Key Learning for EYFS in CLL

Lancashire Literacy Team

Lancashire County Council

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What is *Key Learning for the EYFS in CLL*?

The *Key Learning for EYFS in CLL* statements are the small step goals for Reception children to work through to achieve the 'Expected' ELGs in Reading and Writing.

Where have they come from?

The *Key Learning for EYFS in CLL* statements have been identified primarily from the EYFS. Other key documents cross referenced in their preparation include *Development Matters, Letters and Sounds*, and Lancashire *Assessment and Progression* materials.

How are they different from the EYFS ELGs?

There were two main aims in creating *Key Learning for EYFS*. The first aim was to pull out the key steps in learning to enable clear planning for the Literacy elements within EYFS, and the second was to provide a clear progression to achieve the ELGs for the Prime and Specific aspects towards the 'Expected' Level.

How might *Key Learning for the EYFS in CLL* be useful?

The *Key Learning for EYFS in CLL* statements should help to focus, and be exemplified, during whole class and group teaching. Taught in the context of lively, engaging and creative themes, they help to ensure that pupils make progress as readers and writers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts and through continuous provision.

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Prime areas:	Listening and Attention	Understanding	Speaking
	▪ Listen with enjoyment to stories, songs, rhymes and poems ▪ Sustain attentive listening in a range of situations ▪ Respond with relevant, comments, questions or actions ▪ Give attention to what others say and respond appropriately ▪ Follow instructions **Exceeding:** ▪ Follow more complex/several part instructions accurately **Exceeding:** ▪ Ask for clarification e.g. about instructions given to them **Exceeding:** ▪ Listen with sustained concentration for longer periods	▪ Answer questions in response to who, what, where, when about experiences, stories and events ▪ Answer questions in response to why and how about experiences, stories and events ▪ Recognise own name, familiar words and advertising logos **Exceeding:** ▪ Express views about characters in a story or the story as a whole **Exceeding:** ▪ Answer questions using 'think, say, feel' prompts about experiences, stories and events **Exceeding:** ▪ Answer questions about why things happen in a story	▪ Use language to imagine and recreate roles and experiences in play situations ▪ Use talk to organise and sequence ideas, feelings and events ▪ Use talk to clarify thinking ▪ Use talk to express themselves effectively in a range of situations ▪ Show awareness of listeners' needs when communicating ▪ Use past, present and future forms when discussing events and experiences ▪ Develop own narratives by connecting ideas or events **Exceeding:** ▪ Show awareness of the listener (audience) by making changes to language and non-verbal features **Exceeding:** ▪ Recount experiences and stories **Exceeding:** ▪ Use a range of vocabulary to add information, express ideas and explain actions or events. **Exceeding:** ▪ Justify ideas and experiences

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Specific areas:	Phonics for Reading	Phonics for Writing
	Phase 1 ▪ Blend VC words orally e.g. at, it, in, up, ▪ Blend CVC words orally e.g. top, run, bed, rat **Phase 2** ▪ Blend VC words using phonemes s, a, t, p, i, n - e.g. at, in, is, it ▪ Blend CVC words using phonemes s, a, t, p, i, n - e.g. sit, pit, pat, pan, tip ▪ Blend CVC words using all above and m, d, g, o e.- g. dog, mad, gap ▪ Blend CVC words using all above and c, k, ck, e, u, r - e.g. sock, neck, rack ▪ Blend CVC words using all above and h, b, f, ff, l, ll, ss - e.g. huff, hiss, bill **Phase 3** ▪ Blend CVC words using all above and j, v, w, x, y, z, zz, qu - e.g. jack, buzz, vet, quick ▪ Blend CVC words using all above and ch, sh, th, ng - e.g. chip, shop, this, thin, song ▪ Blend CVC words using all above and ai, ee, igh, oa, oo - e.g. rain, teeth, night, coat, boot, good ▪ Blend CVC words using all above and ar, or, ur, ow, oi - e.g. cart, fork, curl, down, soil ▪ Blend CV, CVV and CVC words using all above and ear, air, ure, er - e.g. hear, fear, chairs, sure, cure, shower, tower **Exceeding - Phase 4** ▪ Blend CVCC words using all phonemes covered in Phase 2 and 3 e.g. paint, tights, boils, shelf, toast ▪ Blend CCVC words using all phonemes covered in Phase 2 and 3 e.g. spoon, clown, float, sweet ▪ Blend CCVCC, CCCVC, CCCVCC words using all phonemes covered in Phase 2 and 3 e.g. frost, street, scrunch ▪ Blend words with more than one syllable e.g. turnip, sister, cooking	**Phase 1** ▪ Segment VC words orally e.g. at, it, in, up, ▪ Segment CVC words orally e.g. top, run, bed, rat, **Phase 2** ▪ Segment and write VC words using grapheme s, a, t, p, i, n - e.g. at, in, is, it ▪ Segment CVC words using graphemes s, a, t, p, i, n - e.g. sit, pit, pat, pan, tip ▪ Segment CVC words using all above and m, d, g, o e.g. dog, mad, gap ▪ Segment CVC words using all above and c, k, ck, e, u, r e.g. sock, neck, rack ▪ Segment CVC words using all above and h, b, f, ff, l, ll, ss e.g. huff, hiss, bill **Phase 3** ▪ Segment CVC words using all above and j, v, w, x, y, z, zz, qu e.g. jack, buzz, vet, quick ▪ Segment CVC words using all above and ch, sh, th, ng e.g. chip, shop, this, thin, song ▪ Segment CVC words using all above and ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good ▪ Segment CVC words using all above and ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil ▪ Segment CV, CVV and CVC words using all above and ear, air, ure, er e.g. hear, fear, chairs, sure, cure, shower, tower **Exceeding - Phase 4** ▪ Segment CVCC words using all graphemes covered in Phase 2 and 3 e.g. paint, tights, boils, shelf, toast ▪ Segment CCVC words using all graphemes covered in Phase 2 and 3 e.g. spoon, clown, float, sweet ▪ Segment CCVCC, CCCVC, CCCVCC words using all graphemes covered in Phase 2 and 3 e.g. frost, street, scrunch ▪ Segment words with more than one syllable e.g. turnip, sister, cooking,

