaning.*
*Recognises familiar voices, different tones and pitch *Associates voice sounds with people or comfort *Begins to understand that sounds and gestures carry meaning *Notices bright pictures *Recognises book routines *Associates reading or talking time with closeness and comfort
12-24 months *Children will: understand simple instructions, recognise familiar words and phrases and begin linking spoken language to objects, actions, and routines in their environment.*
*Understands many familiar words *Recognises familiar books and pictures; knows that books tell stories *Notices rhymes and sound patterns in songs *Follows simple directions *Begins to understand pictures/symbols represent real things

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2-3years *Children will: understand longer sentences, follow two-step directions and grasp basic concepts, stories and questions about familiar experiences and routines.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Responds to name and familiar voices. *Shows interest in sounds and voices. *Attends briefly to simple stories, rhymes or songs. *Follows simple daily routines with support.	*Understands and responds to familiar instructions , e.g. "coat on", "snack time". *Points to named objects or pictures, e.g. "Where's the cat?" *Begins to anticipate routines and actions from verbal cues.	*Shows interest in stories and may request favourites. *Can identify familiar characters or objects in stories. *Responds with gesture, expression, or single words when prompted, e.g. animal sounds.	*Understands a growing range of nouns and action words. *Begins to respond to simple "what" and "where" questions, e.g. "what's that?", "Where's your shoe?" *Follows simple two-part instructions, e.g. "get your cup	*Understands simple cause-and-effect in stories, e.g. "The boy is crying because…". *Anticipates what happens next in familiar stories or routines. *Can sequence two familiar actions, e.g. "wash hands, then eat."	*Retells part of a story using gestures or single/multi-word phrases. *Answers "who", "what", and "where" questions about a story. *Expresses preferences or simple opinions, e.g. "like dog," "No monster".	*Child understands more language than they can express. *Comprehension skills are developing rapidly, and children rely on familiar routines, gestures and adult support to engage socially.
3 - 4 years						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Listens to longer stories and recalls key parts. *Understands and follows longer instructions, e.g., "put the doll in bed and close the door." *Begins to ask questions when they don't understand.	*Answers a range of "what", "where", and "who" questions confidently. *Beginning to understand and respond to "why" and "how" questions with support. *Uses short phrases or sentences to explain ideas or responses.	*Retells key events in stories in the correct sequence (with support). *Recognises and talks about story characters and settings. *Predicts what might happen next in a familiar story.	*Begins to infer meaning from actions or pictures, e.g. "She's sad because…" *Understands simple emotions and cause and effect in stories. *Can answer "why did…?" questions using reasoning.	*Follows two-to-three step instructions without visual cues. *Understands time related language, e.g., "before", "after", "later". *Begins to understand conditional language, "if you out your coat on, we can go outside".	*Retells a story with beginning, middle and end using own words. *Talks about character actions, motivations, and consequences. *Expresses opinions about stories or information, e.g. "I liked it when…"	*Children comprehend stories and participate meaningfully in conversations and group activities, though adult guidance is still required.

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4 – 5 years *Children will: understand longer and more complex stories, predicting events, making simple references, and retelling narratives with increasing detail and understanding of sequence.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
*Listens and joins in with longer stories and discussions. *Answers simple questions about what they've heard, e.g. "What happened?" *Stays on topic when talking about a familiar story or experience.	*Predicts what might happen next in a story using clues. *Answers "why" and "how" questions with more independence. *Begins to ask own questions about events, characters or pictures.	*Retells a familiar story using story language and sequence (first, then, next, finally). *Includes characters, settings, and key events in re-telling's. *Begins to invent simple alternative endings or additions.	*Infers how characters feel and why they act a certain way. *Uses language to describe feelings and reactions, e.g. "He's scared because…" *Connects story events to personal experiences, "That happened to me when…"	*Understands time connectives and positional language (before, after, inside, behind). *Follows and explains multi-step instructions or story events. *Begins to understand more abstract concepts in stories, e.g. friendship, fairness.	*Retells stories or information using their own words and recently introduced vocabulary. *Offers opinions about stories or events, e.g. "I liked it because…" *Answers open-ended questions using evidence from the story, e.g. "I think he was kind because he helped."	*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.

