

Learning Journey: English

The Early Years Foundation Stage is the bedrock of our curriculum, preparing children for the learning journey ahead. Within a nurturing and play-based EYFS environment, children will learn basic and transferable skills; absorb relevant knowledges and grow in maturity, as well as developing a thirst for learning.

English

How does English in the EYFS prepare children for future learning?

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning:

Playing and Exploring: children investigate and experience things, and 'have a go'

Active Learning: children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake

Creating and Thinking Critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning** (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas, including English.

EYFS Literacy (Statutory)

"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)."

Early learning Goals (statutory): Communication & Language

Children at the expected level of development will:

Listening, attention and understanding

- 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. This is delivered through effective teacher talk during shared reading sessions. Children are encouraged to question and predict and question when responding to stories. This is also encouraged during the delivery of the Read, Write, Inc scheme.
- Make comments about what they have heard and ask questions to clarify their understanding. Delivered in small group settings with a specific focus on intents linked to stories shared. This would form part of the continuous provision under the umbrella topic linked to a story focus to direct children's learning.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Developed through continuous provision in learning through play in a range of situations such as construction, role play, engagement indoors and outdoors and a range of teacher/ adult led learning opportunities.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Vocabulary is introduced through word aware activities in Early years. Pre teaching of vocabulary in nursery pre-empts children's learning when they share a book. This is also developed as a way of understanding texts read in Reception. Vocabulary is again explored through continuous provision.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. This links to VIPERS used across key stage 1 and 2. VIPERS are not discussed as such in EYFS but they are taught through prediction when responding to stories, sequencing and retells.
- 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. Modelled in small group settings with a specific focus.

Through discussions at carpet time. Children encouraged to use correct tense and sentence is remodelled back to the child in small group situations.

Early learning Goals (statutory): Physical Development

(this links to the mechanics of writing/pencil control)

Children at the expected level of development will:

ELG Fine motor skills

- Children will develop their gross motor skills further building on from nursery to prepare for fine motor skills development in Reception.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Children will use skills for threading, cutting, colouring, hole punch tools, picking Sellotape, split pins, play dough, picking up objects to prepare children for the tripod grip.
- Children will be moving on from mark making in nursery to writing their name and tracing letters to write their name by the Summer term. Tracing letter shapes, marking letter shapes, to rhyme for letter formation. Air writing to write letters. Big movements developed first- painting large shapes/ letters/ letters in the air/ in sand to get children forming letters in the correct way before developing fine motor skills of letter writing in Reception.

Early learning Goals (statutory): Literacy

Children at the expected level of development will:

ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Nursery class will listen to a story and will physically act a story out after listening using story props. Children will then use these to retell the story in continuous provision. Children will partake in a 'dip in the bag' activity- children take pictures or objects from the story to recap the story and spark understanding of events. Word aware activities- key vocabulary introduced before a story and explored for understanding. Reception classes use role play linked to a story they have listened to linking role play to story events. Children will

sequence pictures to match events in a story. Children are introduced to prediction, sequences, vocabulary leading into key stage 1 use of VIPERS.

- Anticipate (where appropriate) key events in stories. Prediction is used with chapter books- what would happen next? Stories are read and then stopped at different points- children asked to predict what will happen next using their understanding of what they have heard so far.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word Aware training is used to develop children's understanding of language. E.g. Light and dark- Owl babies. Children are encouraged to use role play, small world, construction working indoors and outdoors using the language of the story through play.
- Stories are taught to make connections to other umbrella topics and there are rich learning opportunities to promote understanding. Lost and found related to the Polar animal's topic, Jaspers beanstalk linked to growing. Room on the Broom- clambered on, explored through mime. Children encouraged to do actions to the story for retelling- Jasper's Beanstalk- teacher models and children use actions to emphasise certain words. When retelling the story this develops memory skills so that the children can remember events.

ELG Word reading

- Say a sound for each letter in the alphabet and at least 10 digraphs- Developed through Read, Write, Inc. Phase one sounds are introduced in nursery through pitch matching, singing and games activities initially. Sefton LEA scheme is used as a guide to support letters taught and how they are taught. Children explore rhythms to discrete sounds which leads on to oral blending. Sounds are then introduced in Summer 2 after children have developed the skill to tune into different sounds. This is built on in Reception with phase 1 sounds in the Read, Write, Inc scheme.
- Read words consistent with their phonic knowledge by sound-blending. Through the use of the Read, Write, Inc scheme. Children are assessed using the NFER baseline in the first 6 weeks for literacy and maths. The assessment for Read, Write, Inc is completed by week 5 and children are grouped by ability. All the single letter sounds have normally been taught by this time.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Following the Read, Write, Inc scheme

ELG Writing

- Write recognisable letters, most of which are correctly formed. Nursery begin with letters in the child's name. children are encouraged to assign meanings to marks made when writing. When children write their names, this is taught 1:1 and the correct letter formation is demonstrated. This is copied using dotted cards. Reception teach pre-letter shapes- developed first through large motor skills and a range of media, moving onto marks on paper, learning letter rhymes for correct formation.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters. Developed through the Read, Write, Inc scheme and Fred talk.
- Write simple phrases and sentences that can be read by others. From September, Reception have a range of media to encourage writing and writing for different purposes. E.g. Chinese New Year- order forms in a restaurant, admission forms in September. Children write for a range of purposes- children are encouraged to use Fred fingers, spaces between groups of letters for words. Phonetically plausible spellings of words are accepted.

