



## Castlefield School Early Years Curriculum: Literacy

### **An overview of 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). (Development Matters, 2021)

### **Literacy in Context at Castlefield School:**

At Castlefield School approximately 70% of children that start school are pupils with EAL; Many of these children have very little or no English language on entry. Baseline data for nursery shows that approximately 96-100% of pupils start school with language skills significantly below age related expectation. Many parents are not able to speak English and therefore not able to support their children with their English language acquisition. Furthermore, a high percentage of parents are not literate, either in their home language or in English, so many children who join EYFS at Castlefield School lack experience of sharing books and stories. Many families do not have access to books at home.

It is imperative that during their time in EYFS, all pupils have access to high quality texts, both fictional and non-fictional. Across Early Years all areas of learning include relevant texts to support children's learning; practitioners take time to share and talk about books with children during both child-initiated learning and dedicated story time. 'Favourite 5' ensures children are building on their story knowledge and these familiar stories can be accessed by the children at any time. Practitioners also ensure that children are given appropriate books to take home to share with their families every week. These books include library books of children's choice, picture books and, when ready, reading books to match individual progress in phonics. Half termly knowledge organisers are sent to families with key learning, vocabulary and recordings of key texts as QR codes so they can be shared with children. Parents are invited to 'Share a story' every fortnight to support fostering a love of reading.

To develop word reading and writing skills, children in EYFS have a daily discrete phonics lesson using the Read, Write Inc scheme. In Nursery pre-synthetic phonics skills are embedded in the Autumn and Spring term, including a range of listening and attention, rhyme and rhythm and physical development activities. In the Summer term, pupils begin formal phonics sessions. Reception children participate in whole class phonics sessions, they are grouped by stage not age. Practitioners ensure that there are opportunities for children to apply their phonic skills in reading and writing through carefully planned adult-led activities and through well-structured continuous provision. In Reception, teacher's present regular inputs for Literacy, often topic based and



centred upon an enrichment experience or a quality text. Adults then provide follow up tasks, in small groups, which encourage pupils to work towards their next steps in writing.

## Progression of skills and knowledge

- Development matters
- Castlefield Curriculum

	Skills	Knowledge	End points
<b>Nursery Two Year Olds will be learning to:</b>	<ul style="list-style-type: none"> <li>○ Show an interest in illustrations and print in books and print in the environment.</li> <li>○ Handle books carefully.</li> <li>○ Holds books the correct way up and turns pages.</li> <li>○ Form a number of different mark-making patterns.</li> <li>○ Begin to say what the marks they have made represent e.g. Lines and circles on paper are 'Mummy' / Squiggles in foam are 'worms'.</li> </ul>	<ul style="list-style-type: none"> <li>○ Say what is their favourite story.</li> <li>○ Link images to meaning e.g. favourite songs</li> <li>○ Know marks can be made using a number of materials e.g. paint, chalk, water, mud, sand, rice, spices, cornflour, foam etc.</li> <li>○ Begin to distinguish environmental sounds and instrumental sounds</li> <li>○ Copy some body percussion actions</li> <li>○ Move in time to a beat, and copy a simple rhythm</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop an interest in books and stories</li> </ul>
<b>Nursery Three Year Olds will be learning to:</b>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some 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.</li> <li>• Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand all of the five key concepts about print:               <ul style="list-style-type: none"> <li>- Print has meaning.</li> <li>- Print can have different purposes.</li> <li>- We read English text from left to right and from top to bottom.</li> <li>-The names of the different parts of a book.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ To engage in extended conversations about stories, learning new vocabulary.</li> <li>➤ To write some or all of their name, developing correct letter formation</li> </ul>



	<ul style="list-style-type: none"> <li>• Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- Page sequencing.             <ul style="list-style-type: none"> <li>• Develop phonological awareness, so that they can:                 <ul style="list-style-type: none"> <li>-Spot and suggest rhymes</li> <li>- Count or clap syllables in a word</li> <li>- Recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Understand and be secure in informal Phase 1 phonics (including hearing a CVC word from an oral blend)</li> <li>• Build up knowledge of Read, Write, Inc. practices (In Summer term)</li> </ul> </li> </ul>	
<p><b>Reception Pupils will be learning to:</b></p>	<ul style="list-style-type: none"> <li>○ Be able to retell some familiar stories from memory.</li> <li>○ Talk about characters, setting and events in a wordless picture book.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>• Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>○ Hear initial sounds in words.</li> <li>○ Orally segment a word.</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Read some letter groups that each represent one sound and say sounds for them. (e.g. – digraphs / trigraphs)</li> <li>• Read a few common exception words matched to the school’s phonic programme i.e.- ‘Tricky Words’</li> <li>○ Identify corresponding sounds to initial sounds heard. ∞ Represent the initial sound heard e.g.- using a magnetic letter, by copying from a sound mat, by writing</li> <li>○ Include a tricky word in a short sentence.</li> <li>• Form lower-case and capital letters correctly</li> </ul>	<p>➤ To be awarded the ELGs for Literacy</p>



	<ul style="list-style-type: none"><li>○ Represent the sounds heard in a cvc word (e.g. using magnetic letters).</li><li>○ Verbalise and remember a short sentence / caption.</li><li>○ Write a phrase of simple sentence, which is phonetically plausible.</li><li>○ Include finger spaces when writing a sentence</li></ul>	<ul style="list-style-type: none"><li>○ Distinguish between real words and pseudo words and give the meaning of 'real' words.</li><li>○ Know the difference between a fiction and non-fiction book.</li></ul>	
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## Literacy- Early Learning Goals

### 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.

### 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.

### ELG: 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.



### **Planned opportunities to support Literacy in Early Years:**

- Sustained shared thinking and quality interactions between practitioners and pupils to develop language, a love of books, reading and writing skills.
- Daily story time with 'Favourite 5' to foster a love of reading
- 'Favourite 5' story baskets in Reading Areas to encourage storytelling
- Reading Records and book changes to encourage children to share stories with their families, one matched to their phonic ability and one book of pupil choice
- All pupils utilising wordless picture books.
- Daily phonics sessions for all EYFS pupils.
- Applicable texts in all areas to support interest and learning.
- Provision of writing opportunities in all areas, both inside and outside.
- Topic plans include key vocabulary for children to learn, with key vocabulary on knowledge organisers
- Visual resources for children to refer to during focus activities and in child initiated learning e.g. Phonics display, Red words displayed,
- Food investigation, cooking and tasting opportunities.
- Singing time – ample opportunities across EYFS for all children for singing songs and nursery rhymes.
- Literacy input based around quality texts in order to develop language skills.
- A wide range of carefully planned enrichment activities and events
- Visit from 'People who help us' in the community – Police, Dentists, Nurses
- Parent workshops to develop parents' ability and confidence in supporting their child at home - phonics, reading – Ensure parents are provided with the correct language to be used when supporting their child's learning.
- Fortnightly 'Share a story' with parents and families
- Half termly 'Reading and Book Sharing workshops' for our youngest pupils
- Role play areas updated regularly and linked to topics in order to give children opportunities to apply new vocabulary they have learnt.
- Access for all families to Key texts for the half term via the QR codes on half termly knowledge organisers