Where are children going next? **Y1 Expectations for Reading Comprehension**
Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to and discussing a wide range of poems, stories, and non- fiction at a level beyond that at which they can read independently. • Being encouraged to link what they read or hear to their own experiences. • Becoming very familiar with key stories, fairy stories and traditional tales. • Retelling key stories and considering particular characteristics. • Recognising and joining in with predictable phrases. • Learning to appreciate rhymes and poems, and to recite some by heart. • Discussing word meanings, linking new meanings to those already known. •
Pupils should be taught to understand both the books they can already read accurately and fluently and those they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to them as they read and correct inaccurate reading. • Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done. • Predicting what might happen on the basis of what has been read so far.
Pupils should be taught to participate in discussion about what is read to them, taking turns and listening to what others say.
Pupils should be taught to explain clearly their understanding of what is read to them.

Child Development Progression Map: Writing
0-12 months *Children will: explore how their hands move, gaining control of grasp and coordination, and beginning to make purposeful marks through reaching, touching and scribbling motions.*
*Learns through touch, sight and movement *Begins recognising cause and effect *Begins to understand that movement can be purposeful *Recognises connection between seeing and grasping objects *Understands that movements can imitate others *Begins to grasp that one thing can represent another
WRITING: Progression of Knowledge and Skills **12-24 months** *Children will: demonstrate increased control of hand and finger movements as they enjoy making random marks, scribbles and lines, beginning to realise that these marks can represent ideas or objects.*
*Understands actions produce effects *Learn that certain objects (crayons, brushes) can make marks and represent things *Begins coordinating sight and movement to control where marks go *Recognises that marks or pictures can "stand for" real objects or ideas *Gains steadier shoulder and wrist control, beginning to control circular motion *Understands that adults use marks to convey meaning *Begins to understand that spoken words and marks both communicate meaning

2 – 3 years *Children will: showing early attempts at shapes and letter-like forms which beginning to understand that writing carries meaning.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Uses large arm movements, e.g. waving, reaching, throwing. *Enjoys sensory play, e.g. sand, paint, water. *Begins to make random marks with fingers or tools, e.g. crayons, brushes.	*Starts to control tools like crayons, chalk or paintbrushes with whole-hand grasp. *Repeats marks, e.g. circles, lines *Enjoys making marks and may talk about them, e.g. "Mummy" while scribbling.	*Uses hands and fingers with increasing control, e.g. stacking, posting, threading. *Enjoys squeezing, rolling and pinching materials, e.g. playdough. *Begins to show hand preference.	*Makes marks with purpose, e.g. pretending to write a list or card. *Begins to recognise that print and marks represent meaning. *Shows interest in adult writing, e.g. on whiteboards or clipboards.	*Begins to recognise and attempt to copy their name, often as a scribble or letter-like shapes. *Shows awareness of letters in the environment. *Makes letter-like shapes or lines that flow from left to right.	*Chooses to make marks during play, e.g. drawing a "map" or "menu". *May use early symbols or squiggles to represent writing.	*Child is an emergent writer and enjoys mark-making, experimenting with writing tools and begins to understand that marks can communicate meaning.

