

Early Literacy

The educational programme for literacy in the **Early Years Foundation Stage Statutory Framework (2021)** says:

“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).”

Grandpont is a language-rich nursery. Children’s literacy development is supported throughout the day through our focus on language, vocabulary, and communication. Through their interactions, adults model language as they support children’s play, interests and explorations – modelling words linked to what the children are interested in, narrating what children are doing, introducing richer vocabulary etc.

When we reflected on our observations of children’s learning we identified that their knowledge and skills in relation to early reading and writing were less well-developed. In response to this we fine-tuned our Literacy curriculum.

Reading

<p>Comprehension</p> <p>Throughout the year:</p> <p>The book area contains familiar stories, books linked to children’s interests, nursery rhymes and information books. They are displayed with the front cover showing, so</p>	<p>Teaching and learning relating to children’s reading focuses on the early stages of the progression of reading development:</p> <ul style="list-style-type: none"> ● having a good grasp of oral language ● understanding print has meaning ● becoming familiar with handling books ● commenting on illustrations ● relating a story to their own experiences ● engaging in imaginary play ● pretending to read a story ● developing a love of books, stories and reading 		<p>Core texts</p> <p>We’re going on a Bear Hunt</p> <p>Stick Man</p> <p>Walking through the jungle</p> <p>Whatever Next</p> <p>The Very Hungry Caterpillar</p> <p>Handa’s Surprise</p> <p>Peace at Last</p> <p>The Elephant and the Bad Baby</p> <p>Each Peach Pear Plum</p>		<p>Traditional stories</p> <p>Little Red Hen</p> <p>The 3 Little Pigs</p> <p>The Enormous Turnip</p> <p>The 3 Billy Goats Gruff</p>		<p>Core Songs and Rhymes</p> <p>Heads, shoulders, knees & toes</p> <p>5 fat sausages</p> <p>5 little ducks</p> <p>Hickory, Dickory, Dock</p> <p>1,2,3,4,5</p> <p>Old MacDonald</p> <p>Humpty Dumpty</p> <p>If you’re happy and you know it</p> <p>Incey Wincey Spider</p>	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		

<p>that children can independently select the book they want to look at.</p>	<p>Key person group times – listening to stories, rhymes and songs.</p> <p>Reinforcing repeated refrains</p> <p>Acting out stories eg Going on a Bear Hunt in the garden and woodland area.</p> <p>Introducing sounds to match actions eg splish splash (puddles), swishy swashy (grass). Adult emphasises the repeated “s” sound – helping children to hear the initial sound in a word.</p> <p>Sharing stories – adults model page turning and linking the words they are reading to the illustrations.</p>	<p>Telling the story in the woodland area – collecting twigs, sticks.</p> <p>Looking at pictures of stickman in the book. Making a stick man using twigs, sticks and leaves from the woodland.</p> <p>Exploring the woodland area – being lost, finding the way out. Adults model directional language – forwards, backwards, left, right, up, down, over etc.</p> <p>Exploring ice (stickman is frozen). Freezing toys in blocks of ice – how will we get them out? (Encouraging thinking creatively)</p>	<p>Key person group times – listening to and joining in with stories, rhymes and songs.</p> <p>Adults use “I wonder what happens next” to encourage children to predict the next part of the story – core book and familiar stories.</p> <p>Using construction materials eg wooden blocks, boxes etc to make vehicles to go on journeys. Small world placed in the block play area for children to continue this in their own play.</p> <p>Sharing stories – adults model page turning and linking the words they are reading to the illustrations.</p>	<p>Key person group times – listening to and joining in with stories, rhymes and songs.</p> <p>Adults use “I wonder what happens next” to encourage children to predict the next part of the story – core book and familiar stories.</p> <p>Explore making marks to retell the story working towards writing story maps as a group and some children individually. Extend for children expected level or exceeding level children by offering alternative endings.</p> <p>Sharing stories – adults model page turning and linking the words they are</p>	<p>Key person group times – listening to and joining in with stories, rhymes and songs.</p> <p>Adults use “I wonder what happens next” to encourage children to predict the next part of the story – core book and familiar stories.</p> <p>Talk about butterflies' lifecycle. Connect to other animals' lifecycles including humans. Explore aspirational language like chrysalis, antennae.</p> <p>‘Butterfly Garden School Kit’ set up, share, and look after butterflies.</p> <p>Explore making marks to retell the story</p>	<p>Key person group times – listening to and joining in with stories, rhymes and songs.</p> <p>Move to the music like different animals; slithering, jumping, stomping, etc.</p> <p>Adults use “I wonder what happens next” to encourage children to predict the next part of the story – core book and familiar stories.</p> <p>Explore textures and taste of different fruit. Support descriptive language.</p> <p>Read information books and other stories that are set in Africa. Explore maps of the world and find Africa on a map.</p>
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		<p>Journeys – making tracks and routes. Making Beebots move – simple 1 step directions. Adults model directional language – forwards, backwards, left, right.</p> <p>Sharing stories – adults model page turning and linking the words they are reading to the illustrations.</p>	<p>Explore different animal sounds using the phonics animal sound CD or play what's in the bag game.</p> <p>Explore making different animal habitats using natural resources or clay 'feature creatures'.</p>	reading to the illustrations.	<p>working towards writing story maps as a group and some children individually. Look at story structure; beginning, problem, solution, ending.</p> <p>Sharing stories – adults model page turning and linking the words they are reading to the illustrations.</p>	<p>Explore making marks to retell the story working towards writing story maps as a group and some children individually. Extension - children offering alternative endings.</p> <p>Sharing stories – adults model page turning and linking the words they are reading to the illustrations.</p>
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

