



Early Years Curriculum Literacy

An Overview of 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).

Literacy in context at The Downley School (TDS):

It is imperative that during their time in EYFS, all pupils at TDS have access to high quality texts, both fictional and non-fictional. We endeavour to ensure that all areas of learning include relevant texts to support children's learning; practitioners take time to share and talk about books with children during both child-initiated learning and dedicated story time. Practitioners also ensure that children are given appropriate books to take home to share with their families every week. These books include library books of children's choice, picture books and, when ready, reading books to match individual progress in phonics.

In order to develop word reading and writing skills, all children in EYFS have a daily discrete phonics lesson. In Reception children participate in whole class phonics sessions. Practitioners ensure that there are opportunities for children to apply their phonic skills in reading and writing through carefully planned adult-led activities and through well-structured continuous provision.

In Reception, teacher's present regular inputs for Literacy, often topic based and centred upon an enrichment experience or a quality text. Adults then provide follow up tasks, in small groups, which encourage pupils to work towards their next steps in writing. Pupils are encouraged to join in with the writing task from the input; if they are not interested in the content, practitioners skilfully interact with pupils in their self-selected play and present opportunities for development of writing. 'Drawing club' begins in September and as the year progresses children are encouraged to write more to develop their stories.

Skills	Knowledge
<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. ❖ Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. ❖ Read some letter groups that each represent one sound and say sounds for them.

- Development Matters Statement
- ❖ TDS Statement

Literacy - Early Learning Goals

ELG: 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.

ELG: 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.

ELG: 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.

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Opportunities to support Literacy in EYFS

- Daily story time (Reading for pleasure).
- Time to talk for targeted pupils.
- Reading Records and book swaps to encourage children to share stories with their families.
- All pupils utilising high quality wordless picture books.
- Library visits and weekly book swaps.
- Phonics sessions for all EYFS pupils.
- Applicable texts in all areas to support interest and learning.
- Provision of writing opportunities in all areas, both inside and outside.
- Topic plans include key vocabulary for children to learn.
- Visual resources for children to refer to during focus activities and in child-initiated learning e.g. – Alphabet, Phonics display, Tricky words displayed, Area vocabulary.
- Provide a 'Print Rich' environment – Plenty of posters, labels, signs, etc.
- Food dissecting and tasting opportunities.
- Singing time - all children in the EYFS spend 10 minutes a day singing songs and nursery rhymes.
- Literacy input based around quality texts in order to develop language skills.
- Objective led planning to ensure engagement from all pupils with their writing.
- Enrichment activities and events
- Visit from 'People who help us' in the community – Police, Firefighters
- Real life experiences including trip to the shops, posting a letter, 'and den building
- Parent workshops to develop parents' ability and confidence in supporting their child at home - phonics, reading – Ensure parents are provided with the correct language to be used when supporting their child's learning.
- Forest school.
- Cooking sessions.
- Role play areas updated regularly and linked to topics in order to give children opportunities to apply new vocabulary they have learn

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