3 – 4 years *Children will: write more recognisable shapes and letter-like forms, often combining letters and symbols, and starting to write their own name or familiar words with growing intent to communicate meaning.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Uses thumb and finger with more control (developing pincer grip). *Enjoys mark making with a range of tools. *Experiments with pressure, direction, and movements when drawing.	*Makes marks with meaning and begins to assign names or explanations, e.g. "That's my daddy". *Imitates simple shapes and lines (vertical, horizontal, circular). *Begins to understand that print and writing have a purpose.	*Attempts to write own name with some recognisable letters or shapes. *Imitates writing in role-play, e.g. making a shopping list. *Begins to distinguish between drawing and writing.	*Uses writing tools during imaginative play, e.g. vets, notes, birthday cards. *Strings letters or marks together to represent words or ideas. *Begins to show directionality (left to right, top to bottom).	*Begins to form some recognisable letters, especially from own name. *Attempts to copy letters from models or name cards. *Distinguishes between different letter shapes and marks.	*Begins to write initial sounds for words, e.g. "d" for "dog". (Attempts to label drawings or write short words with support. *Uses letter strings or known letters to "have a go" at writing.	*Child is an emergent writer with growing control and intention by forming letters especially from their own name and use writing to communicate meaning.

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4 – 5 years *Children will: demonstrate writing that is more structured and legible, with recognisable letters, basic words and simple sentences, demonstrating increasing control, understanding of letter-sound relationships, and the intention to convey meaning.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
*Holds pencil using a comfortable effective grip. *Can form some recognisable letters, particularly from own name. *Continues to experiment with mark-making in different contexts.	*Hears and writes initial sounds in words. *Segments and writes CVC words, e.g. cat, dog, sun, using a sound mat or adult support. *Writes simple labels and captions using known sounds.	*Writes short, simple sentences, e.g. "The cat is big" with support. *Writes simple CVC words more independently.	*Writes for a range of purposes, e.g. messages, stories, instructions through play. *Applies taught phonics to unknown words (phonetically plausible attempts). *Sequences ideas into sentences with some logical order.	*Begins to use descriptive language in writing, e.g. "The big red bus." *May start to use 'and' to join ideas. *Is confident to 'have a go' at writing. *Can write CVC words independently. *Can write simple sentences using a sounds mat.	*Begins to edit or improve with adult support. *Writes simple sentences independently which can be read by others.	*Write recognisable letters, most of which are correctly formed. *Spell words by identifying sounds in them and representing the sounds with a letter or letters. *Write simple phrases and sentences that can be read by others.

Where are children going next? **Y1 Expectations for Writing**	
Spelling:	**Writing Composition:**
Pupils should be taught to spell: • Words containing each of the 40+ phonemes already taught and common exception words. • The days of the week. **Name the letters of the alphabet:** • Naming the letters of the alphabet in order. • Using letter names to distinguish between alternative spellings of the same sound. **Add prefixes and suffixes:** • Using the spelling rule for adding -s or es- as the plural marker for nouns and the third person singular marker for verbs. • Using the prefix un- • Using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for e.g. helping, helped, helper, eating, quicker, quickest) **Apply simple spelling rules and guidance, as listed in English Appendix 1** Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Pupils should be taught to write sentences by: • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Sequencing sentences to form short narratives.
Vocabulary, grammar & punctuation	**Handwriting**
Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix	Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly. • begin to form lower-case letters in the correct direction, starting and finishing in the right place. • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.

Child Development Progression Map: Word Reading
0-12 months *Children will: listen attentively to speech, recognise familiar sounds and words, and begin to understand that sounds and gestures carry meaning, setting the stage for later phonological awareness and print recognition.*
*Recognises tone, rhythm, and patterns of speech. *Recognises familiar words and routines, e.g. "bath". *Begins to link sounds with meaning. *Begins to use gesture alongside sounds. *Develops awareness that words have meaning. *Has a positive connection to books and language through interaction.
12-24 months *Children will: demonstrate arly word reading skills by recognising familiar words in speech, show interest in books, begin to associate sounds with meaning, and engage in sound play.*
*Begins to understand that pictures represent real things. *Shows early print awareness – knows that books have pages, pictures and sometimes, text. *May recognise familiar logos or labels, e.g. cereal box, stop sign. *Demonstrates sound play through rhythm and rhyme. *Carries or asks for favourite books. *Pretends to 'read' by turning pages and babbling.