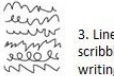
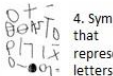

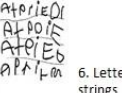
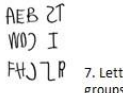
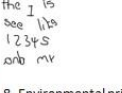


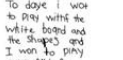
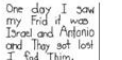


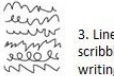
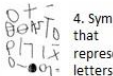

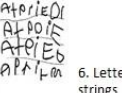
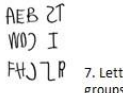
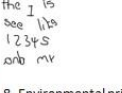


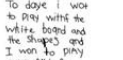
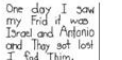


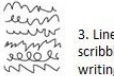
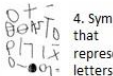

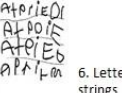
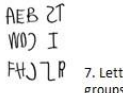
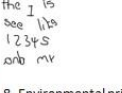


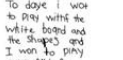
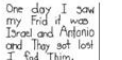


<p>Word reading (phonics)</p> <p>Early phonics skills are taught through games and activities and modelled/reinforced by adults as they scaffold children's play. Key skills that are introduced are</p>	<p>Teaching and learning relating to children's word reading focuses on the early stages of the progression of phonological development:</p> <ul style="list-style-type: none"> • understanding print has meaning • having a good grasp of oral language • hearing and pronouncing sounds • starting to rhyme • hearing the initial sound in words • orally blending letter sounds • starting to recognise letter names and sounds 					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

<p>revisited regularly throughout the year.</p> <p>Words linked to key stories, rhymes and children's interests are displayed inside and outside.</p>	<p>Key person group times – listening to rhymes and songs.</p> <p>Identifying sounds – eg environmental sounds in the woodland area, outside area.</p> <p>Exploring rhythm eg adding claps, stomps etc to nursery rhymes, performing the sounds in time to the beat.</p> <p>Creating sound makers eg bottles/pots with gravel/sand/paper clips etc</p> <p>Adding actions to sounds eg action songs in which the children have to add claps, knee pats and foot stamps or move in a particular way</p>	<p>Key person group times – listening to and joining in with rhymes and songs.</p> <p>Matching sounds eg pairs of musical instruments, creating collections of rhyming objects.</p> <p>Matching a sound to its picture (ability to symbolise)</p> <p>Sound sequences eg the adult plays 3 instruments behind a screen, the children identifies the instrument that made the first/last sound they heard</p>	<p>Key person group times – listening to and joining in with stories, rhymes and songs.</p> <p>Hearing and identifying rhyming pairs in stories/rhymes eg wall/fall (Humpty Dumpty)</p> <p>Alliteration – hearing the initial sound in a word and recognising words that start with the same sound eg making sound bags (pig, pen, panda, piano, penguin etc); packing a picnic for our journey in the rocket (Whatever Next) eg sausage, sandwich, squash, spaghetti, spoon</p> <p>Making voice sounds - talk about the 'features' of the sound (loud/quiet, low/high, long/short etc).</p>	<p>Key person group times – listening to and joining in with stories, rhymes and songs.</p> <p>RWI Fred talk for oral blending - Hearing a series of spoken sounds and merging them together to make a spoken word eg when the adult says c-a-t, the children say cat (This skill precedes children blending and reading printed words)</p>	<p>Key person group times – listening to and joining in with stories, rhymes and songs.</p> <p>RWI Fred talk for oral blending - Hearing a series of spoken sounds and merging them together to make a spoken word eg when the adult says c-a-t, the children say cat (This skill precedes children blending and reading printed words)</p>	<p>Key person group times – listening to and joining in with stories, rhymes and songs.</p> <p>Introducing Read Write Inc set 1 letters, linking these to the sound they make (grapheme-phoneme correspondence)</p> <p>Extension, where appropriate: Moving from oral blending to using letters to read cvc (consonant vowel consonant) words eg d-o-g > dog .</p>
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Writing

