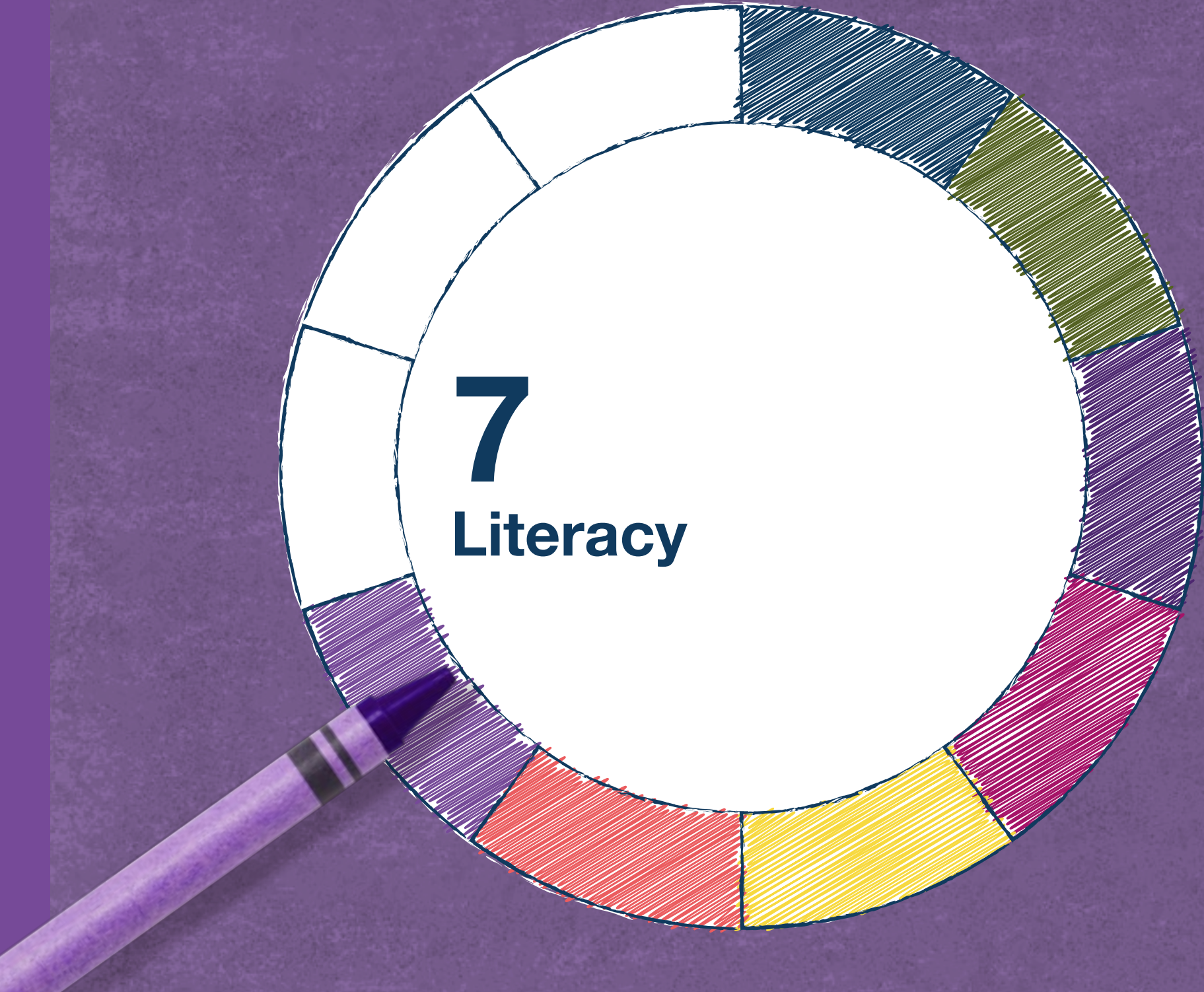


**7**  
**Literacy**



# Literacy

**EYFS Statutory Educational Programme:** 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).





### 3 and 4-year-olds will be learning to:

### Examples of how to support this:

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Draw children’s attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.

