

# Literacy

<p><b>EYFS</b></p> <p>Literacy is one of the Specific areas of the Early Years Foundation Stage</p> <p><b>Comprehension</b> 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, nonfiction, rhymes and poems and during role play.</p> <p><b>Word Reading</b></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><b>Writing</b> Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>Environment</b></p> <p>Developing our children’s ability to write stems from physical development with fine and gross motor skills development opportunities.</p> <p>Our indoor and outdoor environment provides opportunities for our children to express themselves through mark making and creating as well as developing their reading skills</p> <p>We use visuals to clearly label resources and areas of the space</p> <p>We use a mixture of pupil names and photographs to develop their text association, eg their picture and name for their coat pegs, their names for our lining up chart, their pictures for our self registration and emotional check in.</p> <p>We ensure rhyme and music activities throughout the day using our vocal sounds, body percussion and instruments. We play listening games go on listening walks to enhance our phase 1 phonics knowledge.</p> <p>We provide a range of books in our book area as well as in our block and mark making area to inspire creations.</p> <p>We display number formations and the alphabet to allow pupils to develop their ability to recognise and also create those forms.</p> <p>In our creative area we ensure a range of resources to suit all of our children at their different stages of development, these include, chunky chinks, dabbers and crayons as well as thick and thin felt tips and pencils.</p> <p>We provide scissor cutting skills and other fine motor skills activities to develop finger strength and coordination.</p> <p>Our outdoor environment provides the same opportunities but on a bigger scale. We encourage our children to use their upper body to make large marks, to do ‘heavy lifting’ to use a range of rollers, floor brushes and mops to make marks as well as using a range of buckets, spoons and scoops in the sand and water areas.</p>	<p><b>Role of Support staff</b></p> <p>Our support staff observe our children interacting with the environment, noticing interests and play schemas. They use knowledge of the children to plan play experiences that will enhance reading and writing skills and provide opportunities to progress towards each individual child’s next step.</p> <p>Our support staff have ongoing training relating to early child development to equip them with the knowledge needed to understand appropriate strategies and activities for our children who are not yet ready for write.</p> <p>Our support staff set up our learning areas with exciting enhancements to engage our children in mark making and exploring resources. They lead on fine motors skills activities such as play dough time, threading and sensory exploration trays.</p> <p>Our support staff have the knowledge of each student’s phonics level and engage in appropriate activities with each child to develop their skills from pre phonics to fluent readers.</p>
<p><b>Assessment</b></p> <p>To guide our planning and identify where each child is at in their developmental journey, we use the new Development matters. For smaller steps of progress within the three prime areas we use an EYFS Developmental Journal.</p> <p>Each student has their individual ‘next steps’ within the seven areas of learning. We use one next step, for Literacy reading, writing and Maths along with next steps for their support and development of life skills. These targets create their bespoke ‘My Plan’ which is reviewed termly in collaboration with families.</p> <p>Following our assessment, we analyse the data to show us the gaps and strengths of our cohort of children. From this we redevelop and enhance our learning environments in order to support and challenge our students based on where their gaps and strengths lie.</p> <p>Some students may have specific Occupation Therapy targets and strategies advised by our internal Occupation Therapist in order for them to develop their dexterity and coordination. In this case we review their progress with their therapist and highlight progress in their EHCP’s during the annual review.</p> <p>Upon entry as an EYFS student, we baseline their starting points according to the new Statutory Reception Baseline Assessment.</p>	<p><b>Observations</b></p> <p>We observe child led play throughout the day as well as assessing our adult led activities, enabling us to reflect on the learning and develop next steps.</p> <p>All observations are recorded on our Evidence for Learning assessment tool, providing a learning journey for each pupil within this area. This is also shared with our families, giving them an important insight into their child’s learning and progress.</p>	<p><b>Awareness Days</b></p> <p>Through our celebrations and marking of awareness days, we promote literacy opportunities according to the event. Eg; making cards, banners, signing our names, reading out words and singing songs and rhymes.</p>