<p>Children’s gross and fine motor skills are supported across all areas of our learning environment, inside and outside.</p> <p>Children have access to the outdoor environment throughout the day, every day – regardless of the weather!</p>	<p>Teaching and learning relating to children’s writing focuses on the progression of children’s development of gross and fine motor skills.</p>					
<p>Mark making/early writing resources are always available inside and outdoors so that adults can model writing and children can write as part of their explorations</p>	<p>Gross motor skills for writing – developing strength, control, and dexterity:</p> <ul style="list-style-type: none"> ● Gaining balance, posture and spatial awareness of their body ● Understanding the relationship between parts of their body (left, right, top, bottom) ● Managing strength and effort efficiently ● Navigating their body within a space and planning movements ● Coordinating both sides of the body, crossing the body’s midline (eg moving left hand/foot across to right side of body) ● Developing arm and wrist strength and control ● Developing control over eye movements (eg tracking an object) ● Developing control over the mouth, tongue and lips 		<p>Fine motor skills for writing – making marks:</p> <ul style="list-style-type: none"> ● Developing finger strength and dexterity ● Pencil grasp – digital pronate grasp → quadruped grasp → static tripod grasp ● Pre-writing – copies straight line (horizontal, vertical), circle → cross and square ● Cutting – snipping paper → cutting across paper → cuts out circle, square ● Handwriting – begins forming recognisable letters, writes letters from own name ● Begins buttoning large buttons → medium buttons; zips and unzips (with adult support to start zip) → connects zipper ● Builds tower of small blocks ● Manipulates clay material (rolls balls, makes snakes, cookies) ● Uses non-dominant hand to assist and stabilise the use of objects 			
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<p>Taking off own coat. Begins to kick ball with some control over direction</p> <p>Exploring different ways of moving eg using We’re Going on a Bear Hunt in the garden and woodland area:</p> <ul style="list-style-type: none"> ● Running ● Jumping ● Stepping ● Dancing ● Crawling 	<p>Putting on own coat with adult help eg to do zip/buttons. Putting feet into shoes/wellies</p> <p>Navigating while moving eg following tracks and routes: steppingstones, obstacle course. Adults model directional language – forwards, backwards, left, right, over, under.</p> <p>Balancing – steppingstones, beam,</p>	<p>Using construction materials and tools eg wooden blocks, boxes etc to make vehicles to go on journeys.</p> <p>Using tape, glue spreaders etc to join construction materials for models</p> <p>Creating roads/routes outside using chalks, paint and brushes – adult models making marks to represent key</p>	<p>Throwing a ball with control over direction – throwing eggs into nests.</p> <p>Developing arm strength and control eg growing plants – using hand tools eg trowel, fork, dibber. Poking holes in soil, sprinkling/planting seeds. Making marks on labels to show what we’re growing</p>	<p>Continuing to develop movement, balancing, riding (scooters, trikes and bikes), ball skills.</p> <p>Explore using our bodies to act out stories eg the butterfly life cycle in The Very Hungry Caterpillar – curling tightly (egg), crawling/rolling/slithering (caterpillar), stretching, swirling, dancing (butterfly).</p>	<p>Showing increased control over movements eg hopping, jumping (landing on 2 feet), walking along a line, tiptoeing, running round obstacles.</p> <p>Use pens and pencils to write name or parts of name and write some recognisable letters</p> <p>Use a comfortable grip when using pens and pencils.</p>	

