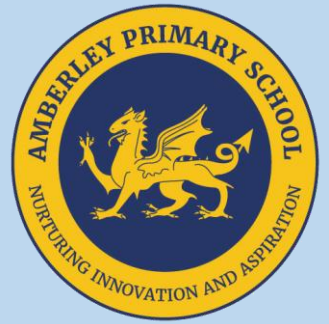


Foundations for Literacy in EYFS at Amberley Primary School



Literacy is one of the four subject specific areas of the EYFS Statutory Framework. The intention is, that by the end of Reception, children will achieve 'Reading,' 'Writing' and 'Comprehension' Early Learning Goals. Developing secure Literacy skills is underpinned by developing our children's Communication and Language, as well as their physical development; our EYFS provision at Amberley reflects this, implementing a language rich environment, high quality texts, conversations with children that embed new vocabulary, emphasis on reading for pleasure and opportunities to develop their gross and fine motor skills engaging in mark making and writing in a variety of explorative and purposeful ways.

In Nursery, we talk about and share books with children, notice print in our environment and encourage children to make marks, developing their awareness that marks carry meaning. We explore mark making in our play, writing shopping lists in the 'Home Corner' and experimenting with the different marks we can make at the writing table and other areas of the environment. In our sound play sessions, the children experience a range of activities exploring environmental and instrumental sounds, rhythm and rhyme, alliteration, voice sounds and oral segmenting and blending that help our children to tune into sounds and prepare them for Phonics in Reception.

In Reception, we use the 'Read Write Inc' phonics programme to deliver high quality, pacey teaching to support our children in learning to read and write. Children learn to recognise all their letter sounds and to blend and segment phonemes to read and write simple words.

Activities in the continuous provision encourage children to practice and consolidate what they have learnt and the books children take home to read are carefully matched to each child's ability to ensure all our children experience success and enjoy reading.

Within our provision, we encourage children to share stories in the book areas and expose children to text and symbols around the environment. We develop children's vocabulary by picking out key words in texts and sharing what they mean, as well as introducing them to new vocabulary in our topics and through conversations with our children offering that little bit more. Story time is an everyday part of our provision and, by reading some texts using the 'over and over' approach, we can develop children's vocabulary, understanding of text structure, talk about characters and plot, rhythm and rhyme and help our children to develop a life long love of reading.

The books we use within our EYFS provision at Amberley have been carefully selected to enable:

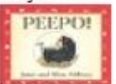
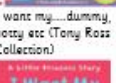
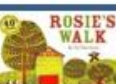
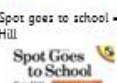
Learning:-

- about narrative conventions
- about characterisation
- about language structures
- about rhyme and rhythm
- how to predict and infer

Learning:

- more about the wider world
- about concepts in more depth
- new and more complex vocabulary to share knowledge and explain ideas

