

EYFS Literacy Overview

Early Learning Goals:

ELG: Comprehension	ELG: Word Reading	ELG: Writing
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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.

Assessing a Knowledge Rich Curriculum:

Skills Comprehension	Skills: Word Reading	Skills: Writing
<p>Children can listen and understand. Children can be articulate in forming their sentences to summarise a story. Children can predict and anticipate. Children can talk about a story with confidence and understanding.</p>	<p>Children can remember the grapheme - phoneme correspondence in a range of ways. Children can decode, predict and sight read a range of words.</p>	<p>Children have sufficient pincer grip to manage fine motor skills.</p>
Knowledge	Knowledge	Knowledge
<p>Children can re-read what they have written to check that it makes sense. Children confidently use storytelling language such as: -Once upon a time, One day, - Suddenly, -Then/ Next, -Finally, -They all lived happily ever after. Children can talk about stories and have favourite stories.</p>	<p>Children know how to read letters by saying the sounds for them. Know how to blend sounds into words, so that they can read short words made up of known letter - sound correspondences. Know how to read some letter groups from Phase 3 and some Phase 4 (consonant blends) Children know how to read a few common exception words matched to the school's phonic programme. (Phase 4) Know how to read a simple book. Re-read books building up their confidence, fluency and enjoyment.</p>	<p>Children will know how to write recognisable letters, most of which are correctly formed. Know how to spell words by identifying sounds in them and representing the sounds with a letter or letters. Know how to write simple phrases and sentences that can be read by others. Know how to reread to check for sense. Use a capital letter and full stop when writing a sentence.</p>

What does it mean?

Literacy is about understanding and being understood. Early literacy skills are rooted in children's enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is fun and creative. Developing literacy competence and skills is a demanding and time-consuming journey that requires high-quality pedagogical activities to enhance learning. Young children need playful opportunities to enjoy: • being included and involved in the literacy practices of their home, early years setting, and community environments • creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors • being listened to by attentive adults who recognise and value children's choices • learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.

Possible Enrichment:

Visits to the library, writing for a purpose (letters to characters or staff or other schools), helicopter stories: story scribing building to independent writing, Story Time Phonics, rich picture books, Talk for Writing techniques; story mapping and role playing stories, reading and writing areas with interesting resources, interested adults developing the foundation skills for writing for pleasure. Provision set up to generate interest in fine motor skills (funky fingers), map making, recipe books, floor books and scrapp booking.

Resources:

Story time Phonics is the principle resource used for phonics along with resources for letters and sounds. We promote literacy rich learning environment. Quality picture books regularly updated, puppets, story props, small world play resources, cushions, bean-bags, comfortable quiet spaces. Writing equipment, pencils, pens, felt tips, crayons,

SMSC:

- **Spiritual** Can I respond to a story; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' Can I appreciate the beauty of language.
- **Moral** Am I beginning to understand the consequences of right and wrong behavior; I can articulate when I thin right or wrong has occurred, in doing so I am developing my speaking, listening and higher order thinking skills. Can I consider different perspectives?
- **Social** Can I use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. Can I understand and appreciate the viewpoints of others.
- **Cultural** I can tell stories from my experience and create the idea that 'everyone has a story to tell'. I can enjoy stories and songs from different cultures.

British Values

- **Democracy** within the early years this is all about making decisions together. We support children to understand that their views count and they should express them. We value each others feelings and talk about how we feel.
- **Rule of law** is about understanding rules, managing children's feelings and behaviour. To help this, we help them understand right from wrong, making sure that we have a clear behaviour management system with rewards.
- Tolerance of other religions. We create an environment that is inclusive, respecting, views, faiths, cultures and races. We engage with the wider community. Actively involved with parents, grandparents, and cultural celebrations.
- To promote mutual respect we promote sharing and respecting opinions. Creating an ethos of inclusivity and tolerance where views and cultures are valued and children are engaged with the wider community.
- **Individual Liberty** – children have freedom for all, focusing on people, communities, self-confidence and awareness. Children need to have a positive sense