

EYFS: Literacy



In our Early Years at Henley Green, we recognise the importance of the Literacy strand of the curriculum to support our children to achieve our key outcomes, alongside the ELGs in readiness for the Key Stage 1 curriculum.

This development plan has been written to support our 'Intent Statement' and the 'Educational Programmes' in the statutory framework. We have used 'Development Matters' as our curriculum guidance to ensure that the skills outlined are progressive and appropriate to the age and stage of the children.

We place a big emphasis on oral storytelling development and this development plan is intended to be used alongside our 'Storytelling development' progression.

Educational Programme: Literacy

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).

Literacy – Early Learning Goals

Statutory ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced 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

Statutory ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Statutory ELG : Word Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Little Acorns – Skills Progression

| | Term 1 | Term 2 |
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| Autumn | <p>Purposeful Project : All about me</p> <p>B-3: Enjoy songs and rhymes, tuning in and paying attention.</p> <p>B-3: Say some of the words in songs and rhymes.</p> <p>B-3: Copy finger movements and other gestures.</p> <p>B-3: Enjoy sharing books with an adult.</p> <p>B-3: Pay attention and respond to the pictures or the words.</p> <p>B-3: Enjoy drawing freely.</p> | <p>Purposeful Project: What’s Outside?</p> <p>B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>B-3: Enjoy sharing books with an adult.</p> <p>B-3: Pay attention and respond to the pictures or the words.</p> <p>B-3: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>B-3: Repeat words and phrases from familiar stories.</p> <p>B-3: Enjoy drawing freely.</p> |
| Spring | <p>Purposeful Project : Places to Go</p> <p>B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>B-3: Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>B-3: Enjoy sharing books with an adult.</p> <p>B-3: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>B-3: Develop play around favourite stories using props.</p> <p>B-3: Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>B-3: Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p> | <p>Purposeful Project : Eggs</p> <p>B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>B-3: Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>B-3: Ask questions about the book.</p> <p>B-3: Develop play around favourite stories using props.</p> <p>B-3: Makes comments and shares their own ideas.</p> <p>B-3: Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>B-3: Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p> |
| Summer | <p>Purposeful Project : Healthy Me</p> <p>B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>B-3: Sing songs and say rhymes independently, for example, singing whilst playing.</p> | <p>Purposeful Project : What Grows?</p> <p>B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>B-3: Sing songs and say rhymes independently, for example, singing whilst playing.</p> |

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B-3: Develop play around favourite stories using props.

B-3: Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
B-3: Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
B-3: Make marks on their picture to stand for their name.

3-4: Understand the key concepts of print:
- print has meaning
- page sequencing

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B-3: Make marks on their picture to stand for their name.

3-4: Understand the key concepts of print:
- print has meaning
- page sequencing

How will I see this in place?

- Planned short carpet time sessions with focus Nursery rhymes and repetitive stories linked to Purposeful projects/ cultural events.
- Planned continuous and enhanced provision activities with a focus on these skills.
- Information poster identifying the learning and vocabulary for the week.
- Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden)
- Adult interactions supporting children to practise and develop these skills.
- Planned experiences:
Coombe Abbey (Autumn Term)
Little Lane Play village, Guinea Pigs, Chicks, Farm trip, Moat House Café (Spring Term)
Soft play trip and Sports' Day (Summer Term)

