

# 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. We foster our little readers and writers literacy skills in early years, building foundational skills in reading and writing through engaging activities which create a literacy-rich environment where learners can naturally develop an interest in words, books, and storytelling.

### In the Early Years - Literacy, we:

- provide a **print-rich environment** enabling learners to become familiar with letters, words, and symbols. This enables our novice learners to explore printed materials and develop early word recognition.
- help children understand the relationship between letters and sounds through the systematic teaching of **phonic skills**. Beginning with the development of children's auditory discrimination before progressing on to recognising and discriminating between simple to more complex sounds. Daily, interactive phonics lessons ensures that children are able to establish foundational skills for reading and writing.
- **read stories aloud** to children to develop their love of books and introduce new vocabulary, sentence structure, and narrative patterns. Practitioners use storytime to ask questions, make predictions, and actively involve children in the storytelling, encouraging them to act out parts of the story. This interaction helps children understand story structure and builds early comprehension skills.
- encourage learners to develop their **early writing skills**, beginning with mark-making, where children are encouraged to experiment with drawing and "writing" using a range of media. This prepares them for more structured writing activities as they learn to form letters and develop fine motor control.
- provide a 'passport of rhyme' as **rhymes, songs, and poetry** introduce children to patterns in language, rhythm, and rhyming words, which support phonological awareness—an important precursor to reading.
- **retell familiar stories** to help children grasp narrative structure and strengthen comprehension. Practitioners use simple picture cards and actions, puppets, or props to support children in retelling stories. This not only builds memory and understanding of plot but also strengthens vocabulary as children retell the story in their own words.