
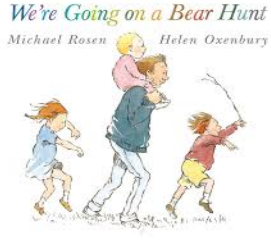
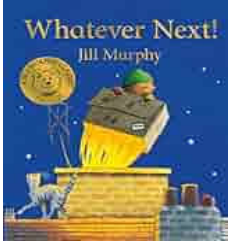
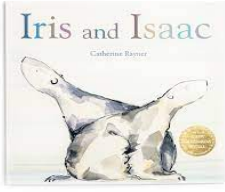


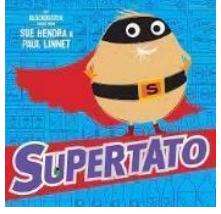


Early Years



Co-op Academy
Nightingale

Co-op Academy Nightingale
Reception
Early Literacy Curriculum

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Comprehension</p>	<p>Describes main story settings, events and principal characters and is beginning to be aware of the way stories are structured</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using new vocabulary during their play</p> <p>Recite some songs or rhymes independently and can continue a rhyming string</p>		<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books and suggests how the story might end</p> <p>To use information books to share facts about what they have learnt and to use the environment to retrieve facts.</p>		<p>Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	
<p>Core Text</p> <p>Talk for writing</p> <p>Week 1,3 & 5</p>						
<p>Key Vocabulary</p>	<p>wavy, deep, oozy, whirling, narrow, snowstorm, forest, cave</p>	<p>raining, whoosh, waved, found, packed, journey, flew, smart, roared, passengers, millions, landed, boring, dripped, state, gasped</p>	<p>Stomped, huff, tramping, grumpily, soaring, trudging, echoey, plodding, adores, wandered</p>	<p>cottage, forest, afraid, chuckled, cheered, squealed, cried, bellowed, yelled, clattered</p>	<p>Thunderstorm, lashed, crashed, sodden, tossed and turned, hitched, journey, content, cosy, ocean, emerged, freed</p>	<p>Escaped, drawn, distress, rescue, superspeed, superstrength, evil, terrible, leapt, vanished, bounced, crashed, depths, summoned, marched, escapee</p>
<p>Key repeated refrains</p> <p>Talk for writing</p>	<p>"We're going on a bear hunt." "We're going to catch a big one." "What a beautiful day." "We're not scared." "Long, wavy grass" "Deep, cold river" "Thick, oozy mud" "Big, dark forest" "Swirling, whirling snowstorm" "Narrow gloomy cave" "Back through the..."</p>	<p>One night Baby bear wanted to go to the moon. Can I go to the moon? You would need a rocket first. Baby bear got a ... a box for his rocket a space helmet a pair of spaceboots He packed... His teddy Some food And took off up the chimney</p>	<p>"Isaac had tried to wriggle and nudge and shove his big bottom in." "Iris had wriggles and nudged and shoved his big bottom straight back out." "They had squashed the nest flat" "Iris stomped away" "Isaac stomped away" "Iris was tramping grumpily" "Isaac was not there" "Iris was trudging slowly" "Isaac was plodding sadly"</p>	<p>'There were once three little pigs, who lived in a teen-tiny cottage.' 'One day Mummy pig said... You're all too big to live here, go build a house of your own.' 'Whose afraid of the big bad wolf? chuckled Horace' 'The three pigs set off!' I will build my house with straw. cheered Horace I will build my house with</p>	<p>The rain lashed and the waves crashed Little turtle pushed her way out One flapper in front of the other...towards the sea Thunder rumbled in the sky The water rose to meet her...she tossed and turned She got tired and managed to hitch a lift. Her journey had begun Happy and content, she climbed into a cozy cave and slept</p>	<p>It was nighttime in the supermarket and all was quiet... Something had escaped from the freezer Something looking for trouble Help! Help! Who was doing this? He used his superspeed ... He used his superstrength ...</p>

Whoosh!

An owl flew past
Where you off to?
The moon.

They landed on the moon and
had a picnic.

We better go, my bath must be
ready now.

Baby bear flew home and
landed with a BUMP!

He told his Mummy his
story...whatever next! She said.

"I wish she was here"

"Isaac saw the most wonderful
thing of all...it was Iris"

sticks. squealed Boris

I want my house to be safe and
strong. though Percy.

[It's the big bad wolf! cried

Little pig, little pig, let me in,
bellowed the wolf
Not by the hairs on my
chinny-chin-chin, yelled_____
Then I'll huff and I'll puff and
I'll blow your house down,
cried the wolf]]
**repeat throughout for each
pig*

Crash, down, down, down!
clattered the house

Percy's brick house stayed up,
up, up!

As she grew each year, her
love of the ocean grew.

One day ...the ocean was
different. Strange new
creatures swam beside her.
Just when turtle thought her
journey was over forever
Figures emerged...turtle was
freed!