Nursery – Skills Progression

| | Term 1 | Term 2 |
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| Autumn | <p>Purposeful Project : Autumn Time</p> <p>B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>B-3: Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>B-3: Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>B-3: Ask questions about the book.</p> <p>B-3: Makes comments and shares their own ideas.</p> <p>B-3: Develop play around favourite stories using props.</p> <p>B-3: Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>B-3: Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>B-3: Make marks on their picture to stand for their name.</p> <p>3-4: Understand the key concepts of print:</p> <ul style="list-style-type: none"> - print has meaning - page sequencing | <p>Purposeful Project : How I Celebrate</p> <p>B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>B-3: Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Focus texts: name card, logos, nursery rhyme prompt cards, greeting cards, familiar repetitive stories</p> <p>3-4: Understand the key concepts of print:</p> <ul style="list-style-type: none"> - print has meaning - page sequencing - print can have different purposes <p>3-4: Engage in extended conversations about stories, learning new vocabulary</p> <p>3-4: Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes |
| Spring | <p>Purposeful Project : Around the World</p> <p>B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>B-3: Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Focus texts: name cards, stories linked to purposeful project, nursery rhyme prompt cards, nursery rhyme maps</p> <p>3-4: Understand the key concepts of print:</p> <ul style="list-style-type: none"> - print can have different purposes - page sequencing - the different parts of the book – front cover, back cover, author, page number | <p>Purposeful Project : On the Farm</p> <p>B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>B-3: Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Focus texts: name cards, logos, nursery rhyme prompt cards, non-fiction texts and stories linked to purposeful projects</p> <p>3-4: Understand the key concepts of print:</p> <ul style="list-style-type: none"> - print can have different purposes - page sequencing - the different parts of the book – front cover, back cover, author, page number |

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| | <p>3-4: Engage in extended conversations about stories, learning new vocabulary</p> <p>3-4: Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> | <p>3-4: Engage in extended conversations about stories, learning new vocabulary.</p> <p>3-4: Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother</p> |
| <p>Summer</p> | <p>Purposeful Project : Growth and Change</p> <p>B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>B-3: Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Focus texts: name cards, pictorial instructions, pictorial life cycles, stories linked to purposeful projects, story maps</p> <p>3-4: Understand the key concepts of print: - print can have different purposes - the different parts of the book – front cover, back cover, author, page number - we read English text from left to right and from top to bottom</p> <p>3-4: Engage in extended conversations about stories, learning new vocabulary.</p> <p>3-4: Write some of their letters accurately.</p> <p>3-4: Write some or all of their name.</p> | <p>Purposeful Project : People around me</p> <p>B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>B-3: Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Focus texts: write own name, RWI letter cards, story maps, lists, range of fiction and non-fictions texts</p> <p>3-4: Understand the key concepts of print: - print can have different purposes - the different parts of the book – front cover, back cover, author, page number - we read English text from left to right and from top to bottom</p> <p>3-4: Engage in extended conversations about stories, learning new vocabulary.</p> <p>3-4: Develop their phonological awareness, so that they can: - recognise words with the same initial sound, such as money and mother</p> <p>3-4: Write some of their letters accurately.</p> <p>3-4: Write some or all of their name.</p> <p>3-4: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy.</p> |
| <p>How will I see this in place?</p> <ul style="list-style-type: none"> - Planned short carpet time sessions with focus Nursery rhymes, T4W and stories linked to Purposeful Projects/ Seasons/ Celebrations. - Planned continuous and enhanced provision activities with a focus on these skills. - Continuous provision posters, supporting adults to identify the learning in different learning areas. - Adult interactions supporting children to practise and develop these skills. - Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden) - Daily routines such as getting ready to go outside, snack time. - Planned experiences: Theatre trip and Christmas songs performance (Autumn Term) Chicks and Farm trip (Spring Term) Soft play trip, growing own plants, Caterpillars and Sports' Day (Summer Term) | | |