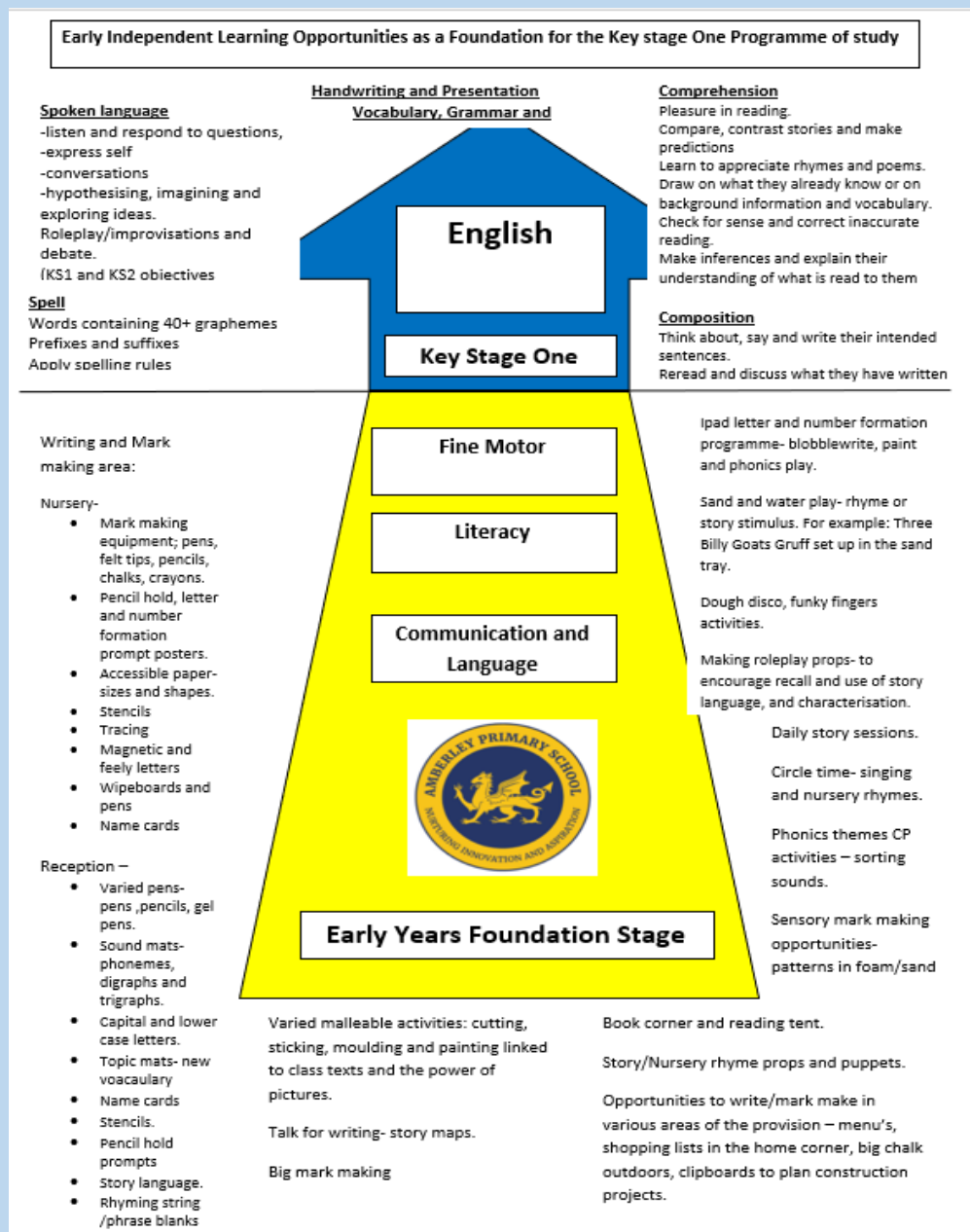
Our EYFS book spine at Amberley states the key texts we use each half term.

Amberley EYFS Book Spine						
Nursery						
Term	Communication and Language And Literacy	Personal, Social and Emotional	Physical Development	Maths	UTW	EAD
Aut 1 <i>All about Me!</i>	Peepo- Janet and Alan Alberg  Dear Zoo- Rod Campbell  Where's Spot? - Eric Hill  Shark in the Park- Nick Sharratt	I'm starting Nursery - Big Steps  I want my... dummy, potty etc (Tony Ross Collection)  The Colour Monster - Anna Llenas  Oving - Shirley Hughes 	If you're happy and you know it- Jan Ormerod and Lindsay Gardner  The Button Box - Margaret Reid  The Colour Monster - Anna Llenas 	Rosie's Walk - Pat Hutchins  The Button Box - Margaret Reid  The Colour Monster - Anna Llenas 	Busy Nursery - Angie Roselaar  Spot goes to school - Eric Hill  The Family Book - Todd Parr  My Mum is Fantastic- Nick Butterworth My Dad is Brilliant- Nick Butterworth	Wow said the Owl - Tim Hopgood 

Amberley EYFS Book Spine						
Reception						
Term	Communication and Language And Literacy	Personal, Social and Emotional	Physical Development	Maths	UTW	EAD
Aut 1 <i>"Starting Reception!"</i>	Starting School by Janet and Allan Ahlberg  Myself and My Family Starting School Growing and Changing My Home	The Colour Monster Goes to School by Anna Llenas  The Growing Story by Ruth Kruass  No Place Like Home by Jonathan Emmett  Mog Stories by Judith Kerr 	The Very Hungry Caterpillar by Eric Carle  The Large Family Stories by Jill Murphy  Owl Babies by Martin Waddell and Patrick Benson 		Jasper's Beanstalk by Nick Butterworth and Mick Inpen  The Large Family Stories by Jill Murphy  Owl Babies by Martin Waddell and Patrick Benson 	Colour and me! By Micheala Diaz-Hayes 

Please see the Literacy or EYFS section of our website for the full Amberley EYFS book spine.

