

Lings Pre-school - 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). **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Links to Reception Early Learning Goal
Comprehension				
Knowledge and Skills to be taught	<p>Listening and questioning: Listen to short stories and begin to talk about them e.g. identify the characters and setting Join in with repeating refrains</p> <p>Vocabulary: Basic vocabulary from a range of books and rhymes</p> <p>Books: How to handle books with care Turn one page at a time</p>	<p>Listening and questioning: Listen to short stories and begin to talk about them, have an opinion and ask questions. Join in with repeating refrains</p> <p>Vocabulary: Use of taught vocabulary during play</p> <p>Books: Uses picture books to make up their own stories</p>	<p>Listening and questioning Listen to short stories and begin to talk about them and answer questions about what they have heard e.g. about the characters and setting</p> <p>Vocabulary: Use of a wider range of taught vocabulary relating to experiences, books and rhymes in play Prepositions and instructions</p> <p>Books: Look at books carefully and to predict what it might be about. Predict what might happen next and recall what has happened in a story Understand print has meaning i.e the print tells a story or information Respond to questions about stories Begin to retrieve information from fiction/ non-fiction texts</p>	<p>- 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>

Possible Lines of Enquiry	Listening behaviours and prompts Puppets Story CDs, sacks, stones etc. Repeating refrains, questioning			
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Beginning, middle, end, cover, author, page number, front cover, back cover, character			
Ongoing throughout the Year	Listening prompts e.g. my turn, your turn Story sacks and visuals to support story telling Adults to encourage independence and model behaviour in talking about and handling books Sharing stories daily Modelling vocabulary to support daily learning Singing and rhymes Free access to a range of stories in book corner			
Assessment checkpoint i.e., what a child on track should be able to do by the end of this term	Use some vocabulary influenced by books and taught experiences Begin to join in with repeated refrains Can listen to short stories and identify characters and the setting	Begin to anticipate what might happen next in stories Recall key events in books	Able to use and understand taught vocabulary Answer a range of questions relating to a text Use pictures to tell their own story Begin to retrieve information from books e.g. from the pictures	

“Within the EYFS profile the ELG for Communication and Language and for Literacy must be assessed in relation to the child’s competency in English” - Taken from 2021 EYFS Profile Handbook

Area of Learning	Autumn	Spring	Summer	Links to Reception Early Learning Goal
Word Reading/Phonics				

Knowledge and Skills to be Taught	Name recognition with a clue Begin to know rhyming words Identifying environmental sounds Matching instrumental sounds	Name recognition Rhyming words Identifying environmental sounds Matching instrumental sounds Using picture books to make up a story	Name recognition and initial sound Initial sound in name and words Rhyming strings Identifying environmental sounds Matching instrumental sounds Use picture books to make up a story	<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
Possible Lines of Enquiry	Recognising own name (supported with photo to begin with) Looking at print in the environment Listening to and identifying sounds in the environment Playing rhyming games Letters and Sounds Phase One games phase 1-6			
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	Name, rhyme, sounds, initial sounds			
Ongoing throughout the year	Letters and Sounds Phase 1 activities e.g. sound bingo, what is in the bag, silly soup, sound games, Rhyming stories and poems Usborne phonics books (for rhyming) Copying rhythms e.g. clapping patterns, tapping ect. Written words in displays which are supported with pictures and photographs			

	Letter pebbles and tiles in provision Alphabet displayed with letter and symbol			
Assessment checkpoint i.e., what a child on track should be able to do by the end of this term	Begin to recognise their own name	Can identify words that rhyme	Recognise their own name Beginning to blend Developing phonological awareness Beginning to recognise initial sounds orally	

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Area of Learning	Autumn	Spring	Summer	Links to Reception Early Learning Goal
Writing				
Knowledge and Skills to be Taught	Gross motor skill activities e.g. brushing, chalking, large scale painting, drawing to encourage up and down movements and anti-clockwise circular movements. Exercises to strengthen core How to access mark making materials appropriately	Gross and fine motor skills activities Mark making and emergent writing.	Encourage mark making and emergent writing How to hold a pencil/pen (if ready) Name writing (if ready) with some of the letters formed accurately (lower case) The language of the school's handwriting scheme e.g. up, down, across, flick	- 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.
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting</i>	Use a range of mark making opportunities and begin to give meaning to the marks they make Resources to make lists, cards, simple books Letter formation boards			
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	write, draw, letters, lines, circles, zig zags, The language of the school's handwriting scheme e.g. up, down, across, flick			
Ongoing throughout the Year	Free access to mark making spaces indoors and outdoors e.g. for FMS Clipboards with pencils, white boards and pens, chalk, smart screen, play dough, threading, tweezer play, sewing, cutting and for GMS, climbing equipment, large brushes, sand, chalking, parachute play,			

Assessment checkpoint i.e., what a child on track should be able to do by the end of this term	Use a range of mark making opportunities and begin to give meaning to the marks they make	Give meaning to the marks they make in emergent writing activities	Use some letter knowledge for early writing	
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