



EYFS at Redfield Edge Primary School

Literacy Comprehension and Reading

We will use numerous **Core Books**, high quality picture books, to teach Literacy. These will be varied and will include people from different backgrounds, cultures, ethnicities and religions.

What skills are we learning?

Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.

To understand a range of complex sentence structures including negatives, plurals and tense markers.

To hear and say the initial sound in words. Read individual letters by saying the sounds for them.

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.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Spell words by identifying the sounds and then writing the sound with letter/s.

Form lower-case and capital letters correctly.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-enacts and reinvents stories they have heard in their play.

Describes main story settings, events and principal characters in increasing detail.

What opportunities to see this in action?

- Bi-weekly children will have 1:1 reading with either a TA or a Teacher. Reading Records are used as a home/school communication tool.
- Daily Phonics sessions. New **Rocket Phonics** programme to begin Spring 2022.
- Literacy adult directed input every morning to include comprehension and reading and writing based learning – freeze frames, hot seating the characters, story mapping, acting out, retelling, reinventing new endings, shared reading or writing strategies shared, use of thought or speech bubbles, labels, instructions etc.
- Continuous provision to include key CoE words around, to have a phonics display that is large and clear for the children to use, to have sound mats in multiple areas. To include range of writing materials at all times. Adults in play will be using the children's next steps to push them forward in their learning in Literacy.
- Helicopter stories – encouraging the children to develop their own understanding of story structure and character development, then to act these out.
- Teaching writing will be purposeful and meaningful to the children. E.g **The Message Centre** – use 'messaging' as a means of encouraging writing with a purpose.

Early Learning Goals – at the end of the year...

Comprehension ELG 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.

Word Reading ELG 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.

Writing ELG 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.