

Literacy

Statutory Framework for the Early Years Foundation Stage

Literacy

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).

Our Broad Curriculum Aims:

Storytellers

Through a variety of stories and enriched language children can retell and act out stories and create their own.

Readers

An understanding of phonics to read age appropriate books and develop a lifelong love of reading.

Writers

To have a purpose for writing and a willingness to tell a story through drawings, marks and words.

Articulate

Through rich conversations and modelled language, children communicate effectively using a wide vocabulary

Reading (Comprehension)

What we want our children to learn:	Progression:	Vocabulary	Activities	Positive relationships	Enabling Environments
By the end of EYFS I can: - Listen to and join in with stories and poems. - Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. - Engage in extended conversations about stories learning new vocabulary. - Talk about events and principal	- Handles books with interest - Turns pages in books, looking at the pictures - Has some favourite stories - Uses phrases from familiar books and stories in own play - Retells familiar stories using puppets and props - Tells own stories - Shows interest in print in books - Uses different intonation as they retell a story - Handles books carefully, knowing that print carries meaning	Stories Fiction Non-fiction Blurb Author Illustrator Title (specific vocabulary from story-see weekly plans)	Daily reading, sharing a story at different points of the day and reading stories in provision. Children to take home a library book to share at home, they have the opportunity to share this story with an adult in school. Retelling stories, with adult support children to use props to retell stories (these are left in provision so children can retell these stories independently) Book of the week – a particular quality text is chosen and read a number of times over a few weeks, ensuring children are	Through a shared love of books, adults will instil a love of reading and a lifelong love of books with the children. As adults share stories either individually, small groups or with the whole class children will respond to the intonation, tone, and facial expressions. The children will be riveted by these stories and rhymes and want to share them again independently. As mn adult reads they will talk about the title, blurb, author, illustrator and draw the children's attention to particular letters or words. Thus extending the children's	Books are available in all areas of the provision, providing children with a wide range of different texts and genres to interest all learners. Duplicate copies of favourite stories available for children to share these stories alongside each other. Puppets and props to enhance familiar stories available, Small world trays set up for children to retell a familiar story or story of their own.

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characters in stories and can suggest how the story might end. • Handle books carefully and can turn pages one at a time and use touch screen technology carefully. • Talk about the names of the different parts of a book, e.g. front cover, title, author and the page number. • I know that print has meaning. By the end of EYFS2 I can: • Enjoy an increasing range of print and digital books, both fiction and non-fiction. • Use vocabulary and forms of speech that are increasingly influenced by my experience of reading. • Describe main story settings, events and principal characters in increasing detail.	• Enjoys sharing a book with an adult, talking about their favourite part of a story • Re-enacts stories with friends, taking on different character roles		familiar with the language and words within the text.	understanding of words and developing language. Quality texts are key to the planning within the setting, providing new vocabulary to the children and extending their knowledge of words and phrases.	
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Re-enact and reinvent stories I have heard in my play.					
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Developing phonological awareness (exploring words)					
What we want our children to learn:	Progression:	Vocabulary	Activities	Positive relationships	Enabling Environments
By the end of EYFS1 I can: - Spot and suggest rhymes. - Count or clap syllables in a word. - recognise words with the same initial sound, e.g. dog and drum - orally blend and segment cvc words By the end of EYFS2 I can: - Read individual letters by saying the sounds for them. (s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b, j, z, w, v, y, x). - Blend sounds into words, so that I can read short words made up of known letter– sound correspondences.	- Recall sounds in the environment by stopping and listening - Discriminate between different sounds they hear - Match sounds e.g. musical instruments/ everyday kitchen sounds - Use wider vocabulary to describe what they can see and hear - Copy a simple rhythm pattern with an instrument or their body - Use different sounds when retelling a story, such as animal noises or loud voice for giant/ quiet voice for mouse - Enjoy listening to rhymes and songs - Join in with familiar rhymes - Fill in the missing rhyme - Continue a rhyming string - Recognise the initial sound in their name - Recognise that words carry meaning - Hear and identify initial sounds in words (orally) - Clap the rhythm/ beat of a song - Identify number of syllables in a word - Identify the end sound of a word (orally) - Identify the middle sound (orally) - sound talk words	Listen Quiet Loud Stop Fast Slow Rhythm Rhyme Beat Sound Phoneme Grapheme Digraph Syllable Initial Middle First Last Blend Segment Sound talk Alphabet	Listening walks around the environment, children to stop, close their eyes and distinguish the different sounds they hear Match the instrument – children to listen to instrument and find the matching one Sound lotto – distinguish different sounds they can hear Daily singing of rhymes and songs Describe and Find, describe an animal on the small world farm, children to identify it, can they describe an animal? Read a range of rhyming stories, can the children join in with the rhyming words? Odd one out, which object does not rhyme? Silly soup, can the children add objects that begin with the same sound to the soup?	Adults through reading and singing will develop a natural curiosity for exploring words and help children learn new vocabulary. Through daily reading children will understand that words carry meaning and will begin to identify significant letters. In everyday play adults will help children tune into sounds around them in the environment, as listening and attention is key to be able to hear sounds in words. Through daily phonics lessons adults will build on children's previous knowledge to help them gain confidence in reading. Adults will identify children who are not able to identify phonemes and put swift intervention into place.	A wide range of resources for the children to use their voices to retell stories and extend their vocabulary. The outdoor environment provides opportunities to tune into different sounds and for children to make their own sounds using pots, pans and different instruments. Access to rhymes and songs through books and interactive whiteboard. Sounds and words displayed as children learn them.

