

Grove Vale EYFS - Literacy

Early Learning Goal

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.

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.

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.

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).

Development Matters - Reception

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'.
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'.
Children in reception will be learning to:	Examples of how to support this:
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.

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.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Support children to form the complete sentence before writing. Help children memorise the sentence before writing by saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.
Re-read what they have written to check that it makes sense.	Model how you read and re-read your own writing to check it makes sense.

Skills and Knowledge

Autumn

Comprehension	Word Reading	Writing
<p>Hear and identify words that rhyme.</p> <p>Develop an awareness of rhythm and rhyme in speech.</p> <p>Join in with stories and poems.</p> <p>Recite rhymes and sing songs.</p> <p>Predict how a story might end.</p> <p>Create alternative endings.</p> <p>Listen with attention and recall to stories.</p> <p>Know what the title of a book is.</p> <p>Continue a rhyming string.</p> <p>Use puppets to retell a story.</p> <p>Create own books.</p>	<p>Focus: listening to stories and rhymes, talking about books.</p> <p>Phase 2 phonics.</p> <p>Recognise familiar words and signs including own name and advertising logos.</p> <p>Differentiate between text and illustration.</p> <p>Orally blend and segment sounds in words.</p> <p>Know the language of print – letter, word, page, beginning, end, first, last, middle.</p> <p>Hear and say initial sounds in words.</p> <p>Blend VC words using: s a t p i n m d g o c k ck e u r h b f ff l ll ss</p> <p>Begin to blend CVC words.</p>	<p>Focus: writing letters, words, captions.</p> <p>Hear similarities and differences in sounds (phonemes).</p> <p>Hear and identify words that begin with the same phoneme.</p> <p>Orally segment words e.g. I say "cat." You say "c-a-t."</p> <p>Engage in a variety of mark making.</p> <p>Recognise, copy and write own name.</p> <p>Have ideas about what they would like to write (Supported Write – write down what they say).</p> <p>Give meanings to marks as they draw, write and paint.</p>

Use vocab and forms of speech influenced by experiences of books.	Read phase 2 tricky words.	Hear and say the initial sound in words. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempt to spell words using phonic sounds learnt (phase 2). Begin to write simple labels and captions. Write for a purpose in play e.g. shopping list, role play signs.
Spring		
Comprehension	Word Reading	Writing
<p>Know information can be retrieved from books and computers.</p> <p>Act out and retell stories.</p> <p>Sequence events in a story.</p> <p>Talk about the characters in the story.</p> <p>Know what the blurb is.</p> <p>Talk about main settings, events and characters.</p>	<p>Focus: Reading words and sentences. Talking about storylines.</p> <p>Consolidate phase 2 sounds, followed by Phase 3 phonics</p> <p>Link sounds to letters, naming and sounding letters of the alphabet.</p> <p>Read CVC words and simple sentences using phase 2 sounds.</p> <p>Learn: j v w x y z zz qu ch sh th ng and use these sounds to read words and sentences.</p> <p>Recognise capital and lower-case letters.</p>	<p>Focus: writing sentences.</p> <p>Begin to form letters correctly.</p> <p>Segment the sounds in simple words and blend them together (phase 2, and phase 3 sounds learnt).</p> <p>Begin to write words and captions with phase 3 sounds learnt.</p> <p>Begin to use finger spaces.</p> <p>Use a word mat to spell tricky words: the, to I no go into.</p> <p>Experiment with writing e.g. leaving a message.</p> <p>Write a list.</p>

	<p>Learn: ai ee igh oa oo (long) oo (short) ar or ur ow oi ear air ure er and begin to use these sounds to read words and sentences.</p> <p>Read phase 3 tricky words.</p>	<p>Begin to write on the line.</p> <p>Attempt to write short sentences in meaningful contexts using all phonic sounds learnt.</p> <p>Begin to hold a sentence, counting and writing each word.</p> <p>Say a sentence, write it, read it back and check it makes sense.</p> <p>Begin to use a fullstop.</p> <p>Begin to use an adjective.</p> <p>Spell phase 2 tricky words independently.</p> <p>Use a sound mat to spell: he, she, we, me, be.</p>
Summer		
Comprehension	Word Reading	Writing
<p>Demonstrate understanding of the story – what happens (act out), sequence events.</p> <p>Answer questions to show how and why something happens.</p> <p>Read and understand simple sentences.</p> <p>Describe the main events in stories they have read.</p> <p>Describe the setting.</p> <p>Use story language when retelling stories – once upon a time, one day, happily ever after...</p>	<p>Focus: reading sentences and building up sight vocab. Consolidate phase 3 phonics, followed by Phase 4 phonics.</p> <p>Read CVC words confidently using all phase 3 sounds.</p> <p>Use phonic knowledge to decode regular words.</p> <p>Blend CVCC and CCVC words using all phonemes covered.</p> <p>Read phase 4 tricky words.</p>	<p>Focus: developing sentences.</p> <p>Show increasing control over letter size.</p> <p>Use phonic knowledge from phase 2 and 3 to spell words phonetically.</p> <p>Write own sentences (orally compose and hold to memory before writing it down) that can be read by themselves and others.</p> <p>Use finger spaces consistently.</p> <p>Use full stops more consistently.</p> <p>Use an adjective in writing.</p>

<p>Respond to questions about who, what, where, when linked to text and illustrations</p>	<p>Towards ELG+</p> <p>Say how they feel about what they have read.</p> <p>Recall the main points in texts in the correct sequence.</p> <p>Talk about the themes of simple texts, e.g. good over evil.</p> <p>Blend CCVCC, CCCVCC words.</p> <p>Blend words with more than one syllable.</p> <p>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p>	<p>Spell: he, she, we, me, be independently.</p> <p>Use a sound mat to write: was, my, you, her, they, all, are.</p> <p>Write instructions.</p> <p>Write a recount.</p> <p>Form letters correctly.</p> <p>Begin to use simple connectives: and but.</p> <p>Begin to use a capital letter at the beginning of a sentence.</p> <p>Retell a story.</p> <p>Towards ELG+</p> <p>Begin to use ly openers Luckily, Unfortunately</p> <p>Recognise ? and !</p> <p>Write 2 syllable words.</p> <p>Segment CVCC words using all graphemes covered in phase 2 and 3 e.g. paint, tights, boils, shelf, toast.</p> <p>Segment CCVC words using all graphemes covered in Phase 2 and 3 e.g. spoon, clown, float, sweet.</p>
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		<p>Segment CCVCC, CCCVC, CCCVCC words using all graphemes covered in Phase 2 and 3 e.g. frost, street, scrunch.</p> <p>Segment words with more than one syllable e.g. turnip, sister, cooking.</p> <p>Spell phase 4 tricky words.</p> <p>Use story language.</p> <p>Use capital letters.</p> <p>Write own story with a BME (develop setting and character).</p>
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