Reception – Skills Progression

| | Term 1 | Term 2 |
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| Autumn | <p>Purposeful project: All about me B-3: Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. B-3: Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>3-4: Understand the key concepts of print: - print can have different purposes - the different parts of the book – front cover, back cover, author, page number - we read English text from left to right and from top to bottom Rec: Read individual letters by saying the sounds for them</p> <p>3-4: Engage in extended conversations about stories, learning new vocabulary.</p> <p>3-4: Write some of their letters accurately. 3-4: Write some or all of their name. 3-4: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page, writing ‘m’ for mummy.</p> <p>Computing: Turn the pages of an e-book to follow a story. Computing: Begin to find letters on a keyboard.</p> | <p>Purposeful project: Henley Green Nativity Show 3-4: Write some of their letters accurately. 3-4: Write some or all of their name. 3-4: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page, writing ‘m’ for mummy.</p> <p>3-4: Understand the key concepts of print: - print can have different purposes - the different parts of the book – front cover, back cover, author, page number - we read English text from left to right and from top to bottom</p> <p>Rec: Read individual letters by saying the sounds for them. Rec: Form lower case correctly. Rec: Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>3-4: Engage in extended conversations about stories, learning new vocabulary.</p> <p>Computing: Turn the pages of an e-book to follow a story. Computing: Begin to find letters on a keyboard.</p> |
| Spring | <p>Purposeful Project : Space Rec: Read individual letters by saying the sounds for them. Rec: Read some letter groups that each represent one sound and say sounds for them. (Special Friends).</p> <p>Rec: Begin to blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Rec: Form lower case correctly.</p> | <p>Purposeful Project : Animal Babies Rec: Read individual letters by saying the sounds for them. Rec: Read some letter groups that each represent one sound and say sounds for them. (Special Friends). R: Read a few common exception words matched to RWI.</p> <p>Rec: Begin to blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> |

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| | <p>Rec: Spell words by identifying the sounds and then writing sounds with letters. (CVC words)</p> <p>Rec: Re-read what they have written to check it makes sense. (Fred talk their words back).</p> | <p>Rec: Form lower case correctly.</p> <p>Rec: Spell words by identifying the sounds and then writing sounds with letters. (CVC words)</p> <p>Rec: Re-read what they have written to check it makes sense. (Fred talk their words back).</p> |
| <p>Summer</p> | <p>Purposeful project : Just Imagine</p> <p>Rec: Begin to blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Rec: Read some letter groups that each represent one sound and say sounds for them. (Special Friends).</p> <p>Rec: Read a few common exception words matched to RWI.</p> <p>Rec: Form Lowercase and capital letters correctly.</p> <p>Rec: Spell words by identifying the sounds and then writing the sound with letters.</p> <p>Rec: Read simple phrases and sentences made up of words with known letter-sound correspondence and where necessary a few common exception words.</p> <p>Rec: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Rec: Re-read what they have written to check it makes sense. (Fred talk their words back).</p> | <p>Purposeful project : Growing</p> <p>Rec: Begin to blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Rec: Read some letter groups that each represent one sound and say sounds for them. (Special Friends).</p> <p>Rec: Read a few common exception words matched to RWI.</p> <p>Rec: Form Lowercase and capital letters correctly.</p> <p>Rec: Spell words by identifying the sounds and then writing the sound with letters.</p> <p>Rec: Read simple phrases and sentences made up of words with known letter-sound correspondence and where necessary a few common exception words.</p> <p>Rec: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Rec: Re-read what they have written to check it makes sense. (Fred talk their words back).</p> |
| <p>How will I see this in place?</p> <ul style="list-style-type: none"> - Planned short carpet time sessions, including RWI, T4W and focus stories linked to Purposeful Projects/ Seasons/ Celebrations. - Planned continuous and enhanced provision activities with a focus on these skills - Continuous provision posters, supporting adults to identify the learning in different learning areas. - Adult interactions supporting children to practise and develop these skills. - Indoor and outdoor provision using a range of spaces and learning areas. (For e.g. mark making area, sensory area, construction area, MUGA, adventure garden). - Daily routines and transitions such as getting ready to go outside, snack time. - Planned experiences: <ul style="list-style-type: none"> Forest Schools (throughout the year), Theatre trip and Nativity performance (Autumn Term) Space Dome, Chicks, Easter crafts (Spring Term) Language and Culture day, Sports' Day, Warwick Castle (Summer Term) | | |