



Longvernal Primary School

EYFS Curriculum 25/26

Literacy

Early years foundation stage statutory framework

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).

What is early literacy?

Literacy describes a range of complex skills. It includes the word-level skills of both word reading and spelling and the text-level skills of reading comprehension and writing composition. The overall aim of these skills is for an author to effectively communicate their message and for the reader to understand it.

These literacy skills (word-reading, spelling, reading comprehension, and writing composition) rely, to some extent, on the same underlying processes and are therefore linked. Learning to be a reader and writer relies on three broad underlying skills or areas of learning:

- Speech, language and communication skills
- Physical development, particularly fine motor skills., and
- Executive function skills, including working memory and speed of retrieval from memory
- Literacy and oral language are interconnected; therefore, approaches that support communication and language are fundamental to supporting children's early literacy.

- Literacy is also interconnected to the area of learning expressive arts and design.

What does the evidence say?

Children who read a lot are more likely to overcome disadvantages caused by inequalities, be happier and healthier and experience better mental wellbeing and self-esteem, do better at school and make more progress across the curriculum and develop empathy and creativity. (Benefits of Reading, The Book Trust).

Using multiple approaches together could aid children's literacy development as literacy approaches appear to be mutually reinforcing.

Approaches for teaching early literacy should therefore be used in ways that build on approaches that support communication language which are fundamental to children's literacy.

Research shows that people with poor literacy skills are more likely to be unemployed have low incomes and poor health behaviours which in turn can be linked to lower life expectancy.

Intent

The delivery of the Literacy aspect within our Early Years Foundation Stage (EYFS) is to support children to foster a life-long love of books and reading. Reading for pleasure is a key driver for us to enable children to use rich vocabulary through being immersed in a rich language environment. We aim to develop children's knowledge of the world around them through stories and books and encourage high-quality interactions to support children to understand patterns and structures of language. Literacy is a meaning making activity and oral language is the foundation of literacy, therefore the importance of oral language (Voice 21) across EYFS is imperative when linking children's literacy to other areas of the curriculum such as physical development, communication and language and EAD. Research supports the idea that strong oral language skills are linked to later reading ability (Law et al, 2017). We recognise aspects of oral language that support literacy, including the development of:

- Narrative skills
- Vocabulary
- Print knowledge
- Phonological awareness

Implementation

Educators need to model good listening and speaking behaviours by:

- Demonstrating the importance of making eye contact, at the right eye-level, when children are speaking
- Trying to remain quiet when children are speaking
- Allowing children time to process their thinking as they speak
- Being comfortable in silence
- Remembering what children have said by repeating, rephrasing or asking for clarification
- Making meaningful contributions to the conversation (be this in the form of questions or comments)
- Modelling good speaking clearly in full sentences using standard English
- Observing and listening to children's spoken interaction so further learning can be identified

The key to listening and paying attention is to watch, wait and wonder so that the way in which the adult responds ensures that the child gains something positive from the interaction.

	Nursery - Caterpillars	Nursery - Butterflies	Reception – Holly
Sound discrimination Adults use the following practices to support implementation: Completion Leaving gaps in familiar sound patterns or phrases for children to identify, recall and say what is missing. Name and label sounds Drawing attention to sounds in the environment and teaching	Adults will support children's sound discrimination through recognising sound: Singing songs and rhymes, reading stories such as: - Old MacDonald's Farm - Wheels on the Bus - Wind the Bobbin Up - We're going on a Bear Hunt - The Three Little Pigs	Adults will support children's sound discrimination through playing games and pre-phonics fun. Listening Bags Odd one out - identifying the sound that is not part of the group of sounds, e.g. dogs barking, pigs grunting, musical instrument playing Sound walks - Drawing their attention to the sounds they	Adults will support children's sound discrimination through further embedding and ensuring all children are secure with the previously learnt (during Term 1 especially). Adults will introduce children to discriminating speech sounds (phonemes).

