



Early Years Foundation Stage Communication and Language (Prime) and Literacy (Specific) Progression

Educational Programmes

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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).



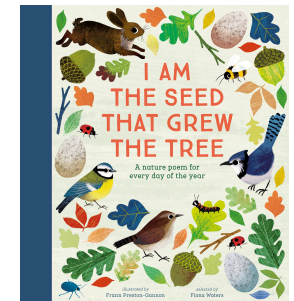
Federation Core Experiences and Entitlement

- Daily story, singing and rhyme times - promoting joy, fun, immersion and engagement
- Access to high-quality books throughout the day
- Access to books to take home - both 'real' high-quality texts and decodable phonics books matched to pupils' learning
- Welcoming book corners and areas - inside and out
- Daily book talk and discussion
- Nursery - focus on developing phonological awareness
- Systematic phonics programme from Reception onwards



Poetry, Songs and Rhymes

These form a central part of our daily routines due to the impact they have on children's vocabulary, language and engagement in learning. They add enjoyment to any classroom environment and are highly memorable. With regular repetition and actions added, children learn these 'off by heart' which in turn enriches their language and communication skills.



10 Core Rhymes

Nursery have created boxes of resources for a set of 10 carefully selected core rhymes that they believe all children should know by the end of their Nursery year. These are used in small groups and as a whole class.





The Trumpington Federation Reading Spine

The Reading Spine has been created as a guide for teachers to support them in selecting age-appropriate texts that will enhance pupils' understanding of the world around them, broaden their vocabulary and enhance their enjoyment of learning. It has been inspired by existing reading spines and includes teacher recommendations, award-winning literature and books relevant to the topics covered at the Trumpington Federation. The Reading Spine is central to our school's book stock, but should also be supplemented by many other books. The Reading Spine places an equal importance on fiction, non-fiction and poetry.



Talk for Writing



In Nursery and Reception we use the 3 I's of Talk for Writing:

Imitation - The children learn to tell the story using story maps and actions.

Innovation - The children change aspects of the story such as a character, setting or an event to change the story slightly.

Invention - The children invent their own stories to tell verbally and have opportunities to write them too.

It is a key strategy for helping children to build up a bank of traditional tales, developing their imaginative and linguistic repertoires. Imitating the text enables children to internalise the language patterns of storytelling, then innovate on them and become confident inventors of their own stories. Talk for Writing also helps build a love of reading and enables children to move from oral storytelling to beginning to write stories of





their own.

Phonics International



Our school follows the Phonics International Programme. This systematic synthetic phonics scheme has been validated by the DfE.

Debbie Hepplewhite's Phonics International is our chosen systematic synthetic phonics programme which starts in Reception. In Nursery, Debbie Hepplewhite's 'Teeny Reading Seeds' programme is used, giving children an initial exposure to the alphabet letters and their sounds. They have fun exploring letters and their sounds in a play and focus on developing the hand strength, coordination and correct pencil grip for writing. The basis of Phonics International, is to teach the letter sound correspondence knowledge of the English Alphabetic Code. This code knowledge is used to apply the three skills of: blending for reading (synthesising); segmenting for spelling; handwriting the letter shapes correctly. In the programme, the learners gain an enriched vocabulary and develop their comprehension in the process of learning to read, spell and write in the English language.

Progression is evident in the pupils' home/ school folders, through the classroom displays and the content of the teaching. We follow the rigorous application of the teaching and learning cycle using cumulative code, words, sentences, texts and reading books to apply the skills learnt.

<https://phonicsinternational.com/>



Key Observation Development Checkpoints - Communication and Language - Development Matters						
Three Years Old	<p>Can the child shift from one task to another if you get their attention? Using the child's name can help: "Jason, can you stop now? We're tidying up".</p> <p>Can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</p> <p>Is the child linking up to 5 words together?</p> <p>Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.</p> <p>Can the child follow instructions with three key words like: "Can you wash dolly's face?" Can the child show that they understand action words by pointing to the right picture in a book? For example: "Who's jumping?"</p> <p>Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>					
	Can the child shift from one task to another if you fully obtain their attention, for example, by using their name					
Four Years Old	<p>Is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?</p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p> <p>Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?</p>					
	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer