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2-3years *Children will: begin to recognise familiar written symbols, show interest in letters and signs, and engage in rhyming, all of which support early phonemic awareness.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Shows interest in books and print in the environment. *Turns pages (sometimes multiple at once) *Holds books the right way up. *Recognises familiar logos or symbols, e.g. food packaging	*Enjoys and joins in with familiar rhymes and songs. *Fills in missing words in familiar phrases, e.g. "Twinkle, twinkle, little….." *Notices repeated sounds or words in songs and stories.	*Points to and names pictures in books. *Recognises familiar characters, e.g. Peppa Pig. *Responds to simple picture cues, e.g. photo on a drawer = coat.	*Listens to and identifies environmental sounds, e.g. phone ringing, dog barking. *Responds to animal sounds or sound effects in stories. *Imitates simple sounds using voice or instruments.	*Points to text or letters in books, may say "words" or "my name". *Notices and talks about letters in their name. *Begins to identify familiar letter shapes, e.g. "That's M like me!"	*Selects favourite books and "reads" them by themselves (using pictures and memory). *Begins to talk about the story or characters independently. *Joins in repeated lines or familiar phrases from memory.	*Child is an emergent reader and shows interest in books, understands that print carries meaning and enjoys talking about stories,
3 – 4 years *Children will: start to recognise some letters, understand that print carries meaning and show curiosity about written words in books and the environment.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**End of Stage**
*Recognises own name in print. *Understands that print has meaning, e.g. menus, signs, books. *Shows interest in the print in books and the environment.	*Joins in with rhyming and rhythmic activities. *Completes familiar rhymes and identifies rhyming pairs. *Starts to generate their own rhyming words in play (even if nonsensical).	*Identifies symbols/logos with meaning, e.g. supermarket signs, fast food. *Understands that symbols and print provide information. *Begins to "read" familiar books using pictures and memory.	*Identifies initial sounds in familiar words, e.g. "M for mummy." *Recognises and enjoys alliterative phrases, e.g. "big blue ball." *Begins to sort or match objects by initial sound.	*Responds to oral blending or simple words, e.g. adult says "c-a-t", child says "cat". *Begins to orally segment simple CVC words when supported, e.g. "dog = d-o-g." *Joins in with sound games and silly sound talk.	*Begins to recognise letters in their own name and name of peers. *Understands that letters represent sounds in words. *May recognise a few high-frequency words or familiar logos.	*Child builds the foundations of reading by re-telling stories, noticing letters and sounds and engaging with texts more actively.

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4 – 5 years *Children will: link letters to sounds, recognise high-frequency words, attempt decoding simple words, and demonstrate growing awareness that print can be read and written to convey meaning.*						
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**	**ELG**
*Recognises and names some letters of the alphabet. *Begins to link sounds to letters. *Begins to blend simple VC and CVC words orally.	*Reads CVC words by blending sounds, e.g. "t-a-p" =tap. *Segments CVC words orally to spell or match them. *Matches spoken words to written words using sound knowledge.	*Recognises some tricky words, "I", "the", "no", "go". *Begins to read simple captions and phrases containing both decodable and tricky words. *Understands that some words cannot be sounded out and must be learned by sight.	*Reads simple sentences using decoding and memory of tricky words. *Understands what they have read and responds to it (comprehension begins to integrate). *Begins to use expression or self-correct if it doesn't make sense.	*Reads with growing fluency and expression. *Recognises a wider range of high-frequency words on sight. *Begins to pause at full stops and notice punctuation.	*Reads short books matched to their phonics ability with increasing independence. *Talks about what they have read (characters, events, favourite parts). *Begins to self-correct and monitor for meaning.	*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.

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Where are children going next? **Y1 Expectations for Word Reading**
Pupils should be taught to: • apply phonic knowledge and skills as the route to decode words. • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • read other words of more than one syllable that contain taught GPCs. • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) *read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • re-read these books to build up their fluency and confidence in word reading.

Implementation – Literacy
Intentional Teaching
Enabling Environment

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Impact
Impact will be achieved by: