



Early Years Foundation Stage

EYFS Educational Programme:

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	Birth to Three	Three to Four Year Olds	Reception
	<p><u>Comprehension</u> Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props.</p> <p><u>Word Reading</u> Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p><u>Comprehension</u> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.</p>	<p><u>Comprehension</u> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><u>Word Reading</u> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known</p>

	<p><u>Writing</u> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name</p>	<p>Engage in extended conversations about stories, learning new vocabulary. <u>Word Reading</u> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <u>Writing</u> 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; write 'm' for mummy. Write some or all of their name Write some letters accurately.</p>	<p>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. <u>Writing</u> 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.</p>
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Early Learning Goals	Key Vocabulary
<p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; 	<p>Stories, name, letters, sounds, phonics, blend, digraphs, trigraphs, phoneme, common exception words, order/sequence, marks, words, rhyme, poem, capital letter, role-play, alphabet, sentence, fiction, non-fiction, capital letters, full stops, finger space</p>

<p>- Write simple phrases and sentences that can be read by others.</p>	
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