



NPAT Preschool - 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). **EYFS Programme of Study – Statutory Framework for EYFS 2021**

Area of Learning	Autumn	Spring	Summer	Links to Reception Early Learning Goal
Comprehension				
Knowledge and Skills to be taught	<p>Listening and questioning: (see C and L) Listen to short stories from books and oral retelling. Begin to talk about them e.g., identify the characters and setting. Listen to repeating refrains.</p> <p>Vocabulary: Basic vocabulary from a range of books, rhymes and other stimuli Begin to use taught/modelled vocabulary during play.</p> <p>Introduce terms character, setting, prediction- what do you think might happen next, title page, page number, author, illustrator (this should develop over the year)</p> <p>Books:</p>	<p>Listening and questioning: Listen to short stories and oral retelling. Explore character and setting using props through play. Have an opinion. Begin to join in with repeating refrains.</p> <p>Vocabulary: Use a range of taught vocabulary relating to experiences, books and rhymes in play.</p>	<p>Listening and questioning Listen to short stories and oral retelling. Begin to talk about and answer questions about what they have heard e.g., about the characters and setting. Applying their knowledge of character and setting and retelling stories through play</p> <p>Understanding why questions about a text/other stimuli Join in with repeating refrains and begin to use in play.</p> <p>Vocabulary: Use a wider range of vocabulary from a range of books, rhymes and other stimuli.</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>Look at books carefully (front cover) and to predict what it might be about. Teach-how to handle books with care. Turn one page at a time. Text is read from left to right, top to bottom</p>	<p>Books: Uses picture books and props to make up (innovate) their own stories. Predict through responding to simple questions about what might happen next and recall what has happened in a story (using simple picture text maps)</p>	<p>Prepositions e.g., the wolf is down the chimney and instructions (include maths links)</p> <p>Books: Understand print/text has meaning i.e., the print tells a story or information. Respond to questions about stories e.g. Why? Begin to retrieve information from fiction/ non-fiction texts or other stimuli.</p>	
<p>Possible Lines of Enquiry</p> <p><i>These are suggestions only and must be personalised by each setting.</i></p>	<p>Listening behaviours and prompts E.g. Puppets, small world, sand and water Story CDs, sacks, stones etc. Close reads Repeating refrains, questioning</p>			
<p>Key Vocabulary</p> <p><i>These are key words and phrases that children need to know and understand.</i></p>	<p>Beginning, middle, end, cover, author, page number, front cover, back cover, character, setting, capital letter*, lower-case letter* * children will encounter these in reading, so they are introduced to the vocabulary) Fiction and non-fiction</p>			

Ongoing throughout the Year	<p>Listening prompts e.g., my turn, your turn or ‘1,2,3 eyes on me’, ‘What makes a good listener?’</p> <p>Story sacks, story, maps and visuals to support story telling.</p> <p>Tools to record simple stories, e.g., Post It Notes, different types of paper etc.</p> <p>Adults to encourage independence and model behaviour in talking about and handling books.</p> <p>Sharing stories daily</p> <p>Modelling vocabulary to support daily learning.</p> <p>Singing and rhymes</p> <p>Free access to a carefully selected range of stories/ audio books in the book corner</p>			
Assessment checkpoint i.e., what a child on track should be able to do by the end of this term	<p>Use some vocabulary influenced by books and taught experiences.</p> <p>Begin to join in with repeated refrains.</p> <p>Can listen to short stories and identify characters and the setting</p>	<p>Begin to anticipate what might happen next/predict in stories.</p> <p>Answer some questions relating to a story.</p> <p>Recall key events in books/stories</p>	<p>Able to use and understand taught vocabulary.</p> <p>Answer a range of questions relating to a story.</p> <p>Use pictures/props to tell their own story.</p> <p>Begin to retrieve information from books e.g., from the pictures</p>	

“Within the EYFS profile the ELG for Communication and Language and for Literacy must be assessed in relation to the child’s competency in English” - Taken from 2021 EYFS Profile Handbook

