



Early Years Foundation Stage Literacy (Specific) Progression

Educational Programme

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
- High quality adult interactions
- Nursery - focus on developing phonological awareness
- Systematic phonics programme from Reception onwards with a focus on building foundational skills - how to compose simple sentences orally, hold a pencil correctly to form letters/ numbers, how to spell and how to become a fluent reader.



Writing, like reading, depends on language. The way you talk with children in the early years makes a huge difference. High-quality adult-child interactions are crucial for developing communication and language (EEF, 2018; Development Matters, 2021).

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 once they have the transcription skills.





Little Wandle Letters and Sounds Revised

Our school follows the Little Wandle Letters and Sounds Revised systematic synthetic phonics scheme, which has been validated by the DfE.

In Nursery

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences and blending in Reception. We use 'Little Wandle Foundations', which is aligned to the guidance on Development Matters and Birth to 5 Matters as well as the EYFS statutory framework. It supports children to: develop their phonological awareness, including rhyme, alliteration, syllables, initial and voice sounds, and oral blending; love stories and rhymes; increase their vocabulary and confidence to talk; and improve their listening and ability to take part in back-and-forth conversations. We believe that the priority in Nursery should be to build the foundations for phonics for all children. Research tells us that disadvantaged children start Nursery behind their more fortunate peers. By leaving formal phonics teaching to Reception, Foundations allows us to devote more time to working with children who need extra help to develop the skills and behaviours that underpin successful reading.

In Reception

Children begin the Little Wandle programme when they start in Reception. We continue to build on the foundations of phonological awareness, started in Nursery, by continuing Rhyme Time using the Little Wandle Rhyme Time videos alongside our Phase 2 [teaching](#). We build from 10-minute lessons to full length lessons as quickly as possible. We follow the Little Wandle Letters and Sounds Revised expectations of progress: Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. We teach reading practice sessions 3 times a week, each with a clear focus (decoding, prosody and comprehension). Reading practice sessions use books matched to the children's secure phonics knowledge. In Reception, these sessions start before the Autumn half-term. Initially, children will read wordless books until they can blend and progress onto decodable books matched to their phonic knowledge.



	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer
Comprehension - listening skills, understanding, language development.	Daily reading - exposing children to a wide range of different books. Exposure to print and familiar signs in the environment Shows interest in books. Celebrate 'National Nursery Rhyme Week'	Teach rhyme and alliteration. Teach rhythm in words. Listen to a range of stories and develop favourites. Understanding structure of stories, talk about and recall characters, settings, events. Repeated refrains. Talk for Writing.	Retelling stories. Developing own narratives by connecting ideas. Learning new vocabulary from stories. Engage in extended conversations about stories, learning new vocabulary	Enjoy a range of books including non-fiction and poems Answering how and why questions. Discuss vocabulary and it's meaning Collecting vocab	Ask and answer questions about books. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Discuss vocabulary and its meaning	Demonstrating understanding when talking to others about what they have read. Recall instructions/ recipes
	Reception ELG: Comprehension • 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.					
	Focus on developing listening skills and sound	Hearing some initial sounds	Continue to develop listening	Little Wandle	Little Wandle	Little Wandle



Word Reading - phonological awareness and systematic phonics teaching	discrimination, which are crucial for pre-reading skills Singing familiar songs and rhymes Listening activities	Teach rhyme and alliteration Teach rhythm in words Understand the five key concepts about print DM p.79 • 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 Recognise their name and know what sound their name begins with	skills and sound discrimination Teach oral blending and segmenting. Continuing rhyming strings	Phase 2 sounds (36) and tricky words (22) as per Little Wandle progression Read individual letters by saying sounds for them. Sound out and blend CVC words Read appropriate reading level book; wordless or decodable, which are sent home.	Phase 3 sounds (14), words with double letters, longer words, words ending in 'ing', compound words and tricky words (9) as per Little Wandle progression Sound out and blend CVC words and short captions or phrases Read appropriate reading level book which are sent home.	Phase 4 adjacent consonants, compound words and words with suffixes (-ing, -ed, -est) and tricky words (18). Read CVCC words and short captions or phrases Read appropriate reading level book which are sent home.
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	Reception ELG: Word Reading - 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.					
Writing - gross motor, fine motor, building fluency in transcription skills	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 Write all or some of their name and write some letters accurately	Handwriting, shared writing and independent writing - Daily Little Wandle Sessions Modelled writing through curriculum Mark making opportunities, including pre-writing shapes Write name Write labels Write CVC words	Handwriting, shared writing and independent writing - Daily Little Wandle Sessions Modelled writing through curriculum Form lowercase and capital letters Begin to write simple captions with adult support Write dictated sentences building transcription skills. What makes a sentence? How do	Handwriting, shared writing and independent writing - Daily Little Wandle Sessions Modelled writing through curriculum Write short sentences using tricky words, capital letters and a full stop. Write instructions When ready begin to write own stories Re-read what has been written and check that it makes sense.

				Write words based on their phonic knowledge	we hold it in our head? Count the words and segment for spelling.	
	Reception ELG: Writing • 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.					
	<i>When children can form letters and spell words easily, they can focus more on expressing their ideas. In Reception, the early learning goal for writing centres on transcription – supporting pupils to form letters, words and simple sentences. Building fluency with these skills goes beyond simply meeting early learning goals. As pupils become fluent in the basics of writing, their confidence and motivation grow. This fluency frees them to concentrate on what they want to say, helping them enjoy writing and share their ideas more effectively (Department for Education, 2021; Education Endowment Foundation, 2018)</i>					
						
	Nursery Autumn	Nursery Spring	Nursery Summer	Reception Autumn	Reception Spring	Reception Summer



Talk for Writing Texts and Skills	Gingerbread Man Story maps Basic actions Retelling with repeated refrains	Use Talk for writing actions for daily routines. Retell familiar stories <u>Books</u> Goldilocks and the Three Bears Three Little Pigs	Story inventions <u>Books</u>	Imitation stage Introduce story map and learn story together Use actions to retell story <u>Books</u> Rama and Sita Story – Diwali	Retell a range of stories Draw own story-map 56x Innovation stage Class/group <u>Books</u> Mr Gumpy's Outing Three Billy Goats Gruff The Great Race - Lunar New Year	Innovate- change main character etc Use imagination to re-create the story Invention stage <u>Books</u> Jack and the Beanstalk
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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 Message	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> -‘ly’ openers <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’