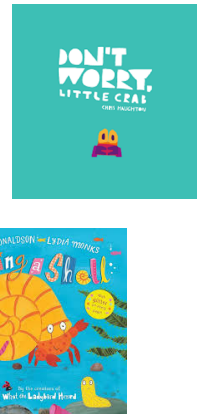
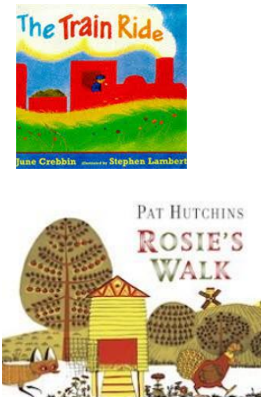
There's a pea on the loose!

'Yes, a pea! But I'm out of the
freezer now, and I'm never
going back! Mwah ha ha ha!'

'The game's up!' yelled
Supertato

Some vegetables are frozen for
a very good reason.

Literacy texts
Week 2,4 & 6



Songs and
Rhymes

Pat-a-cake
1, 2, 3, 4, 5, Once I Caught a Fish Alive
Five Little Ducks
Name Song
Things For Fingers

Old Macdonald
Incy Wincy Spider
Baa Baa Black Sheep
Row, Row, Row Your Boat
The Wheels On The Bus
The Hokey Cokey

Big Bear Funk
Baa Baa Black Sheep
Twinkle Twinkle
Incy Wincy Spider
Rock-a-bye Baby
Row, Row, Row Your Boat



Word Reading

Recognises familiar words and signs
 Read all set 1 single letter sounds speedily and blend/segment using these sounds.
 Begins to read 4/5 sound words
 Recognises a few common exception words

Recognise all single letter sounds and some digraphs and can blend and segment some words with known diagraphs
 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
 Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

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.

Early Reading and Phonics

RWI

Baseline
 Read all single letter sounds speedily 25 sounds Oral blending (Fred Talk) Early Word Time- use of magnetic whiteboards to build reading routine Spell with Fred Fingers
Assessed at Set B at end of Autumn 1

Group B/C
 Read all single letter sounds speedily + oral blending Word time ready to move to green words Spelling with Fred fingers
Assessed at Set C end of Autumn 2

Ditty
 Teach Special Friends from set 1 Word time Start nonsense words Spelling with Fred Fingers (Progress groups)
Assessed at Ditty end of Spring 1

Red
 Read all set 1 sounds (31 sounds) Read 4/5 sound words Spelling with Fred fingers Storybooks Get Writing
Assessed at Red end of Spring 2

Green
 Teach set 2 sounds (first 6 sounds of set 2) Read 1.1 -1.7 words Spelling with Fred fingers Storybooks Get Writing
Assessed at Green end of Summer 1

Green or Purple
 Read all 37 sounds (set 1 and 6 of set 2 sounds) speedily Read 1.7 words speedily Spelling with Fred fingers Storybooks Get Writing
Assessed at green or purple end of Summer 2

Writing

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
 Writes own name and other things such as labels,captions
 Can segment the sounds in simple words and blend them together

Spell words by identifying the sounds and then writing the sound with letter/s
 Begins to write spontaneously in play contexts e.g. writing a shopping list
 Write short sentences with words with known sound letter correspondence and begins to show an awareness of capital letters and full stops and begins to form lower-case and capital letters correctly

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.

Writing for a purpose

To inform, persuade and create narratives through mark-making, lists, labels and captions (where appropriate)

To inform, instruct, describe and create narratives through labels and captions
 To create interactive greeting cards

To use a range of non-fiction texts to inform writing facts and information through captions and short sentences
 To write character descriptions and speech bubbles

To inform through letters and non-fiction through short sentences.
 To write a range of narratives through settings and characters through a range of short sentences.

To write a range of instructions, events, character and setting description through a range of short sentences

Handwriting Progression

Squiggle while you wiggle 2.0 - Recap one move per week (weeks 1-5)

Squiggle while you wiggle 2.0 - Recap one move per week (weeks 6-9)
Squiggle me into a writer Start (week 1-4)

Squiggle me into a writer Complete (week 5-8)

Transition to school RWI handwriting programme
Stage 1

Transition to school RWI handwriting programme
Stage 1

Transition to school RWI handwriting programme
Stage 2

Core Text Literacy
Story Mapping - internalise, imitate, innovate and invent

oracy strategies to support talk and language development



Strategies to support Oracy in EYFS
A guidance document to support the development of language and talk



termly assessment statements

Co-op Academies Trust Literacy	Year One Old Progression Reader / Author	Year One Old Progression Spring / Summer	Year One Progression Reader / Author	Year One Progression Spring / Summer	Year One Progression Reader / Author	Year One Progression Spring / Summer	Year One Progression Reader / Author	Year One Progression Spring / Summer
	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
	Word Reading	Word Reading	Word Reading	Word Reading	Word Reading	Word Reading	Word Reading	Word Reading
	Writing	Writing	Writing	Writing	Writing	Writing	Writing	Writing

