

Literacy

INTENT:

We believe that it is pivotal for the children to develop a life-long love of reading. At Northiam C of E Primary we recognise that Reading has two elements; language comprehension and word reading. The comprehension of language starts from birth, developing when adults talk to children about their surroundings, books they have read together, rhymes, poems and songs they have shared. These aspects are why we believe it is vital for our EYFS Hive to be a language rich environment for the children to learn and grow confidently within. Word reading, Phonics, we believe that Phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through Phonics children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of Phonics is of high priority.

IMPLEMENTATION:

Honeybees—Pre School

Letter Knowledge

- Can copy/ write own name
- Hears initial sounds and begins to use letters to identify meaning e.g. 'd' is for daddy
- Writes for a range of purposes e.g. a shopping list, a letter, a picture (Not always using correct letters)

Sound Discrimination

- Hears initial sounds
- Can orally blend/ segment simple CVC words
- Identifies sounds in words.

Prediction

- Joins in with familiar rhymes and stories
- Begins to predict what might happen in stories

Fine motor skills

- Handles tools with increasing control e.g. paint brushes, glue spreaders, playdough tools etc.
- Shows a dominant hand
- Uses the basis of a 3 finger pencil grip

Vocabulary Acquisition

- Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books.

Retelling and Recalling

- Sequences stories/ events (not always in order)
- Identifies characters/ settings/ events in stories
- Knows that print carries meaning and is read, in English, from left to right

Willow Class—Reception

Writing Skills

Sentence Construction

- Says the sentence they are going to write
- Writes sentences which can be read by others
- Shows awareness of capital letters and full stops
- Uses finger spaces to separate words in a sentence

Tricky/ Common Exception Words

- Use a variety of tricky/ common exception words in writing

Fine Motor Skills

- Handles and shows control whilst using a variety of tools including, paint brushes, playdough tools, rollers etc.
- Uses a dominant hand
- Uses a tripod pencil grip
- Forms most letters correctly

Grapheme/ Phoneme Correspondence

- Secure with identifying and using at least 10 digraphs
- Recognition of level 1 and 2 (some 3 vowel digraphs) alphabetic code

Segmenting and Blending

- Identifies sounds in words, correctly identifying and using 10+ digraphs
- Identifies sounds in order for writing

Willow Class—Reception

Reading Skills

Retelling and Recalling

- Sequence stories and narratives in their own words, using recently introduced vocabulary
- Identifies characters, settings, problems and solutions

Vocabulary Acquisition

- Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books
- Identifies new/ unknown vocabulary in stories, rhymes, poems and non-fiction books

Segmenting and Blending

- Blend words containing level 2/3 sounds
- Distinguish individual sounds including at least 10 digraphs.
- Reads captions and simple sentences
- Read books which match their phonic ability

Prediction

- Joins in with predictable stories
- Makes suggestions for what might happen next/ at the end?

Tricky/ Common Exception Words

- Read by sight a variety of tricky/ common exception words

Fluency/ Comprehension

- Re-read sentences with increasing fluency.
- Re-read familiar books with increasing fluency
- Answering questions about what they have read

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.