



In planning and guiding what children learn, 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. We reflect on the Characteristics of Effective Teaching and Learning. These are: **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.

Literacy is about understanding and being understood. In EYFS we know that early literacy skills are rooted in children’s enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is engaging, purposeful and creative. Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning. Young children need to be listened to by attentive adults who recognise and value children’s choices. They need enjoyable, playful opportunities of being included and involved in the literacy practices of their home, early years setting, and community environments. They need experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills

This document should be used with EYFS Communication and Language for more on Comprehension.

EYFS Literacy Education Programme (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).

EYFS Word Reading and Comprehension

Range 5

Listens to and joins in with stories and poems, when reading one-to-one and in small groups

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories

Begins to be aware of the way stories are structured, and to tell own stories

Talks about events and principal characters in stories and suggests how the story might end

Shows interest in illustrations and words in print and digital books and words in the environment

Recognises familiar words and signs such as own name, advertising logos and screen icons

Looks at and enjoys print and digital books independently

Discuss with children the characters and events in books being read to them.



Knows that print carries meaning and, in English, is read from left to right and top to bottom
Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)
Handles books and touch screen technology carefully and the correct way up with growing competence
Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps
Begins to develop phonological and phonemic awareness
Shows awareness of rhyme and alliteration
Recognises rhythm in spoken words, songs, poems and rhymes
Claps or taps the syllables in words during sound play
Hears and says the initial sound in words
Range 6
Enjoys an increasing range of print and digital books, both fiction and non-fiction
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading
Describes main story settings, events and principal characters in increasing detail
Re-enacts and reinvents stories they have heard in their play
Knows that information can be retrieved from books, computers and mobile digital devices
Is able to recall and discuss stories or information that has been read to them, or they have read themselves
Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example
Begins to develop phonological and phonemic awareness: - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee
Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences
Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text
Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

ELG: Comprehension (Statutory)

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.



ELG: Word Reading (Statutory)

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.

EYFS Writing

Range 5

Makes up stories, play scenarios, and drawings in response to experiences, such as outings

Sometimes gives meaning to their drawings and paintings

Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves

Includes mark making and early writing in their play

Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right

Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes

Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words

Range 6

Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats

Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology

Find out about, show interest in and legitimise children's out-of-school writing practices and interests. Remember that not all writing formats go from left to right.

Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name

Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

ELG: Writing (Statutory)

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.