vocabulary to describe, name and label sounds Mimic or generate sounds Provide opportunities to copy, play with or generate familiar sounds Classify sounds The adult shows how sounds and phonemes can be matched and group together Identify patterns in sounds Draw attention to patterns in streams of sound for example, use of instruments, phrases, rhythms or words that rhyme.		can hear in different environments. Listening minute in the forest what environmental sounds can you hear in a minute. Musical instruments – discriminate between loud/quiet, high/low and fast/slow.	
Sound manipulation Educators will demonstrate how to change sound through: Experimenting with sound Show how parts of sound can be controlled, swapped or combined to create another piece of music, word or a sentence. Commenting The adult provides comments alongside the manipulation of	Adults will support sound manipulation through: Keeping a steady beat and rhythm – recognising the beat and rhythm through use of action songs. e.g. Marching to The Grand Old Duke of York and If you're happy and you know it stamp your feet, stomp stomp.' Rhyme – songs, nursery rhymes, books. Objects to be stored in a rhyme box/bag.	Adults will support sound manipulation through: Keeping a steady beat and rhythm – the children can clap and tap to make the sound of the steady beat. The children can sing the song while clapping along to match the words. e.g. Hickory Dickory Dock Rhyme – songs, nursery rhymes, rhyming activities, games. E.g. pairing, discussions (emphasis practice – see left), 'I hear	Adults will support sound manipulation through: Repetition of previously learnt activities (especially in Term 1) Keeping a steady beat and rhythm through rapping songs, e.g. Grandma, Grandma sick in bed. Play music – find and tap to the beat of music with a steady, strong beat. Rhyme

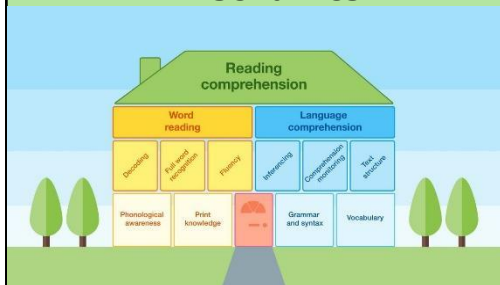
sound in highlight and point out the processes involved. Decomposing Breaking down sound into component parts. Repetition Use repetition across different contexts so children can practice and generalise sound manipulation skills. Emphasis Key components of sound are given emphasis to show their importance, for example, by gestures or tone of voice. Speaking and tempting Adults engage in ways that aim to provoke the child to manipulate sound.		with my little ear a rhyme...' (whilst reading a book), Silly Soup, Bertha the Bus.	Alliteration – reciting poetry, singing songs with new vocabulary (what should we do with the sound...) Tongue twisters Alliteration books Playground Ring Games
Oral blending and segmentation	Children can be exposed to what the children are being taught in Butterflies.	Adults will develop oral blending through: George's Gym – leads by giving instructions for the children to follow or do, e.g. touch your t/oe/s, f/ee/t. I spy – Place objects on the table, for example zip, hat, chain and boat. The educator then names each object for	Adults will develop oral blending through: I spy – Place objects on the table, for example zip, hat, chain and boat. The educator then names each object for the children. The educator orally segments one the objects z/i/p. Tap fingers. The children find the object

