

Ticket to: a journey from novice to expert (Early Years Foundation Stage)

Literacy



where it all begins: confident communicators are immersed in a world of words through exposure and engagement in a range of high quality texts that inspire our little learners. Oracy, vocabulary and comprehension are at the heart of our curriculum and are embedded in our provision. Talk for writing, stories and rhymes spark curiosity and imagination, taking children on a journey of adventure and discovery. Communication and language underpin all areas of learning.

By the end of Foundation Stage learners:

Listening, Attention & Understanding (C&L)

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.

Speaking (C&L)

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.

Comprehension (Literacy)

Demonstrate understanding of what is being read to them by retelling stories and narratives, using their own words and recently introduced to 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 (Literacy)

Say a song for each letter in the alphabet and at least 10 digraphs.

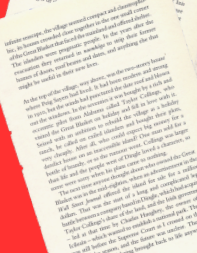
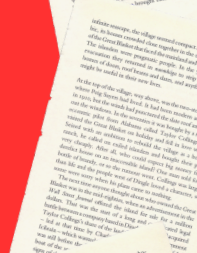
Read words consistent with the phonic knowledge by sound blending.

Read aloud, simple, sentences and books that are consistent with the phonic knowledge, including some common exception words.

Writing (Literacy)

Write recognisable letters, most of which are correctly forward.






- Spell words by identifying sounds in them and representing the sound with a letter or letters.
- Write simple phrases and sentences that can be read by authors.





Communication and Language is a **Prime Area** of learning which underpins all other areas of learning. Literacy is a specific area through which the three prime areas are strengthened and applied. Our little storytellers and performers develop skills that are essential for their future learning and social development. Meaningful interactions between staff and children are key to language development. Through modelling, responsive and active engagement with learners, children feel encouraged and assisted to explore language, build vocabulary, understand complex language, and develop social skills.

In the Early Years - Communication and Language, we:

-  **model language** including the correct use of grammar and vocabulary, providing our learners with examples of language they can apply themselves in their own communications with others.
-  **read stories** together as this helps our learners learn new words and language structures. By asking questions and involving children in the storytelling process, practitioners make storytime interactive and fun. Children develop their early performance skills by acting out stories in small groups and independently.
-  provide **Language-Rich Environments** throughout the Early Years which are filled with labeled items, visuals, and displays that reinforce language learning. Texts and rhymes are throughout continuous provision and displays, helping learners to make meaningful links between print and their surrounding environment..
-  **encourage conversations** as we know that this is key to children developing communication skills. Dialogue between practitioners and children is continuous and may occur in small groups or one-on-one, encouraging children to speak and listen. Conversations between practitioners and children provide immediate feedback and build confidence in communication.
-  engage **Parents/ carers in their child's learning journey** . They are encouraged to read, talk, and engage with their children at home, to strengthen the language skills children are developing in the classroom. Parents are helped to understand how to support their child through a range of ways including workshops (alongside their child), videos to model, lending library/ home readers and other regular communications.