

EYFS Literacy Expectations



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Rode Heath Primary School

Rode Heath Primary School – Early Years Foundation Stage – Literacy

Intent

Our children will leave the EYFS with a love of books and of reading. They enjoy spending time reading, being read to and discussing the content and their own ideas about stories, non-fiction texts, rhymes and poems. Our children will be able to confidently read decodable words and a number of high frequency words. They will write simple sentences that can be read by others and demonstrate a secure knowledge of phonics. They will identify different purposes for writing e.g. cards, lists, letters etc. and will show independence by seeking resources, e.g. word/sound mats to help them develop their writing. Our children know that their writing is highly valued and are beginning to understand that reflecting on the process can help them to improve.

Implementation

Reading and writing are actively promoted as highly valued activities through our literature rich environment, including a cosy reading area with a range of texts and highlighting new books we have enjoyed as a class. A writing corner encourages mark-making and writing for different purposes and in different contexts, using a range of media. The Reception Class 'Wow Wall' celebrates children's independent writing. Thoughtful topic choices ensure that children are exposed to both familiar favourites and exciting new texts brimming with rich and adventurous vocabulary. Our children are exposed to reading and writing throughout the indoor and outdoor provision, which promote (discreetly and directly) active mark making and writing. EYFS staff are skilled at developing opportunities for literacy, as they occur, in children's play and from their questions and exploration of the wider curriculum. Staff know the children's next steps and skilfully add challenge, as appropriate, to facilitate progress. A range of strategies are employed to provide additional support, where needed. Children are taught Phonics daily through the Rode Heath Systematic Synthetic Phonics programme and additional adult-guided literacy activities are also linked to this. Every week, children take home two texts linked to their current phonics learning and an additional 'Reading for Pleasure' book to share. Weekly Phonics Home Learning tasks (in books or online activities) provide an additional opportunity to consolidate learning and practise key skills e.g. letter formation, tricky words etc. Our children share a phonics matched guided-reading book with an adult at least once a week.

Impact

Our children make good progress from both their reading and writing starting points, reading a variety of print including signs, captions, sentences and texts by the end of Reception. They have a love of stories, books and reading, and have developed a sense of wonder about the world of books. They are keen to share their reading with adults and understand that reading is key to accessing the wider curriculum, following their interests and discovering new information. Our children understand that writing is a form of communication and they are able to write phonetically plausible sentences that can be read by themselves and others.

Pre-School

	Comprehension	Word Reading	Writing
Autumn	<p>I can use a range of lift the flap books and textual stores and predict with support</p> <p>I know how to hold a book the correct way and understand that I must turn the pages in the correct order</p> <p>I can repeat words that I have heard in role play with my friends and stories</p> <p>I can repeat new words that related to new things that I am learning about</p>	<p>I can point to the front cover and title of a book and begin to talk about what the story may be about</p> <p>I can find the start and the end of a book</p> <p>I can start at the top of the page when we read a book together</p> <p>I can hear and tune in to environmental sounds</p> <p>I can identify and discriminate which instrument /natural material is making a given sound</p> <p>I can identify and read signs such a shop open, closed, go, and stop, names of toys and food signs</p> <p>I can find my name card alongside with my photo</p>	<p>I can create different sounds using natural instruments and percussive instruments</p> <p>I can manipulate dough in a variety of ways to build my manual dexterity skills</p> <p>I can move ribbons in lots of ways</p> <p>I can give meaning to the marks I make</p> <p>I can form the capital letter in my name using pencils and other tools</p>
Spring	<p>I can answer 'what' questions and point to what I am talking about</p> <p>I can repeat and explore new words relate to texts in our group read sessions</p>	<p>I can find my name and photo amongst other children name cards</p> <p>I can use my finger to point to where we start to read</p>	<p>I am beginning to say some initial sounds</p> <p>I can begin to say letter names and use actions and correctly with my mouth</p> <p>I can trace the letters in my name with support and start to use the correct direction</p>

	<p>I can choose a book to read and look at independently</p> <p>I can listen to a simple short story for a few minutes</p> <p>I can join in with a story and repeat phrases with support</p> <p>I can play act a simple story with puppets using new words that I have learned with support</p>	<p>I can move from left to right on a page when we share a story</p> <p>I can repeat rhymes at the end of phrases</p> <p>I am beginning to recognise and repeat rhyming sounds at the end of CVC words</p> <p>I am beginning to hear and say some initial sounds</p> <p>I am beginning to recognise when words begin with the same sound</p> <p>I know how to use my voice and make different sounds, both long and short, loud, and quiet, with my throat and mouth</p> <p>I can make sounds with my body and create and carry a rhythm</p> <p>I can recall the name of objects/ animals that begin with the same sound</p>	<p>I can use a variety of mark making tools including handwriting pencils and pens to write lists and create specific shapes and patterns</p> <p>I can move writing tools from top to bottom and around</p> <p>I can make circle shapes and I am beginning to start from at the top and work round in an anti-clockwise direction</p>
Summer	<p>I can answer 'why' questions about what I am doing/playing with and/or point to what I am talking about in a story</p> <p>I can talk about 'who' is in a story be it fiction or fact.</p> <p>I can confidently use new words to talk about a story</p> <p>I can share lot of stories with my friends and retell a short narrative that I love</p>	<p>I can find my name without my photo next to it</p> <p>I am beginning to be interested in letters and words in print around me</p> <p>I can explore a contents page and find the relevant page number</p> <p>I can talk about a what interests me in a non-fiction text</p>	<p>I am beginning to 'clap' out the phonemes s, a, t,p,i,n when I want to write CVC words</p> <p>I can segment/say the sounds in words for writing, as and when I become interested</p> <p>I know the language of up, down, and around, when writing</p> <p>I can form most of the letters in my name independently</p>