		the children. The educator orally segments one the objects z/i/p. Tap fingers. The children find the object and orally blend the word (zip) Introduce Freddie Frog (Read, Write, Inc) at Term 6 to the children in readiness. E.g. through small-adult led activities Mirror Play Pre-phonics (Term 6)	and orally blend the word (zip) Mirror Play Read, Write, Inc scheme to be followed
Mapping sounds and letters, including word reading Adults will demonstrate the following through: Label letter sounds and letters Draw attention to how sound / phonemes and graphemes/ letters correspond. Recapping Provide opportunities to apply letter-sound knowledge across different learning opportunities.	Adults will support this through: Dough Disco – strengthening hand muscles Songs – e.g. Tommy Thumb, 1,2,3,4,5 Once I caught a fish alive, One finger, One thumb, Here is a Church... Provide opportunities for children to develop a sense of clockwise and anti-clockwise movements through playful activities such as tracing circles in sand etc.	Adults will support this through: Dough Disco – strengthening hand muscles Songs – e.g. Tommy Thumb, 1,2,3,4,5 Once I caught a fish alive, One finger, One thumb, Here is a Church... Provide opportunities for children to develop a sense of clockwise and anti-clockwise movements through playful activities such as tracing circles in sand, using salad splinters etc.	Adults will continue to embed previously learnt and target the approaches with individuals. Follow Read, Write, Inc scheme.

Memory Prompts Use ques/ gestures, images, and experiences – to help the child learn to associate the correct phoneme and grapheme (Read, Write, Inc) Discuss position, form and shape Draw attention to the shape of words and letters and make links between them. Discuss spelling patterns Draw attention to common letter combinations so children learn to recognise and associate the new sound with the code.		Term 6 – Read, Write, Inc scheme introduced. Phonemes taught, m, a, s, d, t	
Interactive writing	Adults will support interactive writing through: Encourage to describe meaning to their marks. Adult scribes what they have said.	Adults will support interactive writing through: Helicopter Stories Encourage to describe meaning to their marks. Adult scribes what they have said. Model writing for purpose. E.g. shopping list Story Maps	Adults will support interactive writing through: Drawing Club scheme followed. Story Maps and Sequencing Model writing for purpose. E.g. shopping list

Teaching, mark making and letter formation

Educators will support the children with the mechanics



(EEF Evidence Store)

Memory (auditory and visual)

Adults will demonstrate this through explicitly modelling letter formation correctly.

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Terms 5 & 6 begin to introduce their mark book and practice pencil skills one-to-one (after lunch?) practice writing names with correct letter formation. Practice different types of marks, sat at tables, lead on their tummies.

Adults will support this through:

Read, Write, Inc scheme followed.

Adults will support both auditory and visual memory through:

Telephone messages – asking children to pass messages to each other

Treasure Hunt – Giving children verbal clues as to where to find the hidden treasure

Copy Me – Clap a simple pattern and ask the children to copy.

Memory Pairs – Using picture cards such as snap cards.

Adults will further embed auditory and visual memory through targeted approaches previously learnt, such as:

Treasure Hunt – Giving children verbal clues as to where to find the hidden treasure

Draw it – pick something for children to draw. Then give the children verbal instructions to enable them to represent the picture.

What's different – Place three objects on the table, whilst you replace one object. Ask the child, what is different?

		Kim's Game – Plain tray, a variety of objects and a cloth to cover the items. What's different – Place three objects on the table, whilst you replace one object. Ask the child, what is different? Mysterious Objects – Look at a mysterious object and talk about what it is and what you can see. Then take the object away and ask the children to recall what they remember. Spot the difference Days of the Week Song (LfL link)	Mysterious Objects – Look at a mysterious object and talk about what it is and what you can see. Then take the object away and ask the children to recall what they remember. Spot the difference List games – 'I went to the market/show, and I bought...' and develop this further through phonics focus Days of the Week Song (LfL link)
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Glossary

Sound discrimination – the ability to hear the differences or similarities between words.

Auditory Memory & Auditory Processing – the ability to take information that is presented verbally, process it, retain it in ones mind and then recall it.

Visual Memory & Visual Processing – the ability to identify, store and recall what you see.

Visual Discrimination – Supports children's brains to notice similarities and differences in what they see.

Alliteration – the occurrence of the sound letter or sound at the beginning of closely connected words.

Oral blending – involves the child listening to the separate sounds within a word and merging them together to form a new word

Oral segmenting – involves the child listening to the whole word and saying each sound and the word separately