



Year R (EYFS) Reading Long Term Overview

EYFS VISION

With love, nurture and challenge we will support our Early Years children to be the best version of themselves. We will encourage them to follow their interests, take risks, show determination and make good choices as respectful citizens of our school, local community and the wider world.


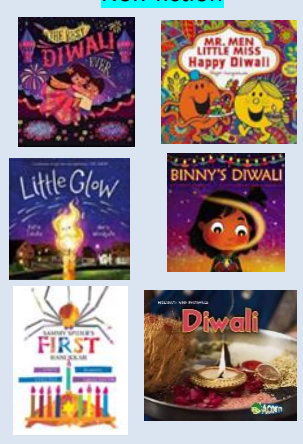



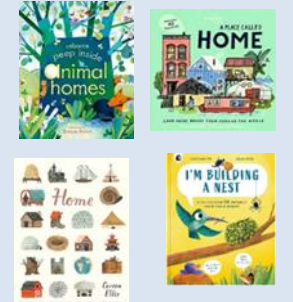





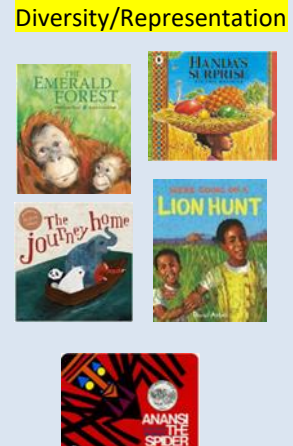
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| <p>Our aspirations are based on the needs of our cohort of children. They link to our school values and learning pillars, Characteristics of Effective Learning and the pedagogy of child development.</p> | <p>Aspiration 1: TRUST Sustainability and Change We will foster a love and care for nature through outdoor education and an environment rich in bugs, birds, plants and growing, where we compost our waste and grow vegetables that we can eat. We will be earth warriors and recognise the impact of our footprint on the planet.</p> <p>We will plan, grow and look after an insect friendly garden, and talk about the visiting wildlife, and changes observed over time.</p> | <p>Aspiration 2: RESPECT - Diversity and Equality We will respect and compare ideas about different faiths and festivals, understanding similarities and differences. We will identify that “light” is a common link between faiths and by respecting each faith we will contribute to a peaceful and tolerant society.</p> <p>We will understand what makes a celebration special and will work collaboratively to explore, plan, create and take part in a celebration.</p> | <p>Aspiration 3: DETERMINATION Aspiration and Wellbeing We will develop our spoken language and a love of stories through rich texts, role play and small world play opportunities.</p> <p>We will be able to retell our favourite stories and talk positively about books.</p> |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| BIG question | Who am I? | How do we celebrate? | How has it changed? | How can we help? | How does it grow? | Where do we live? |
| <p>INTENT What do we want our children to be able to know, remember and be able to do?</p> | To develop my own personality, recognising what makes me special. Appreciate that everyone is unique and their differences and similarities can be celebrated. | To develop my knowledge and sense of the world by talking about events and celebrations which are important to me and my community. | To develop an understanding of how things change over time. To recognise characters and artefacts from the past. | To develop an understanding and respect for people who help us. Identify special roles and responsibilities. | To recognise that plants and animals grow and that the life cycles differs for each one. Show care and attention to the needs of a range of living things. | To compare different places animals and humans live. Explore the sea and the land in different countries. Read simple maps. |
| <p>IMPLEMENTATION How will we achieve our intent? *** Consider cultural capital – what do they bring to the cohort? ***</p> | Share own scrapbooks, key person and home visit gallery photos alongside stories that celebrate the unique child. Ensure learning environment (focus on home corner and construction) has resources that reflect children’s interests. | Invite families to share own cultural celebrations and what this looks like in their home. Share books which explore celebrations from different faiths. Ensure the learning environment reflects varying cultures, faiths and celebrations including books and photos. | Through stories, videos, artefacts and visitors children will make comparisons between items from the past and items they recognise now. | Explore role of scientists who are saving the world. Understand the principle of all taking responsibility for the safety of the planet. Take responsibility for RRR in school. We are eco heroes. | Involve children in the care of eggs and chicks, frog spawn and tadpoles, seeds and sunflowers, seedlings and vegetables. Ensure the environment is rich in visual prompts and books to show different species of plants and animals. Re-visit areas within school to observe seasonal changes. | Through stories, photos, videos and own experiences, compare the similarities and differences of places. Ensure environment has visual prompts and books to celebrate different homes. Invite families and children to share experiences of different places. |
| <p>IMPACT What will children be able to do?</p> | To identify familiar people in their lives and talk about themselves in a positive way. | To understand and talk about events and celebrations that are important in their lives and similarities to those in other families. | To have a sense of past and understand how things change over time. | To talk about how they can impact on the world in which they live. | To identify similarities and differences in the natural world including seasonal changes, growth and lifecycles. | To explain some similarities and differences between habitats and life in this country and life in other countries. |

The Early Years objectives below build upon the Educational Programmes (EYFS Statutory Framework 2021). However, as stated in Development Matters “Babies and young children do not develop in a fixed way. Their development is like a spider’s web with many strands, not a straight line, therefore these objectives cannot be seen as a tick list and children will develop at different rates. *“In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.”* The context for teaching and learning these objectives reflects the Statutory Framework’s characteristics of effective teaching and learning (CoETL) include playing and exploring, active learning, and creating and thinking critically). We recognize that young children’s learning is often driven by their interests and therefore plans need to be flexible, as well as the importance of enabling depth in learning which is much more important than covering lots of things in a superficial way. We aim to use a mix of different approaches to teaching and learning, where children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. This is supported by a well-planned learning environment, inside and outside, which offers rich potential for learning.