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Word Reading/Phonics				
Knowledge and Skills to be Taught.	Name recognition with a clue e.g., photo/picture Begin to know rhyming words. Experience environmental sounds Matching instrumental sounds	Name recognition with a clue e.g., first letter of name Begin to spot and suggest rhyming words. Identifying environmental sounds Matching instrumental sounds	Name recognition Know when the initial sounds of words in their environment are the same both verbally and written. Spot and suggest rhyming words. Identifying and make a wider variety of environmental sounds. Compare instrumental sounds. Use text maps/pictures to retell stories. Count and clap syllables of some words	- 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
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting.</i>	Recognising own name (supported with photo) Looking at print in the environment Listening to /identifying and replicating sounds in the environment Playing rhyming games Use early phonological awareness games from schools identified Phonics Programme			
Key Vocabulary <i>These are key words and phrases that children need to know and understand.</i>	Name, rhyme, sounds, initial sounds			

Ongoing throughout the year	Use early phonological awareness games from schools identified Phonics Programme Rhyming stories, books, songs and poems see school's individual Reading Journey Copying rhythms e.g., clapping patterns Written words in displays and environment which are supported with pictures and photographs. Letter pebbles and tiles in provision			
Assessment checkpoint i.e., what a child on track should be able to do by the end of this term	Joins in with songs and rhymes	Can identify words that rhyme	Recognise their own name. Beginning to recognise initial sounds orally. Understand print has meaning	

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Writing				
Knowledge and Skills to be Taught	Gross motor skill activities e.g., brushing, chalking, large scale painting, drawing to encourage gross motor movements up and down, across body side to side movements, anti-clockwise and clockwise circular movements. Encourage core strength skills/exercises e.g., climbing, crawling, planking. How to access mark making materials appropriately Begin to develop fine motor skills (see Physical Development)	Build on gross motor into fine motor skills activities. Model mark making and emergent writing including how to hold materials.	Encourage mark making and emergent writing to begin to make meaning from these marks. Comfortable grip of a writing implement Write some or all of their name using some recognisable letters. Use the language of the school's chosen handwriting scheme e.g., up, down, across, back.	<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. - Write simple phrases and sentences that can be read by others.
Possible Lines of Enquiry <i>These are suggestions only and must be personalised by each setting.</i>	<p>Use a range of mark making opportunities and begin to give meaning to the marks they make. Resources to make lists, cards, simple books. Letter formation within the environment e.g., whiteboards, sand trays, chalk, mud, paintbrushes etc. Malleable experiences e.g., Playdough, Dough Disco Fine motor exercises e.g., threading, picking up rice etc (see Appendices: Therapy Putty Hand Exercises) Experimenting with directional marks (horizontal and vertical lines, anti-clockwise and clockwise circles) Writing patterns (zigzag, wavy lines, dots etc) Pre-letter shapes (horizontal, vertical and diagonal straight lines, x, +, triangle and square shapes)</p>			
Key Vocabulary <i>These are key words and phrases that children need to know and understand</i>	<p>write, draw, letters, lines, circles, zig zags, The language of the school's handwriting scheme e.g., up, down, across, flick Capital letter and lower-case letter.</p>			

Ongoing throughout the Year	Free access to mark making spaces indoors and outdoors e.g., for FMS Clipboards with pencils, white boards and pens, chalk, smart screen, play dough, threading, tweezer play, sewing, cutting and for GMS, climbing equipment, ribbons/streamers, large brushes, sand, chalking, parachute play.			
Assessment checkpoint i.e., what a child on track should be able to do by the end of this term	Explores a range of mark making opportunities noticing the effects of their movements and actions. Gross motor (see Physical development)	Makes purposeful use of their marks in emergent writing activities. Gross and fine motor skills (in line with Physical Development)	Uses a range of mark making opportunities and give meaning to the marks they make. Uses some letter knowledge for early writing. Holds writing implements with a pinched grip that allows them to make meaningful marks. (See physical Development)	

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