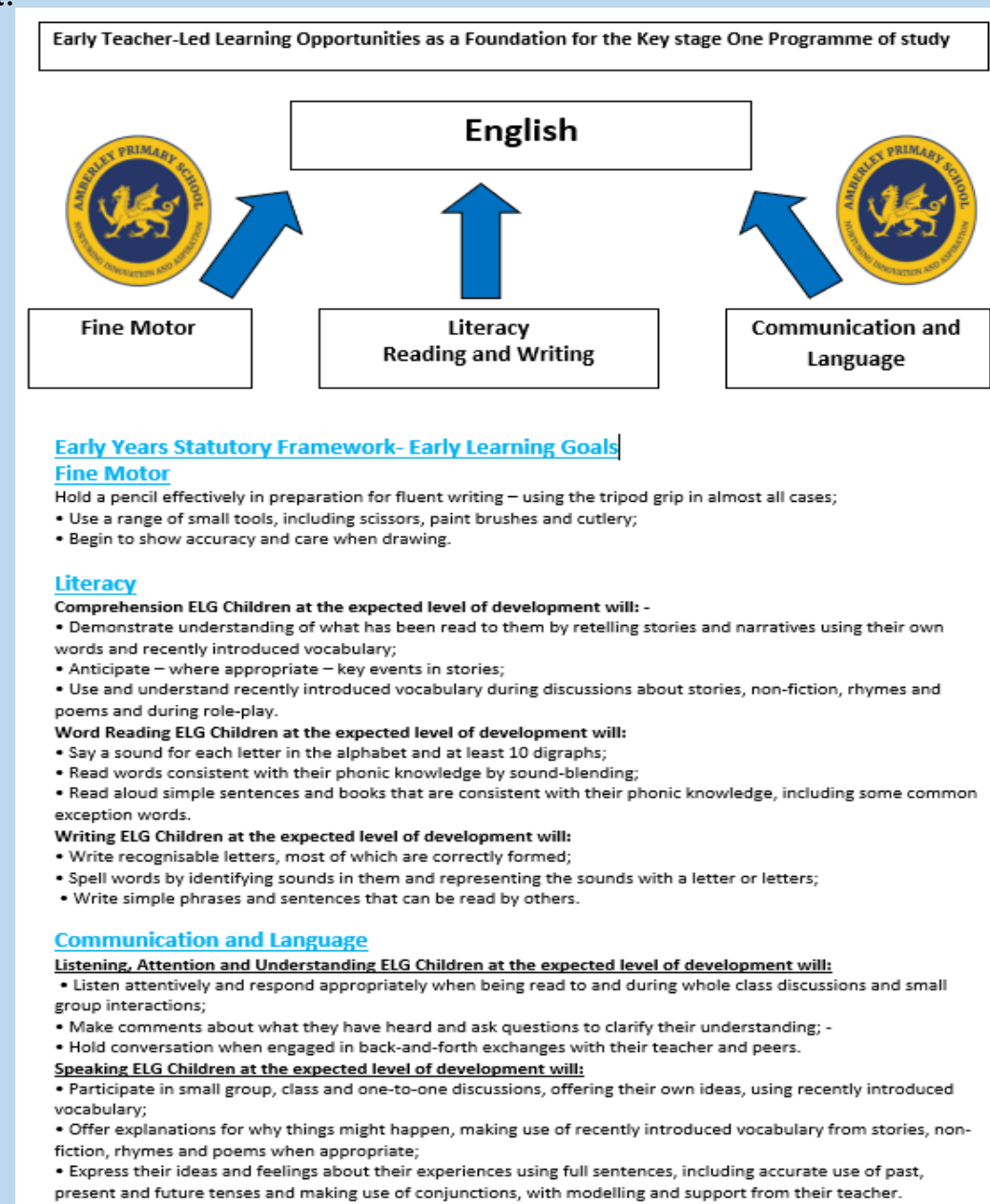
The following document shows in greater detail how our Amberley EYFS curriculum prepares children for English/Literacy in KS1 and beyond.



The activities below the blue arrow form part of our regular continuous provision offer at Amberley that support the foundations of Literacy.

The document to the right states the ELG's that link with English (Literacy).

The objectives on the following slide show the progression of skills developed specific to Literacy in Nursery and Reception that are taught through adult led direct teaching or specifically targeted in the provision at Amberley.



