

Literacy Development within EYFS at Scorton Primary School

Statutory Framework for 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)."

Intent

Reading is a Specific Area in the Early Years Foundation Stage Curriculum. We understand that children start Scorton with different experiences and starting points on their journey to becoming readers. Our priority is always that our children love to read and the experiences which they have at nursery bring reading to life! A clear reading scheme ensures that children are able to make progress with their reading development. We begin with a range of simple, interactive and repetitive books which hold the children's attention for a very short period of time. This then progresses to more in depth stories focusing on the elements of reading such as the characters, the structure of the story and predicting what may happen next. The children experience Phase One phonics experiences as part of their nursery session. This is incorporated throughout the many approaches which the practitioners take. When children are ready we engage them in highly interactive and exciting phonic phase two sessions. This is when we begin to introduce the children to specific letters and the corresponding sounds which they make. This is the start of formal reading and we support parents and carers on this journey with their child. Reading can be found throughout the environment with a vast range of books and reading materials which children readily engage with. Practitioners model reading at every opportunity.

Progression of Knowledge and Skills

	Comprehension, Word Reading, Writing
Nursery	<ul style="list-style-type: none">· I know and enjoy singing at least six nursery rhymes;· I enjoy looking at books with encouragement from my key person;· I enjoy a story with my small group Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
Pre-School E	I can... <ul style="list-style-type: none">• Listen and respond to stories, rhymes and poems.• Discriminate between sounds• Join in rhythmically with songs and rhymes

	<ul style="list-style-type: none"> • Hold a book the right way up and turn the pages in order. • Talk about the marks I make. <p>Talk about which stories I like.</p> <ul style="list-style-type: none"> • Act out parts of a familiar rhyme. • Develop my auditory memory • Copy a sequence of sounds. • Keep in time to a beat. • Use some shapes in my writing.
Pre School D	<p>I can:</p> <ul style="list-style-type: none"> • Talk about which stories I like. • Act out parts of a familiar rhyme. • Develop my auditory memory • Copy a sequence of sounds. • Keep in time to a beat. <p>Use some shapes in my writing</p> <ul style="list-style-type: none"> • Listen and respond to stories, rhymes and poems • Talk about key events in a story that I like. • Recognise that some words sound the same. • Know that a sentence has lots of words. • Act out parts of a familiar story or rhyme. • Retell parts of a story. • Recognise that some words start with the same sound • Identify syllables in a word. • Copy letters in my name.
Pre-school S	<p>I am learning to:</p> <ul style="list-style-type: none"> • Talk about key events in stories. • Say what has happened in a story. • Make a set of rhyming words • Recognise familiar words and signs. • Write some letters in my name correctly. • Predict what might happen next in a story. • Work from left to right and top to bottom. • Write the initial sound for a word correctly with support.

Reception E	<p>I am learning to:</p> <ul style="list-style-type: none"> • Listen to and enjoy a range of stories. • Talk about stories using pictures. • Predict the storyline. • Hear and say initial sounds. • Read some common exception words. • Begin to link sounds to letters. • Represent sounds with letter shapes. • Write my own name in full. • Talk about the features of texts. • Use new vocabulary from books. • follow words with one-to-one correspondence. • Begin to read words consistent with their phonic knowledge. • Recognise rhyme and alliteration. • Segment CVC words. • Label initial sounds. <p>Write sounds in the correct sequence</p>
Reception D	<p>I can:</p> <ul style="list-style-type: none"> • Talk about how stories are structured. • Describe the setting, characters and events. • Read words consistent with their phonic knowledge. • Locate and recall the title of a book. • Match capital and lowercase letters. • Form lower and uppercase letters. • Write labels. • Form letters clearly • Retell narratives in the correct sequence. • Begin to repeat words or phrases to check it makes sense. • Express preferences for books. • Show awareness of rhyme and alliteration when reading. • Reread appropriate books. • Write captions. <p>Write some irregular words</p>
Reception S	<p>I can:</p> <ul style="list-style-type: none"> • Use and understand new vocabulary. • Say how they feel about books, poems etc.

- Follow and read with 2/3 lines of text.
- Say the sound for each letter of the alphabet and at least 10 digraphs.
- Spell simple and multisyllabic words phonetically.
- Write irregular words.
- Talk about what has been read to me, retell the stories and adapt narratives.
- Read aloud simple sentences consistent with phonic knowledge.
- Begin to take note of some punctuation.
- Write simple sentences.

Impact

Children will achieve the Early Learning Goals for Literacy

Comprehension

Children at the expected level of development will:

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

Word Reading

Children at the expected level of development will:

- 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

Writing

Children at the expected level of development will:

- 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

Links to KS1

Demonstrates enthusiasm for listening and responding to rhymes and poems.

Discuss significance of the title and make predictions.

Draw on what they know to read new texts.

Read correct sound grapheme for Phase 3 4 and 5 sounds.

Apply phonological knowledge to decode words.

Read aloud phonetically decodable texts.

Make predictions based on the characters, plot and vocabulary read so far.

Discuss the significance of the title of the book.

Answer 'how' and 'why' question about what they have read and know where to look for information

Leave spaces between words.

Say what they are going to write.

Orally compose a sentence.

Say what they are going to write.

Orally compose a sentence.

Sequence sentences.

Spell words containing Phase 3/4/5 graphemes.