

EYFS at The Rosary Catholic Primary School	Literacy
What skills are we learning? • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc. • To understand a range of complex sentence structures including negatives, plurals and tense markers. • To hear and say the initial sound in words. Read individual letters by saying the sounds for them • Read some letter groups that each represent one sound and say the sounds for them. • Read some letter groups that each represent one sound and say sounds for them. • Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. • Form lower case and capital letters correctly. • Read a few common exception words matched to the school's phonics programme. • Spell words by identifying the sounds and then writing the sounds with letters/s • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Describe main story settings, events and principals' characters in increasing detail. • Re-enacts and reinvents stories they have heard in their play.	
What opportunities to see this in action: • Daily Phonics sessions. Read Write Inc Programme started Autumn 2021 • Literacy adult directed input to include comprehension and reading and writing based learning –freeze frames, hot seating the characters, story mapping, acting out, retelling, reinventing new endings, shared reading or writing strategies shared, use of thought or speech bubbles, labels, instructions etc. (cross curricular) • Continuous provision to include key words around, to have a phonics display that is large and clear for the children to use, to have sound mats in multiple areas. To include range of writing materials at all times. Adults in play will be using the children's next steps to push them forward in their learning in Literacy. • Teaching writing will be purposeful and meaningful to the children. • Literacy opportunities in the outside area with the Literacy shed resources. • Children to have opportunities to develop writing skills: scissor skills, drawing, playdough, pencil/pen control activities. • Circle time games for recall and memory	End of the year early learning goals: Comprehension: <i>Children at the expected level of development will:</i> • 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, nonfiction, rhymes and poems and during role play. Word Reading: <i>Children at the expected level of development will:</i> • 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: <i>Children at the expected level of development will:</i> • 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.