

Literacy in Reception

In the EYFS, children are encouraged to read and write, both through listening to others reading, and through being encouraged to begin to read and write themselves. Children are given access to a wide range of reading materials (e.g. books, poems, and other written materials) to ignite their interest. Their learning is holistic and purposeful learning opportunities are planned for 'in the moment'. Children's interests and motivations are used as starting points for literacy teaching which is linked to everyday experiences. The structure of what is taught and how this is delivered varies year upon year but the following outlines the typical learning which will take place across the year.

Reading	Writing	Phonics Progressing
<p>Learning outcomes 4-60 months:</p> <ul style="list-style-type: none"> - To hear and say the initial sound in words. - To enjoy an increasing range of books. - To continue a rhyming string - To segment the sounds in simple words and blend them together and knows which letters represent some of them - To begin to read words and simple sentences - To know that information can be retrieved from books and computers. - To use vocabulary and forms of speech that are increasingly influenced by their experiences of books - To link sounds to letters, naming and sounding the letters of the alphabet. <p>Early Learning Goal (assessed in the summer term of the reception year) Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Possible reading activities introduced, as appropriate</p> <ul style="list-style-type: none"> - Reading labels/signs - Storytelling/story sacks - Whole class shared reading and discussions (inc big books) - Reading information books linked to independent research - Learning nursery rhymes and poems - Group/individual reading 	<p>Learning outcomes 4-60 months:</p> <ul style="list-style-type: none"> - To give meaning to marks they make as they draw, write and paint. - To hear and say the initial sounds in words. - To begin to break the flow of speech into words. - To segment the sounds in simple words and blend them together. - To link sounds to letters, naming and sounding the letters of the alphabet. - To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. - To write own name and other things such as labels, captions. - To attempt to write short sentences in meaningful contexts. <p>Early Learning Goal (assessed in the summer term of the reception year) Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Possible writing activities introduced, as appropriate:</p> <ul style="list-style-type: none"> - Mark making - Name writing - Labels - Lists/signs - Captions (inc. speech bubbles) - Memos - Storytelling/Helicopter stories - Posters - Instructions/Recipes - Postcards/letters - Comic Strips - Making plans 	<ul style="list-style-type: none"> - Phase 1 Letters and sounds revision (rhyming, alliteration, oral blending & segmenting) - Phase 2 Letters and sounds - Phase 3 letters and sounds - Phase 4 letters and sounds (depending on the cohort)