<p>Reception ELG: Comprehension</p> <p>Children at the expected level of development will:</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate – where appropriate – key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Daily reading - exposing children to a wide range of different books.</p> <p>Exposure to print and familiar signs in the environment</p> <p>Shows interest in books.</p> <p>Celebrate 'National Nursery Rhyme Week'</p>	<p>Teach rhyme and alliteration.</p> <p>Teach rhythm in words.</p> <p>Listen to a range of stories and develop favourites.</p> <p>Understanding structure of stories, talk about and recall of characters, settings, events.</p> <p>Repeated refrains.</p> <p>Talk for Writing.</p>	<p>Retelling stories.</p> <p>Developing own narratives by connecting ideas.</p> <p>Learning new vocabulary from stories.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>Enjoy a range of books including non-fiction and poems</p> <p>Answering how and why questions.</p> <p>Discuss vocabulary and it's meaning</p> <p>Collecting vocab</p>	<p>Ask and answer questions about books.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Discuss vocabulary and it's meaning</p>	<p>Demonstrating understanding when talking to others about what they have read.</p> <p>Recall instructions/ recipes</p>
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<p>Reception ELG: Word Reading</p> <p>Phonics</p> <p>Children at the expected level of development will:</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Focus on developing listening skills and sound discrimination, which are crucial for pre-reading skills</p> <p>Singing familiar songs and rhymes</p> <p>Listening activities</p>	<p>Hearing some initial sounds</p> <p>Teach rhyme and alliteration</p> <p>Teach rhythm in words</p> <p>Understand the five key concepts about print DM p.79</p> <ul style="list-style-type: none"> • 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>Recognise their name and know</p>	<p>Continue to develop listening skills and sound discrimination</p> <p>Teach oral blending and segmenting.</p> <p>Continuing rhyming strings</p>	<p>Phonics International</p> <p>Unit 1 (s-r) 12 sounds</p> <p>Unit 2a (m-ai) 14 sounds</p> <p>Introduce tricky words according to Fed plan</p> <p>Read individual letters by saying sounds for them.</p> <p>Sound out and blend CVC words</p> <p>Send phonics books home with reading record book</p>	<p>Phonics International</p> <p>Unit 2b (ay-le) 7 sounds</p> <p>Introduce tricky words according to Fed plan</p> <p>Read captions and simple sentences</p> <p>1:1 reading</p>	<p>Phonics International</p> <p>Unit 3 ee, or, z, zz</p> <p>Unit 4 v, x, sh, ch, oo, th</p> <p>Introduce tricky words according to Fed plan</p> <p>Captions and simple sentences</p> <p>1:1 reading</p>
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		what sound their name begins with				
Reception 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	Opportunities for gross motor movement and mark making. Fine motor strengthening activities Learn language of direction - up, down, round, back	Fine motor skills and opportunities for mark making across the provision. Giving meaning to marks as they draw, write and paint. Begin to write some sounds in their name	Pencil control and grip. Writing/mark making in meaningful contexts (eg labels, cards, lists etc) Write all or some of their name and write some letters accurately	Handwriting, shared writing and independent writing - Daily Phonics International Sessions Modelled writing through curriculum Mark making opportunities Write name Write labels Write CVC words Begin to write simple captions	Handwriting, shared writing and independent writing - Daily Phonics International Sessions Modelled writing through curriculum Write captions Write simple sentences Form lowercase and capital letters Write lists	Handwriting, shared writing and independent writing - Daily Phonics International Sessions Modelled writing through curriculum Write short sentences using tricky words, capital letters and a full stop. Write instructions Design information signs/posters



can be read by others.						<p>Begin to write own stories</p> <p>Re-read what has been written and check that it makes sense.</p> <p>Make changes and corrections to work after learning conversations</p>
Talk for Writing	<p>Gingerbread Man</p> <p>Story maps</p> <p>Basic actions</p> <p>Retelling with repeated refrains</p>	<p>Use Talk for writing actions for daily routines.</p> <p>Retell familiar stories</p> <p><u>Books</u></p> <p>Goldilocks and the Three Bears</p> <p>Three Little Pigs</p>	<p>Story inventions</p> <p><u>Books</u></p>	<p>Imitation stage</p> <p>Introduce story map and learn story together</p> <p>Use actions to retell story</p> <p><u>Books</u></p> <p>Rama and Sita Story – Diwali</p>	<p>Retell a range of stories</p> <p>Draw own story-map</p> <p>Innovation stage</p> <p>Class/group</p> <p><u>Books</u></p> <p>Mr Gumpy's Outing</p> <p>Three Billy Goats Gruff</p>	<p>Innovate- change main character etc</p> <p>Use imagination to re-create the story</p> <p>Invention stage</p> <p><u>Books</u></p> <p>Jack and the Beanstalk</p>



					The Great Race - Lunar New Year	
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Key vocabulary from Talk for Writing Programme

3 – 5 yrs (Early Years)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
Introduce: Planning Tool –Story map /story mountain Whole class retelling of story Understanding of beginning/ middle / end Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i> Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Messages	Introduce: Simple sentences Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i> Say a sentence, write and read it back to check it makes sense. Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> <i>‘ly’ openers</i> <i>Luckily / Unfortunately,</i> ‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i>	Introduce: Determiners <i>the / a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i> Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i> Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’	Introduce: Finger spaces Full stops Capital letters	Introduce: Finger spaces Letter Word Sentence Full stops Capital letter Simile – ‘like’