Children will holistically:-

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Show interest in new words introduced through variety of books shared and begin to use in own conversations.</p> <p>Show a strong attachment to particular books and growing love of stories and books</p> <p>Begin to make own books, e.g. family books and show understanding that words have meaning and work from left to right, top to bottom.</p> <p>Begin to remember and join in with book language e.g. story markers “once upon a time”, “one day” and anticipate what comes next.</p> <p>Look for, and join in with rhymes and repetitive phrases .e.g. Shark in the Park, blow his house down.</p> <p>Notice letters from their name and an increasing number of common exception words.</p> <p>Children know that written print carries meaning including thoughts, ideas and feelings (through discussion/modelling)</p> <p>Show interest in new words introduced through variety of books shared and begin to use in own conversations.</p> | | <p>Show growing interest in a wider variety of books including bringing books into play for a purpose e.g. cookery books home area, building information book in construction.</p> <p>Talk about and ask questions about different images, characters, and events in books.</p> <p>Distinguish between different characters by taking on voices, tones e.g. giant big booming Story telling – use language of story telling to tell simple story and ask for this to be scribed (Helicopter stories link)</p> <p>Act out stories through role play, small world play and puppets.</p> <p>Open book correctly, know how to turn pages – point to words left to right remembering how a book flows. Talk about the features of books including title, author, illustration and other features.</p> | | <p>Can think, reflect and talk about what they have heard and seen in a range of books</p> <p>Curious to be introduced to new ideas in books and show understanding they can be used to make sense of the world. Distinguish between characters in stories, including diversity of characters and their experiences</p> <p>Show an instinctive sense of a developing story through questions asked or anticipation and prediction. Use and answer questions to improve understanding of what is happening in a story.</p> <p>Use an increasing range of words and phrases they have been introduced to through books which they do not normally hear in every day speech.</p> <p>Show an awareness of how to make the text come alive by using voices, exaggerated facial expressions and body movements to tell the story.</p> <p>Act out stories, including those scribed by other children through acting or puppets.</p> | |

| English Golden Threads | Diversity/ Representation | Poetry | Non-Fiction | Fiction | Heritage/ Archaic Language |
|--|---|---|--|--|---|
| <p>Learning Journey 1</p> <p>Big Question: Who am I? Diversity/Representation Fiction Head, Shoulders, Knees and Toes</p>  | <p>Learning Journey 1</p> <p>Aspiration 2: Faiths Big Question: How do we celebrate? Diversity/Representation Fiction Non-fiction</p>  | <p>Learning Journey 1</p> <p>Aspiration 1: RSPB Birdwatch Fiction Non-fiction</p>  | <p>Learning Journey 1</p> <p>Aspiration 1: Earth Warriors Fiction Non-fiction Row, row, row your boat</p>  | <p>Learning Journey 1</p> <p>Aspiration 1: Fiction Non-fiction</p>  | <p>Learning Journey 1</p> <p>Big Question: Where do we live? Non-fiction London Bridge Frere Jaques</p>  |
| <p>Learning Journey 2</p> <p>Aspiration 3: Loving books Diversity/Representation Fiction Heritage/ Archaic Language</p>  | <p>Learning Journey 2</p> <p>Aspiration 1: Nature and Seasons Fiction Non-fiction</p>  | <p>Learning Journey 2</p> <p>Aspiration 1: Nature Fiction Non-fiction Hey Diddle Diddle</p>  | <p>Learning Journey 2</p> <p>Aspiration 2: Faiths Diversity/Representation Fiction Non-fiction</p>  | <p>Learning Journey 2</p> <p>Aspiration 1: Nature Bugs Big Question: How does it Grow? Fiction Non-fiction Little Miss Muffet Incy Wincy Spider</p>  | <p>Learning Journey 2</p> <p>Big Question: Where do we live? Africa Fiction Non-fiction Diversity/Representation</p>  |

| <p>Learning Journey 3</p> <p>Aspiration 1: Nature</p> <p>Fiction</p> <p>Non-fiction</p> <p>Ring, O Ring Roses</p>  | <p>Learning Journey 3</p> <p>Aspiration 2: Faiths</p> <p>Diversity/Representation</p> <p>Fiction</p> <p>Twinkle Twinkle Little Star</p>  | <p>Learning Journey 3</p> <p>Aspiration 2: Faiths</p> <p>Diversity/Representation</p> <p>Fiction</p> <p>Non-fiction</p>  | <p>Learning Journey 3</p> <p>Aspiration 3: Loving books</p> <p>Diversity/Representation</p> <p>Fiction</p> <p>Heritage/ Archaic Language</p>  | <p>Learning Journey 3</p> <p>Aspiration 1: Nature</p> <p>Big Question: How does it grow?</p> <p>Fiction</p> <p>Non-fiction</p> <p>Little Bo Peep</p>  | <p>Learning Journey 3</p> <p>Big Question: Where do we live? India</p> <p>Diversity/Representation</p> <p>Fiction</p> <p>Non-fiction</p>  |
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| <p>Learning Journey 4</p> | <p>Learning Journey 4</p> | <p>Learning Journey 4</p> | <p>Learning Journey 4</p> | <p>Learning Journey 4</p> | <p>Learning Journey 4</p> |
| | | <p>Big Question: How has it changed?</p> <p>Diversity/Representation</p> <p>Fiction</p> <p>Rock a bye baby</p> <p>I'm a Little Teapot</p>  | | | |