Area of learning	Children will be learning to	Why this is important and how we support development - (from the EYFS framework)	Laurel Avenue Curriculum Goals
Literacy	**Two-year-olds** • *Share and talk about books* • *Join in songs and rhymes* • *Be aware of letters, words and numbers in their environment* • *Make marks with a variety of equipment and talk about them*	*It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).*	**To share favourite stories with an adult** **To be confident in mark making**

| Communication and language | **Three- and four-year-olds** Handle books like a reader, and talk about stories Listen carefully and differentiate between sounds in the environment Recognise some rhymes and letter sounds Copy writing patterns and shapes Write in a range of contexts Write some letters accurately **Reception** Listen carefully to stories and retell in some detail Read letters and blend them to read words Read some groups of letters which represent single sounds Read some common exception words Use these skills to read sentences Form letters correctly Hear and write sounds to write words, and then sentences Use capital letters and full stops | The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | **To use a book to tell a story**

 To know when and how to write

 To read sentences

 To write sentences using the phonics skills which have been taught. |