English in the Early Years

Literacy educational programme (taken from the EYFS Framework 2023)

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).

Early learning goals that link to English:

EYFS Communication and language development

ELG Listening, attention and understanding –

- 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
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG Speaking –

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- 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.

EYFS Physical development (this links to the mechanics of writing/pencil control)

ELG Fine motor skills –

- Hold a pencil effectively in preparation fro fluent writing – using the tripod grip in almost all cases

EYFS Literacy

ELG Comprehension

- 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

- 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

- 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.

EYFS Expressive arts and design (this links to re-telling and adapting familiar stories)

ELG Being imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher

In the foundation stage at Hollybrook the children…….

- Are taught phonics through the Little Wandle validated scheme (phonemes, graphemes, tricky words, high frequency words, segmenting and blending, letter names).
- Practise book skills eg where to find the front and back of a book, author, title, turning pages in order, tracking words from left to write, differences between words and letters, answering simple questions.
- Learn how to form letters correctly using letter patter from Little Wandle
- Learn how to write simple words and sentences using their phonics skills.
- Gain a love of stories and reading from adults who share books regularly using props and puppets.
- Read in a small group with an adult 3 times a week.
- Are taught new vocabulary in context and staff are skilled in helping the children to use new vocabulary so that it becomes embedded.