	I can use a wider range of vocabulary both in role play and when talking about a book that we have shared together	<p>I can blend CV and CV words to say a word when reading</p> <p>I enjoy reading playing rhyming pair games and hearing and saying rhyming phrases</p> <p>I can change the initial sound in CVC words to explore word endings that rhyme</p>	<p>I am beginning to start my writing at the top and on the left-hand side</p> <p>I can write a pretend shopping list using some recognisable letters</p>
Reception Readiness Indicators	<p>I can use a good range of words</p> <p>I understand the meaning of a good range of words</p> <p>I can talk about a favourite story</p>	<p>I can read and recognise my name</p> <p>I can hear initial sounds in words for oral blending</p> <p>I know what the word is that I am sound talking and I can say that word</p>	<p>I can orally segment, using an initial sound cue</p> <p>I can hear and say initial sounds for writing</p> <p>I can write my name using recognisable letters that are mostly correctly formed</p>

Reception

Term	Comprehension	Word Reading	Writing
Autumn	<p>I can join in with repeated refrains and key phrases from familiar stories.</p> <p>I can order 4 pictures from a familiar story.</p> <p>I can suggest what might happen at the end of a story that is read to me.</p> <p>I can talk about my favourite book.</p> <p>I ask about the meaning of new words.</p>	<p>I can recognise my name</p> <p>I am beginning to recognise the names of my peers, siblings, Mummy, Daddy etc.</p> <p>I can say the sound for most Phase 2 graphemes</p> <p>I can blend sounds to read CVC words made up of Phase 2 graphemes</p> <p>I can read most Phase 2 tricky words</p> <p>I can read simple captions and sentences of words with most Phase 2 graphemes and tricky words.</p> <p>I can spot rhymes in familiar stories and poems.</p>	<p>I am beginning to develop a tripod pencil grip.</p> <p>I can write my name correctly</p> <p>I can form some Phase 2 lower case letters correctly</p> <p>I mark make from left to right</p> <p>I can segment and write VC and CVC words containing most Phase 2 graphemes.</p> <p>I can write most Phase 2 tricky words and some high frequency words from memory.</p> <p>I can write short captions with Phase 2 words and am beginning to use finger spaces.</p> <p>I can listen to an adult read my writing and begin to say whether it makes sense</p>

<p>Spring</p>	<p>I can talk about the characters and setting from a familiar story. I can make predictions about what might happen next in a story that is read to me, linking to my own experiences I can retell a familiar story to a familiar adult or a friend. I can answer simple questions about a familiar book, using modelled vocabulary. I can talk about why I like my favourite book or poem.</p>	<p>I can say the sound for all of the letters of the alphabet I can say the sounds for all Phase 2 and most Phase 3 digraphs and trigraphs I can blend sounds to read short words made up of Phase 2 and most Phase 3 graphemes I can identify digraphs in words. I can read all Phase 2 and most Phase 3 tricky words I can read simple sentences of words with all Phase 2 and most Phase 3 graphemes and tricky words. I can complete a rhyming string.</p>	<p>I use a tripod grip and use a pencil confidently I can form most lower case letters of the alphabet and some capital letters correctly. I am consistently writing from left to right I can segment and write words containing all Phase 2 and most Phase 3 graphemes. I can write all Phase 2 and most Phase 3 tricky words from memory. I can write at least 5 high frequency words from memory. I can write captions and short sentences with Phase 2/Phase 3 words. I use finger spaces, full stops and some capital letters correctly. I can read my writing to an adult and say whether it makes sense. I can make corrections with adult support.</p>
<p>Summer</p>	<p>I can retell a story in my own words, including the beginning, main events and ending. I can retell a story through role-play/ small world play, using some new vocabulary and some exact words / phrase from the text. I can make simple predictions about the main events in a text that I am reading or that is read to me. I can answer who, what, where and when questions linked to a text and illustrations I can answer questions about why or how things happened.</p>	<p>I can say the sounds for all Phase 2 and Phase 3 digraphs and trigraphs I can blend sounds to read words made up of Phase 2/ Phase 3 graphemes and some Phase 4 consonant blends. I can read all Phase 3 and some Phase 4 tricky words I can read sentences of words with all Phase 2 / Phase 3 and some Phase 4 graphemes and tricky words.</p>	<p>I can get the resources I need for writing independently e.g. pencil, sound mat I can form most lower case and capital letters correctly I can segment and write words containing all Phase 2/Phase 3 graphemes and some Phase 4 consonant blends I can write all Phase 2, Phase 3 and some Phase 4 tricky words from memory I can write short sentences with Phase 2/Phase 3 and some Phase 4 words and use finger spaces, full stops and most capital letters correctly. I can re-read my writing independently to check it makes sense and begin to self-correct it.</p>

Early Learning Goals	<p>I can demonstrate my understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>I can anticipate – where appropriate – key events in stories;</p>	<p>I can say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>I can read words consistent with my phonic knowledge by sound-blending.</p> <p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>	<p>I can write recognisable letters, most of which are correctly formed</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>I can write simple phrases and sentences that can be read by others.</p>
Provision	<p>Reading corner, phonics, guided reading, daily story time, rhyme of the week, topic linked texts, topic linked vocabulary, environmental print, continuous and enhanced provision, guided reading, individual reading, planned literacy activities, home learning tasks.</p>		<p>Writing corner, phonics, planned literacy activities, continuous and enhanced provision, home learning tasks, name writing cards, handwriting, dough disco, fms activities</p>