Example Structure

Key focus and skill	Investigating & Exploring	Create & perform	Evaluate
Internalise language patterns & imitate recounting a narrative	<ul style="list-style-type: none"> Introduce the story (e.g. Three Bears) with a creative hook, e.g. chasing a bear across the playground! Tell the story with great enthusiasm. Emphasising the language patterns, e.g. once upon a time, repeated refrains. Retell the story – this time teaching the children the actions: (once upon a time, who, next, suddenly, finally). TA draws a story map whilst you tell the story. 	<p>During the story time session at the end of the day - daily oral retelling of the story with children joining in.</p> <p>Encourage the children to retell the story to consolidate their learning.</p> <p>Use one of the children’s individual story maps.</p>	<p>One session retells part of the story with no intonation using a monotone voice.</p> <p>Ask the children to evaluate your storytelling skills!</p> <p>OR</p>

	<ul style="list-style-type: none"> As you are re-telling, hand the story over (so the children are doing the majority of the re-telling/actions and you are withdrawing your support). Observe all children to ensure they are participating. Provide extra support for those not joining in. 		don't refer to the story map and forget part of the story. Ask the children what you could use to help you remember?
Innovate	<ul style="list-style-type: none"> Model how to innovate by simple substitution, addition or alteration. Provide a story bag with toys, puppets or story cards with scenes on. Innovate by e.g. instead of 3 bears, 3 monkeys. Model changing the story using the monkeys. Change the class story map to reflect the new innovations (use post-its or paper over the original). Teacher records new version through class shared writing or drawing new story map/adding new editions Children re-tell the altered version Display shared writing and publish as a shared version. 	<p>Twice a week encourage the children to re-tell the story to consolidate their learning.</p> <p>Use the altered story map to support. Tell the story a couple of times during the week to consolidate the new learning.</p> <p>Use the new big book to support children's re-telling.</p> <p>Children begin to create their own story maps</p>	<p>Evaluate the difference between the new version and initial version. Which parts were better/worse?</p> <p>Can you think of any other innovations that would make the story better?</p> <p>e.g. Once upon a time, there were 3 monkeys. They went to the jungle to play. They got eaten by a crocodile.</p>
Invent	<p>After Innovation - Invent:</p> <ul style="list-style-type: none"> Use a story bag/props (characters, scene, objects etc.) to make up a story. Teach any new actions Model how to draw a story map Retell the new story using the actions. Teacher model how to turn new version into writing. Whole class shared writing of the new story bit by bit over a few days. Re-tell each section together using the actions. Begin to hand the story over to the children withdrawing support as they gain confidence 	<p>Share children's story maps/new invented stories with the class.</p> <p>Read the new story using the whole class shared writing. Encourage the children to read the story with you.</p>	<p>Ask the children what they liked about the story. What could you add to make it even better?</p>
Invent	<ul style="list-style-type: none"> Whole class shared writing experience of the new story. Model how to create your own simple story. 	<p>Children perform the new story. Some children are the audience.</p> <p><u>Follow up writing task</u></p> <p>Children begin to write the parts of the story.</p>	<p>Evaluate the performance. How could it be more exciting?</p>

Guided work Adult initiated		Writing area Independent work	Sustained shared thinking opportunities
Internalise and Imitate	In smaller groups use the whole class story map to retell the story using the key vocabulary, repeated refrains and actions modelled by the teacher.	<ul style="list-style-type: none"> • Opportunities within small world and reading areas to use the whole class story map to retell the story. • Other opportunities to retell the story using props and small world resources. • Small story map proformas for children to have a go at creating their own story map drawings and labels. 	Share individual story maps with the class. Evaluate <ul style="list-style-type: none"> - what else could be added to make it even better? - What did you like best? why? Invite children to retell the story map orally <ul style="list-style-type: none"> - What was good about their performance? How could it be improved?
Innovate	Orally rehearse sentences, using patterns from the model needed for the innovation, e.g. 'Once upon a time, there was a ...'. Begin to look at the key structures within the story e.g. characters, settings, beginning/middle/end of story. Which elements can we change? Provide baskets/bags with alternate characters, settings etc. As a group innovate the story taking the children's ideas. Draw an innovated story map or add post it notes to the changed elements and retell the new version of your story together. YR - Spring/Summer - Write a range of simple sentences that represent your innovative story	Display your innovated class story map for children to retell. Provide different props to your small world trays to support them changing the story. Have a range of alternative characters, settings, endings for the children to choose from in the writing or reading areas. Provide post its and example story maps with missing elements that the children can innovate.	Share some of the new altered versions with the class. What was good about their performance? How could it be improved? What was good about the new version? what could be improved?
Invent	In a group - children invent their own story (using props) Orally rehearse sentences, using patterns from the model so children are confident in making up their own stories. Provide baskets/bags with characters, settings etc. Use colourful semantics/category cards or Make up stories strategies to support. Draw a brand new story map that reflects your new version of the story together. YR - Spring/Summer - Write a range of simple sentences that represent your invented story - This could be done sooner by writing one part of the story e.g. beginning, middle or end.	Opportunities to invent stories orally using a range of puppets and props Opportunities for children to create story maps or write parts of their stories independently	Share individual story maps with the class. Ask the individual if there is anything that could be added/changed to make it even better.

