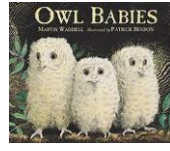




EYFS Literacy Overview (2025-2026)

EYFS Autumn Term Core Story & Story Box

Amazing Me!		Light & Dark	
Week 2-3 (Transition Weeks)	Week 4-6	Week 7-9	Week 10-12
<p>The Colour Monster by Anna Llenas</p>  <p>Week 1: Settling in Week Week 2: Reading (Book Talk) Week 3: Fiction (Character)</p>	<p>Elmer by David McKee</p>  <p>Week 1: Reading (Book Talk) Week 2: Fiction (Character & Setting) Week 3: Non-Fiction (Instructions)</p>	<p>This is the Bear and the Scary Night by Sarah Hayes</p>  <p>Week 1: Reading (Book Talk) Week 2: Fiction (Character & Setting) Week 3: Non-Fiction (Recount/Diary)</p>	<p>Owl Babies by Martin Wardell</p>  <p>Week 1: Reading (Book Talk) Week 2: Fiction (Character & Setting) Week 3: Non-Fiction (Fact File)</p>
<p>Amazing Me Story Box: <i>Starting School, Super Duper You, We Feel Happy, All About Feelings, Blue, Sunny Side Up, Best of All, My Feelings and Me, You Can!, Titch, All Are Welcome, All Kinds of Families, Colours.</i></p>		<p>Light & Dark Story Box: <i>The Dark Dark Night, The Owl that was Afraid of the Dark, Laura's Star, Funnybones, Day and Night Animals, Nocturnal Animals, All about Light, The King who Banned the Dark, Flashlight, Little Glow.</i></p>	

EYFS Spring Term Core Story & Story Box

On the Move		Once Upon a Time	
Week 1-3	Week 4-6	Week 7-9	Week 10-12
<p>The Train Ride by June Crebbin & Stephen Lambert</p>  <p>Week 1: Reading (Book Talk) Week 2: Fiction (Setting) Week 3: Non-Fiction (Recount/Letter)</p>	<p>Mr. Gumpy's Outing by John Burningham</p>  <p>Week 1: Reading (Book Talk) Week 2: Fiction (Character & Setting) Week 3: Non-Fiction (Fact File)</p>	<p>The Gingerbread Man Retold by Alan Macdonald</p>  <p>Week 1: Reading (Book Talk) Week 2: Fiction (Character & Setting) Week 3: Non-Fiction (Instructions)</p>	<p>The Three Little Pigs by Nicola Baxter</p>  <p>Week 1: Reading (Book Talk) Week 2: Fiction (Character & Setting) Week 3: Non-Fiction (Advert/Persuasion)</p>
<p>On The Move Story Box: <i>Naughty Bus, Duck in a Truck, The Blue Balloon, Mrs. Armitage on Wheels, Whatever Next, Going on a Bear Hunt, We went Walking, Magic Train Ride, Room on the Broom, Mr. Gumpy's Motor Car, Terrific Trains.</i></p>		<p>Once Upon a Time Story Box: <i>Red Riding Hood, Chicken Licken, Goldilocks and the Three Bears, The Magic Paintbrush, Elves and the Shoemaker, Jack and the Beanstalk, Three Billy Goats Gruff, The Ugly Duckling, The Enormous Turnip.</i></p>	

EYFS Summer Term Core Story & Story Box

Sowing & Growing		Mighty Minibeasts	
Week 1-3	Week 4-6	Week 7-9	Week 10-12
<p>Jasper's Beanstalk by Nick Butterworth</p>  <p>Week 1: Reading (Book Talk) Week 2: Fiction (Character & Setting) Week 3: Non-Fiction (Instructions)</p>	<p>Oliver's Vegetables by Vivian French</p>  <p>Week 1: Reading (Book Talk) Week 2: Fiction (Character & Setting) Week 3: Non-Fiction (Recount/Dairy)</p>	<p>The Very Hungry Caterpillar by Eric Carle</p>  <p>Week 1: Reading (Book Talk) Week 2: Fiction (Character & Setting) Week 3: Non-Fiction (Explanation)</p>	<p>Snail Trail by Ruth Brown</p>  <p>Week 1: Reading (Book Talk) Week 2: Fiction (Character & Setting) Week 3: Non-Fiction (Fact File)</p>
<p>Sowing & Growing Story Box: <i>Titch, The Tiny Seed, Jack and the Beanstalk, Sunflower House, A Seed is Sleepy, Oliver's Fruit Salad, Daisy eat your peas!, Pass the Jam Jim, Handa's Surprise, I will not ever never eat a tomato.</i></p>		<p>Sowing & Growing Story Box: <i>The Very Greedy Bee, The Very Busy Spider, The Crunching Munching Caterpillar, Aaaarrgggh Spider!, Yucky Worms, Superworm, The Bad Tempered Ladybird, What the Ladybird Heard.</i></p>	

EYFS Literacy Typical Teaching Sequence

Week 1: Reading Focus (Book Talk/VIPERS)	Week 2: Writing Focus (Fiction)	Week 3: Writing Focus (Non-Fiction)
<ul style="list-style-type: none"> Introduce our new story using the story hook and storytelling resources. Look closely at the cover, predicting what the story might be about. (P) Looking closely at the pictures and past events to predict what will happen next. (I/P) Read together, discussing the meaning of new words. (V) Talk about what we liked/didn't like about the story. (E) Sequence the story, talking about the order of events. (R/S) Looking closely at the characters, thinking about feelings, movements and actions. (I) Answering questions based on the sequence and order. (I/R) Look closely and identify the key vocabulary within the story e.g. adjectives or verbs. (V) Discuss the meanings of new words. (V) Matching key vocabulary to the correct character or setting. (V/R) Extend by building vocabulary banks of similar/new words to describe characters or settings. (V) 	<ul style="list-style-type: none"> Creating shared and independent story maps alongside actions to aid retelling and learning. Building vocabulary banks & simple sentences to describe characters, using senses to look closely at the characters appearance and personality throughout the story. Looking closely at certain events within the story, using these to write simple sentences in a variety of formats e.g. a poster, speech bubbles, shopping lists or spine poems. Innovate the story map focusing on skills such as verbs/adjectives/conjunctions and replace the words in the sentences. Independently invent their own story using the shared innovation, drawing own story maps with key words. Writing simple captions to describe new characters and settings. Using their new stories to write simple sentences in a variety of formats e.g. a poster, speech bubbles, shopping lists or spine poems. 	<ul style="list-style-type: none"> Use the core text to introduce the non-fiction genre e.g. fact file, instructions or recounts. Identifying key features, purpose and form e.g. writing in the past tense, time conjunctions, headings, captions, labels. Immerse themselves in a wide range of examples linked to the core story. Ensuring opportunities for application within various areas of the provision and across the curriculum. Creating a shared non-fiction model, looking closely at the format and key vocabulary etc. Innovating the shared non-fiction model, using a new idea but keeping the key features and forms. Using the core text to independently write their own non-fiction text, looking closely at the toolkit and examples within the Story Box.

Developmental Matters

Communication & Language: Reception

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in storytimes.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Literacy: Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- 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.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Early Learning Goals

Communication & Language: Listening, Attention & Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication & Language: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories 14 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.

Literacy: Word Reading

- 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.

Literacy: Writing

- 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.