



## English in the Early Years – Literacy (Reading, Writing and Comprehension)

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 nonfiction) 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).

In the early years, our curriculum is text driven to develop a culture for a love of reading. Our texts are mapped out to include a wide range of genres including traditional tales, cultural stories and adventure. Each fortnight, a text is the main driver for our EYFS learning and the adult led and continuous opportunities in the literacy areas give opportunity for reading, writing and developing comprehension through talk. Our children learn the books through sharing and adult led sessions using the Talk4Writing approach. By the end of EYFS and as they transition into Year 1, the children will have developed a joy of storytelling and reading and have a recognised bank of stories and characters that they are familiar with.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
<b>Word Reading</b>	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> Understand the five key concepts about print: <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• the names of different parts of a book</li> <li>• print can have different purposes</li> <li>• page sequencing</li> <li>• we read English text from left to right and from top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Comprehension	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
Writing	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 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; write ‘m’ for mummy.</li> <li>• Write some letters accurately.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Shows a preference for a dominant hand.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Form lower case and capital letters correctly.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>Physical Development</b> <b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters • Children in Reception will be learning to:	Statutory Framework Early Learning Goals
<b>Communication &amp; Language</b>	<p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Use longer sentences of four to six words.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Engage in story times.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> </ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul>	<p><b>Listening Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> <p><b>Expressive Arts and Design</b> <b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others</li> </ul> <p><b>Creating With Materials</b></p> <ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

## Transitioning from EYFS to Year 1

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> </ul> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.</li> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>• Re-read these books to build up fluency and confidence in word reading.</li> </ul>
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p><b>Comprehension</b></p> <p><b>Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently;</li> <li>• being encouraged to link what they read or hear to their own experiences;</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;</li> <li>• recognising and joining in with predictable phrases;</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart;</li> <li>• discussing word meanings, linking new meanings to those already known.</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher;</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading;</li> <li>• discussing the significance of the title and events;</li> <li>• making inferences on the basis of what is being said and done;</li> <li>• predicting what might happen on the basis of what has been read so far;</li> <li>• participating in discussions about what is read to them, taking turns and listening to what others say;</li> <li>• explaining clearly their understanding of what is read to them.</li> </ul>



Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<p><b>Writing</b></p> <p><b>Transcription</b></p> <p><b>Spelling</b></p> <p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught; common exception words; days of the week.</li> </ul> <p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>• name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound; apply simple spelling rules;</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;</li> <li>• use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; use the prefix un;</li> <li>• use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).</li> </ul> <p><b>Composition</b></p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives;</li> <li>• re-reading what they have written to check that it makes sense.</li> </ul> <p>As well as:</p> <ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Vocabulary, Grammar and Punctuation</b></p> <p>Children should develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• leaving spaces between words; joining words and joining clauses using and; beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; using capital letter for names of people, places, the days of the week, and the personal pronoun I.</li> </ul> <p><b>Grammar</b></p> <p><b>Words</b></p> <ul style="list-style-type: none"> <li>• Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling of the root words.</li> <li>• Recognise how the prefix un- changes the meaning of verbs and adjectives.</li> </ul> <p><b>Sentences</b></p> <ul style="list-style-type: none"> <li>• How words can combine to make sentences.</li> <li>• Joining words and joining clauses using 'and'.</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Separation of words with spaces.</li> <li>• Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Capital letters for names and for the personal pronoun I.</li> </ul>

Relevant Early Learning Goals	KS1 National Curriculum Objectives
<p><b>Physical Development</b>  <b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> <li>• Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>
<p><b>Listening Attention &amp; Understanding</b></p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Spoken Language</b></p> <p>Listen and respond appropriately to adults and peers.</p> <ul style="list-style-type: none"> <li>• Ask relevant questions to extend their understanding and knowledge.</li> <li>• Use relevant strategies to build their vocabulary.</li> <li>• Articulate and justify answers, arguments and opinions.</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imaging and exploring ideas.</li> <li>• Speak audibly and fluently with an increasing command of standard English.</li> <li>• Participate in discussion, presentations, performances, role play, improvisations and debates.</li> <li>• Gain, maintain and monitor the interest of the listener(s).</li> <li>• Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> <li>• Select and use appropriate registers for effective communication.</li> </ul>