



EYFS Statutory 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).

At Saracens Bell Lane we strive to create a community of young learners who see themselves as readers and writers, who have a love of stories, reading and mark making, who have the tenacity to master the skills which are the foundation of being literate and who use and apply their ever-developing vocabulary. We see the crucial role that all seven areas of the curriculum have in creating confident, literate children – from physical development to communication and language– all have an important part to play. We use the Read, Write Inc validated programme to deliver our phonics sequence.

Our Golden threads form a sequenced structure to support children's unique pathways to strong attainment. In this way we are able to co-construct our curriculum with our children's interests whilst still ensuring that children are offered the essential knowledge for future success. Our Golden Threads inform our assessment processes and help identify if any child is in need of additional support.

Golden Threads of Knowledge	FEE2 On Entry	FEE2 Exit Nursery On Entry	Nursery Exit Rec on Entry	REC Exit year 1 On Entry	ELG for reference
Phonics	<p>To be able to enjoy songs and rhymes tuning in and paying attention.</p> <p>To be able to join in with songs and Rhymes about themselves and their body parts copying sounds, rhythms, tunes and tempo.</p>	<p>To be able to sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>To be able to identify animal sounds and make them.</p> <p>To respond to sounds and music they hear.</p>	<p>To be able to identify words that rhyme.</p> <p>MORE</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>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.</p> <p>ELG: Word Reading</p>

	To be able to copy finger movements and other gestures.	To use different tones of voice.			- 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.
Early Reading <i>Including elements of comprehension and word reading</i>	To be able to pay attention and responds to the pictures or words in stories and activities about themselves and their family. To enjoy sharing books with an adult. To have a favourite book with which they engage and ask to hear repeatedly.	To be able to notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me) To know and have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. To join in with repeated refrains of familiar books.	To be able to engage in extended conversations about stories. To know a range of vocabulary from texts and topics taught over the year. To recognise familiar logos from the world around them. To understand that print has meaning. To be able to identify the cover of a book and discuss it. To be able to talk about pictures in a book.	To be able to re-read what they have written to check that it makes sense. To demonstrate understanding of what they have read by retelling and answering comprehension questions. To be able to read aloud simple sentences and age-appropriate books that include red tricky words. To be able to demonstrate an understanding of a range of vocabulary learnt through stories, nonfiction books and poems taught throughout the year.	- 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. 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.
Early Writing <i>Including elements of composition and transcription</i>	Enjoy drawing, scribbling and mark making freely. Is able to use large muscle	To be able to make marks on their picture to stand for their name (recognise important prints to me)	To be able to attempt to write own name. To be able to attempt to write some recognisable letters.	To be able to confidently write sentences whilst consistently using capital letters, finger spaces and full stops. To be able to write simple phrases and sentences that can be read by others.	

	movements to make marks and paints.	Shows a preference for a dominant hand.	To begin to invent and retell own stories. To begin to able to draw their own characters from stories or story maps. Developing a comfortable grip showing increasing control.	To be able to introduce their own narratives in their story maps and writing. To be using a consistent comfortable pencil grip.	
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