When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops. Explain the idea of a ‘word’ to children, pointing out how some words are longer than others and how there is always a space before and after a word.

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: “Twinkle, twinkle yellow car”

Making rhymes personal to children: “Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon.”

Deliberately miss out a word in a rhyme, so the children have to fill it in: “Run, run, as fast as you **can**, you can’t catch me I’m the gingerbread —.”

Use magnet letters to spell a word ending like ‘at’. Encourage children to put other letters in front to create rhyming words like ‘hat’ and ‘cat’.





### 3 and 4-year-olds will be learning to:

### Examples of how to support this:

Engage in extended conversations about stories, learning new vocabulary.

Choose books which reflect diversity.

Regular sharing of books and discussion of children's ideas and responses (dialogic reading) helps children to develop their early enjoyment and understanding of books. Simple picture books, including those with no text, can be powerful ways of learning new vocabulary (for example, naming what's in the picture). More complex stories will help children to learn a wider range of vocabulary. This type of vocabulary is not in everyday use but occurs frequently in books and other contexts. Examples include: 'caterpillar', 'enormous', 'forest', 'roar' and 'invitation'.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames.

Write some or all of their name.

Write some letters accurately.

Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors. Include large-muscle co-ordination: whole body, leg, arm and foot. This can be through climbing, swinging, messy play and parachute games, etc. Plan for small muscle co-ordination: hands and fingers. This can be through using scissors, learning to sew, eating with cutlery, using small brushes for painting and pencils for drawing. Children also need to know the language of direction ('up', 'down', 'round', 'back', etc).



## Children in reception will be learning to:

## Examples of how to support this:

Read individual letters by saying the sounds for them.

Help children to read the sounds speedily. This will make sound-blending easier.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.

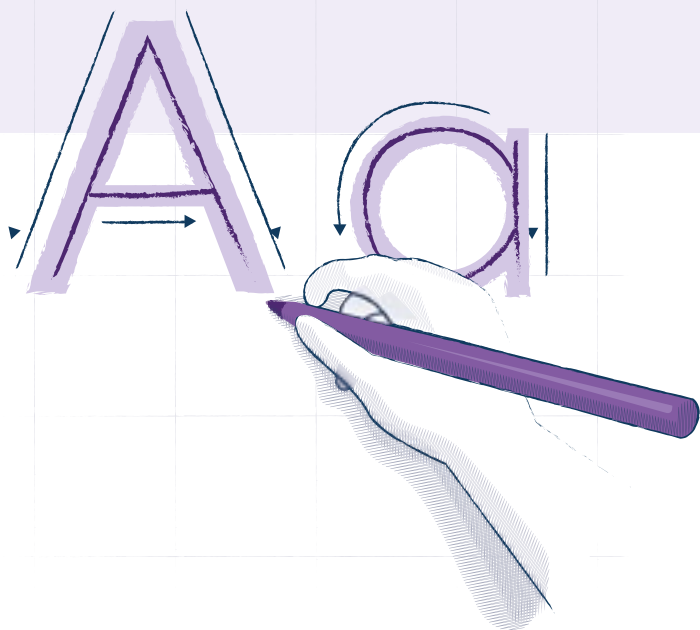
Show how to say sounds for the letters from left to right and blend them, for example, big, stamp.

Read some letter groups that each represent one sound and say sounds for them.

Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’.

Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.

Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.





## Children in reception will be learning to:

## Examples of how to support this:

Read a few common exception words matched to the school's phonic programme.	Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.
Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.  Do not include words that include letter-sound correspondences that children cannot yet read, or exception words that have not been taught.  Children should not be required to use other strategies to work out words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Make the books available for children to share at school and at home.  Avoid asking children to read books at home they cannot yet read.
Form lower-case and capital letters correctly.	Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.
Spell words by identifying the sounds and then writing the sound with letter/s.	Show children how to touch each finger as they say each sound.  For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.



## Children in reception will be learning to:

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.

## Examples of how to support this:

Support children to form the complete sentence orally before writing.

Help children memorise the sentence before writing by repeatedly saying it aloud.

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.

Model how you read and re-read your own writing to check it makes sense.