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• Read some letter groups that each represent one sound and say sounds for them. (ck, ai, oa, ie, ee, or, ng, oo/oo, ch, sh, th, qu, ou, oi, ue, er, ar). • I can say the letter names of the alphabet. • Read a few common exception words (I, the, he, she, me, we, be, was, to, do, are, all, you, your, come, some, said, here, there, they, go, no, so and my.) • Begin to read some high frequency words. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Read with fluency and talk about the stories I have read.	• Identify the number of phonemes in a word • Segment simple cvc words then ccvc words • Link grapheme to phoneme in their name • Link grapheme to phoneme, through identifying action linked to sound • Blend phonemes to say real words and nonsense words • Blend cvc words and ccvc words, then longer words with the sounds been taught • Identify digraphs, knowing they make one sound • Sing alphabet song, knowing that a letter has a sound and a name • Recognise tricky words in reading books • Read high frequency words without blending • Use phonic knowledge to decode sounds to read phrases • Talk about the books I have read		Robot talk, can the children talk like robots, saying the sounds in words? Daily phonics lessons: Revisit review, teach, practise, apply Opportunities for children to identify sounds e.g. hunts for sounds and words and match words with pictures Guided reading – in small groups reading stories that match their phonic ability, talking about the stories and asking questions about children’s understanding		
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By the end of EYFS1 I can: • Make up stories, play scenarios and drawings in response to experiences, such as outings. • Give meaning to my drawings and paintings. • Use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Include mark – making and early writing in my play. • Attempt to write my name • Write the initial sound of familiar words, such as family members • Form some letters accurately By the end of EYFS2 I can:	• Development of muscles to develop fine motor skills (see PD) by using large tools indoors and outdoors • Use smaller tweezers and pouring and filling containers with sand and rice • Manipulate malleable materials into different shapes • Listen to stories and use the language in their own play • Make marks using large tools • Give meaning to these marks • Draw simple pictures from familiar stories • Draw story maps • Change the ending to a story • Label their pictures • Begin to write familiar letters • Draw their own stories • Make own story books • Label pictures using phonic knowledge • Write words • Write captions • Write sentences	Circle Line Letters Roll Squeeze (vocabulary from stories, see weekly plan)	Mark making in large tuff trays in foam, rice and sand. Give children sensory opportunities to make marks in a variety of different textures. Dough disco, children to manipulate dough to develop muscles Outside, use large sweeping brushes and paint brushes to sweep puddles and make large marks with water. Story maps, on large paper children to draw a familiar story, sequencing the events and writing captions when ready. Drawing or writing a new ending to a familiar story. Role play – writing for a purpose, children to write a shopping list for the bears so they can make porridge. Story sacks – in small groups provide items for children to tell their own story Mud kitchen – can you make a menu for the mud kitchen café?	Through exploration of books and rhymes adults will develop children's lifelong skill of writing, pointing out words and phrases in stories. Talking about the structure of stories and sequencing stories. As children draw and mark make adults will scribe the children's ideas and thoughts. Adults will write every day, showing children that writing conveys meaning.	A language rich environment provided a wide variety of opportunities for children to develop stories. Writing and mark making materials available throughout the setting, so children have the opportunity to make meaningful marks wherever they play. In the outdoor area., large chalks, brushes and tools for children to develop and strengthen their muscles for writing. Mud kitchen to extend role play, develop language and writing opportunities. Small objects provided for children to manipulate, thread, pour and develop fine motor skills.

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• Form lower case and capital letters correctly. • Spell words by identifying the phonemes (sounds) and then writing the phoneme with the corresponding grapheme/s. • Use my developing phonic knowledge to write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Spell some common exception words and use these in my writing. • Re-read what I have written to check that it makes sense.					
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