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Reading	Writing
▪ Read Pink, Red and Yellow band texts in line with their developing phonic ability ▪ Differentiate between text and illustration ▪ Understand that print conveys meaning ▪ Decode a number of regular words using phase 2 phonemes with build and blend strategy, and read aloud accurately ▪ Read common irregular words from Phase 2 - the to I no go into ▪ Hold a book correctly and turn pages from front to back and recognise front and back cover ▪ Know that, in English, print is read from left to right and top to bottom ▪ Predict the storyline e.g. ending ▪ Recite rhymes and sings songs ▪ Talk about events, setting and characters ▪ Predict storyline and some vocabulary, aided by the illustrations ▪ Retell narratives in the correct sequence, drawing on language patterns of stories ▪ Use decoding to read -using build and blend strategy - towards automatically reading known words ▪ Read common irregular words from Phase 3 - he she we me be was you they all are my her ▪ Read simple sentences ▪ Recognise some capitals and lower case letters ▪ Link sounds to letters, naming and sounding letters of the alphabet ▪ Respond to questions about who, what, where, when linked to text and illustrations ▪ Sequence a simple story or event ▪ Use gestures and actions to act out a story, event or rhyme from text or illustrations ▪ Make predictions based on illustrations, story content and title ▪ Respond to questions about how and why something is happening ▪ Say what a character might be thinking, saying or feeling	▪ Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes e.g. it, mop, bell ▪ Make phonetically plausible attempts when writing more complex words ▪ Spell tricky words the, to, I, no, go independently ▪ Write own name ▪ Write left to right and top to bottom ▪ Orally compose a sentence and hold it in memory before attempting to write it ▪ Write a simple phrase with finger spaces, that can be read back by themselves ▪ Write simple sentences using finger spaces, that can be read by themselves and others ▪ Use talk to organise, sequence and clarify thinking, ideas, feelings and events ▪ Write different text forms for different purposes e.g. lists, stories, instructions, labels, captions, recipes, postcards, menus **Exceeding:** ▪ Spell irregular tricky words he she we me be was my you her they all are **Exceeding:** ▪ Use key features of narrative in own writing

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Reading	Writing
▪ Read on sight words from Lists 1 and 2 ▪ Distinguish between a word, a letter and a space ▪ Use picture clues to help in reading simple text ▪ Make 1 to 1 correspondence between written and spoken words. ▪ Blend phonemes to read a range of words using build and blend towards automaticity – fluency and accuracy ▪ Use phonic knowledge to attempt unknown words ▪ Listen attentively to a story at the appropriate interest level ▪ Say how they feel about stories and poems ▪ Recall the main points in texts in the correct sequence ▪ Use the structure of a simple story when re-enacting and retelling ▪ Talk about the themes of simple texts, e.g. good over evil ▪ Act out a story in role play	

Early Learning Goal – Reading	Early Learning Goal – Writing
Expected Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.	**Expected** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible
Exceeding Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.	**Exceeding** Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

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