	<p>Arm muscles:</p> <ul style="list-style-type: none"> • Lifting • Pushing • Pulling • Throwing • waving flags and streamers <p>Active games eg hide and seek</p> <p>Using feet to scoot non-pedal tricycles</p> <p>Opportunities to experiment and explore making marks using a range of media including pens, pencils, paint, messy play</p> <p>Activities which promote FMS (play dough, lego, snack etc)</p>	<p>climbing, walking on tiptoes. Use feet to scoot a balance bike or scooter and maintain balance.</p> <p>Mark making – creating tracks/maps using eg large chinks, sweeping brush and paint</p> <p>Using tools eg spades, spoons and hammers for breaking ice, blunt sticks in sand</p> <p>Activities which promote FMS (play dough, lego, snack etc)</p> <p>Exploring scissors, (appropriate ones for child’s stage) with adult support: snips in paper</p>	<p>points of the journey (symbolising)</p> <p>Gross motor control – physically following the map/route eg balancing on the beam/along a line, jumping on spots, riding a tricycle, rolling down a slope, jumping over/crawling under obstacles</p> <p>Manipulative skills – developing finger strength and dexterity (squeezing, pinching, rolling etc) through eg clay play, papier mache modelling, thin paint brushes</p> <p>Exploring scissors, (appropriate ones for child’s stage) with adult support – cutting straight lines</p>	<p>Building structures for plants – joining sticks using eg tape, bag ties etc</p> <p>Manipulative skills – developing finger strength and dexterity eg dough/clay play – kneading, rolling, cutting, using tools to add patterns</p> <p>Exploring scissors, (appropriate ones for child’s stage) – using correct grip and showing control over direction</p>	<p>Observational drawings eg of caterpillars & butterflies using finer tools eg thin paint brushes. Adult models writing – scribing children’s descriptions and displaying words they use to describe</p> <p>Clay – fine motor development by rolling, squeezing, printing and patterning with clay tools</p> <p>Able to eat independently and use a knife and fork</p> <p>Uses a comfortable grip with good control when holding pens and pencils</p>	<p>Uses pencil grip and control to write recognisable letters, some may be correctly formed</p>
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<p>Adults model writing as they support children's play – modelling writing words linked to what the children are interested in</p>	<p>Teaching and learning relating to children's writing includes their understanding of print and its purpose:</p> <ul style="list-style-type: none"> • Recognising print in the environment and what it means • Using one thing to represent another, using a symbol to represent something • Learning the symbol that represent a sound • Recognising that print in books tells the story • Using print to communicate 			<p>Progression in writing</p> <table border="1"> <tr> <td data-bbox="1283 172 1431 284">  1. Drawing </td> <td data-bbox="1431 172 1579 284">  2. Random scribbling </td> <td data-bbox="1579 172 1727 284">  3. Linear scribble writing </td> <td data-bbox="1727 172 1874 284">  4. Symbols that represent letters </td> </tr> <tr> <td data-bbox="1283 284 1431 395">  5. Random letters </td> <td data-bbox="1431 284 1579 395">  6. Letter strings </td> <td data-bbox="1579 284 1727 395">  7. Letter groups </td> <td data-bbox="1727 284 1874 395">  8. Environmental print </td> </tr> <tr> <td data-bbox="1283 395 1431 512">  9. Beginning sounds </td> <td data-bbox="1431 395 1579 512">  10. Early inventive spelling </td> <td data-bbox="1579 395 1727 512">  11. Inventive spelling </td> <td data-bbox="1727 395 1874 512">  12. Transitional writing </td> </tr> </table>				 1. Drawing	 2. Random scribbling	 3. Linear scribble writing	 4. Symbols that represent letters	 5. Random letters	 6. Letter strings	 7. Letter groups	 8. Environmental print	 9. Beginning sounds	 10. Early inventive spelling	 11. Inventive spelling	 12. Transitional writing
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<p>Early writing skills are taught through games and activities and modelled/reinforced by adults as they scaffold children's play. Key skills that are introduced are revisited regularly throughout the year.</p> <p>Words linked to children's interests and the learning opportunities are displayed in the inside and outside environments.</p>	<p>Recognising print that children would regularly come into contact with</p> <p>eg  </p> <p>Role play – using one object to represent another eg a piece of fabric for a cloak, a skipping rope as reins for a horse.</p> <p>Following and then making signs/marks to show a route</p> <p>Enjoying drawing freely.</p>	<p>Recognising that print has meaning – eg traffic signs – left, right, stop, traffic lights etc for Beebots and bike play outside. Following “instructions” linked to signs.</p> <p>Adding some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p> <p>Making marks on their picture to stand for their name.</p>	<p>Making contextual marks linked to their play eg outside using chalks – adults model writing key letter shapes along the way eg “I’m going to write m for MacDonald’s</p> <p>Creating symbols to represent a sound (ability to symbolise) Extending to creating a sequence of symbols</p> <p>Recording/retelling core texts/familiar stories by drawing, painting, random & linear scribbling</p>	<p>RWI Fred talk for oral segmenting – identifying the individual sounds in a spoken word eg when a teacher says ‘man’, the children identify the sounds as ‘m-a-n’.</p> <p>Writing linked to play eg labels, shopping lists for cooking - children’s graphic representation, linear scribbling, symbols to represent letters.</p>	<p>RWI Fred talk for oral segmenting - Identifying the individual sounds in a spoken word eg when a teacher says ‘man’, the children identify the sounds as ‘m-a-n’.</p> <p>Writing linked to play eg linear scribbling, symbols to represent letters,</p> <p>Retelling the story – adult scribes children’s stories; children using symbols to represent letters, random letters</p>	<p>Introducing Read Write Inc letters (graphemes) with rhymes for letter formation – learning the symbol that represents a sound</p> <p>Contextual writing linked to play - random letters, letter strings - may include link between sound and letter formation.</p> <p>Extension, where appropriate: Moving from oral segmenting to using letters to write cvc (consonant vowel consonant) words eg dog = d-o-g.</p>													