Early learning Goals (statutory): Expressive arts and design

(this links to re-telling and adapting familiar stories – talk for writing)

Children at the expected level of development will:

Being imaginative

- Invent, adapt and recount narratives and stories with peers and their teacher. Role play is used as a way to explore stories listened too. More input from the adult is received when recalling story events in the role play area. Children use the role play area with peers. Children complete a writing piece for every topic based on the story they have listened to and explored in their continuous provision.

Literacy Skills

The EYFS Experience

Reading (comprehension & word reading)	Writing	Speaking & Listening
Are taught phonics through the Read, Write Inc Phonics scheme (phonemes, graphemes, tricky	Learn how to form letters correctly using Read, Write, Inc scheme	Where relevant which is then used to support speech and language development and

<p>words, high frequency words, segmenting and blending, letter names).</p> <p>Learn songs, rhymes and stories with Signalong actions, so that they can re-tell them independently.</p> <p>Practise book skills, e.g. where to find the front and back of a book, author, title, turning pages in order, tracking words from left to write, differences between words and letters, answering simple questions.</p> <p>Gain a love of stories and reading from adults who share books regularly using props and puppets.</p> <p>Read individually or in a small group with an adult each week.</p> <p>Have daily opportunities to practise their reading skills indoors and outdoors in child-led provision.</p>	<p>Learn how to write simple words and sentences using their phonics skills. Developed through Fred talk in line with Read, Write, Inc scheme.</p> <p>Are taught new vocabulary in context and staff are skilled in helping the children to use new vocabulary so that it becomes embedded. (Linked to Word Aware activities which are used from Nursery to developed children's understanding of language before exploring a book. This is further developed in Reception)</p> <p>Children will use sound mats, topic word mats to help them when writing. Chd use the Read, Write, Inc freeze displayed in the classroom.</p> <p>Have daily opportunities to practise their writing skills indoors and outdoors in child-led provision.</p>	<p>questioning skills developed through Word Aware scheme.</p> <p>Have daily opportunities to practise their speaking and listening skills indoors and outdoors in child-led provision.</p> <p>Are taught new vocabulary in context and staff are skilled in helping the children to use new vocabulary so that it becomes embedded. Trough Word Aware and also topics, Room on the Broom as a topic links with vocabulary used in continuous provision.</p>
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Development Matters (non-statutory guidance) **Great ideas for school and home**

Comprehension
 ✓ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Word Reading

- ✓ Read individual letters by saying the sounds for them.
- ✓ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- ✓ Read some letter groups that each represent one sound and say sounds for them.
- ✓ Read a few common exception words matched to the school's phonic programme.
- ✓ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Writing

- ✓ Form lower-case and capital letters correctly.
- ✓ Spell words by identifying the sounds and then writing the sound with letter/s.
- ✓ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- ✓ Re-read what they have written to check that it makes sense.

Assessment: are we ready for the next step in our learning journey?

Comprehension

- ✓ Can children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary?
- ✓ Can children anticipate – where appropriate – key events in stories?
- ✓ Can children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play?

Word Reading

- ✓ Can children say a sound for each letter in the alphabet and at least 10 digraphs?
- ✓ Can children read words consistent with their phonic knowledge by sound-blending?
- ✓ Can children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words?

Writing

- ✓ Can children write recognisable letters, most of which are correctly formed?
- ✓ Can children spell words by identifying sounds in them and representing the sounds with a letter or letters?
- ✓ Can children write simple phrases and sentences that can be read by others?

Vocabulary

Reading:

Sequence, vocabulary, meaning, word, retell, recount, predict, book, title, page, front, back, non-fiction, fiction, special friends, chatty friends, split digraph.

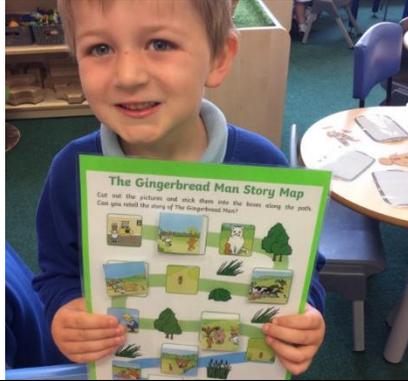
Writing:

Sentence, full stop, capital letter, grapheme, phoneme, trigraph, digraph, Fred talk, Fred fingers, special friends.

Gallery



Nursery



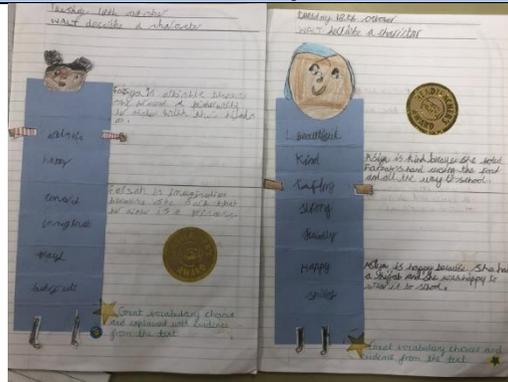
Reception



Year 1



Year 2



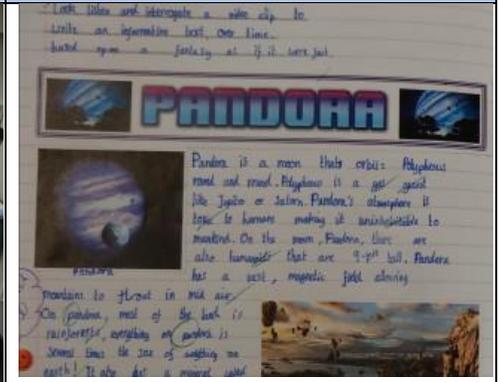
Year 3



Year 4



Year 5



Year 6