Reception

Reception	Autumn	Spring	Summer
	Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. RWI Synthetics Phonics Programme- Set 1a Read individual letters by saying the sounds for them – 1a To hear/say and write initial sounds in words. Form recognisable letters correctly. Use marks or some letters for meaning. Write labels. Write own name. Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. RWI Synthetics Phonics Programme- Set 1b and 1c beginning (all initial letters sounds – 26 letters) Read a few common exception words: I , no, the , to, go To blend sounds into words- box 1 reading scheme (CVC and common exception words) Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing – beginning to use finger spaces between words with support. Write labels, lists and captions.	Recall key elements of books they have heard and read. Express preferences for books. Learn word play rhymes and more complex nursery rhymes. RWI Synthetics Phonics Programme- 1c digraphs Continue the reading scheme in line with progression of RWI sounds covered. Read a few common exception words: into, he, she, we, me, be Read simple phonically regular captions and sentences. Begins to write simple sentences with regular words ,including those with digraphs with support. Understand cause and effect in books they have heard or read. Predict the endings of books. To perform and adapt nursery rhymes by adding new words. Word play songs. RWI Synthetics Phonics Programme- Set 2a Read a few common exception words: my, you, are Continue the reading scheme in line with progression of RWI sounds covered. Write simple sentences with regular words ,including those with digraphs. Begin to form capital letters correctly when writing sentences.	Predict the development of the plot. Empathise with characters. Make links between texts. Access simple information books. RWI Synthetics Phonics Programme- Set 2b Read a few common exception words: her, was, all ,they Continue the reading scheme in line with progression of RWI sounds covered. Write short sentences with words with known sound-letter correspondences using a capital letter formed correctly and a full stop. Name book characters and describe their qualities. Articulate the dilemmas the characters face. Use the structure of rhyming texts to participate in a recall sections of text. RWI Synthetics Phonics Programme- 2a and 2b consolidation. Continue the reading scheme in line with progression of RWI sounds covered. Write short compositions with more than one sentence, capital letters formed correctly and full stops.

Nursery

Nursery	Autumn	Spring	Summer
	Maintain focus on a short picture book shared with an adult until the end-learning new vocabulary by naming objects in picture books and applying it when spotting those items in the CP. To join in with familiar nursery rhymes; Twinkle, twinkle/Heads, shoulders, knees and toes To recognise their own name tag/peg by identifying their picture symbol. Make marks on a range of scales with a range of tools and grips. To know how to make vertical and horizontal marks. Develop preferences for picture books and seek out adults to share them. To understand the term; Title and book cover in reference to shared texts. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions and completing missing rhyming words in familiar rhymes. Make marks on a range of scales with a range of tools and grips. To know how to make circular marks and zig-zag marks on a large scale. To be able to recognise their name card from a set using their picture symbol. To copy an adult model in clapping the syllables in words offered.	Turn the pages of books from beginning to end, noting items of interest along the way. To understand the term; 'Author and Illustrator' in reference to shared texts. Name pertinent features in book illustrations as a story is being shared. Remain engaged from the beginning to end of short books. Select books independently and locate aspects of interest within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases. To begin to suggest a word that rhymes with another using well known stories as a focus – Oi Frog. To clap the syllables in words with some adult support. Focus on marks as they are being created by a range of tools. To begin to notice the form of their name –hold up a name card word first, then symbol reveal. To identify objects in a sound bag that all have the same sound. Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Distinguish between the text and the illustrations. Remain engaged from the beginning to the end of longer books. To understand how text goes from left to right and top to bottom. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with all actions. Know a few complete rhymes off by heart. Recognise a few examples of environmental print such as shop logos and food labels. Make continuous linear marks and other effects with hands and tools on a range of scales. To begin to include mark making and early writing in their independent play choices. To select their name card and begin to talk about the form/shape of their name. To identify a rhyming pair using well known stories as a focus – Oi Frog/Oi Cat To identify objects in a sound bag that all have the same sound and begin to hear the initial sound with adult support placing emphasis on the initial sound.	Locate familiar books within a larger collection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen next from memory. Answer how or why questions about a book. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental print from the immediate locality. To recognise their name by word alone. Make marks, including strings of symbols for others and ascribe meaning to them. To be able to spot the odd one out in a rhyming string. To develop confidence in recognising objects that begin with the same initial sound. Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures. Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far. Notice very familiar letter symbols in the environment such as letters from their name. Have a repertoire of known rhymes. Complete a phrase with the final rhyming word confidently. Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers. Use imitative writing during role play. Demonstrate a hand preference. Write symbols in an order which approximate to their name. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

The Nursery offer at Amberley Primary school allows us to meet the EYFS Statutory Framework and the suggested Literacy Development learning specified in the 'Development Matters, Revised 2023' Document. This document states that children aged 3 to 4 years old will be learning to:

- Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Develop their phonological awareness:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing **e.g.** writing a shopping list that starts at the top of the page; writing 'm' for mummy
- Write some or all of their name
- Write some letters accurately

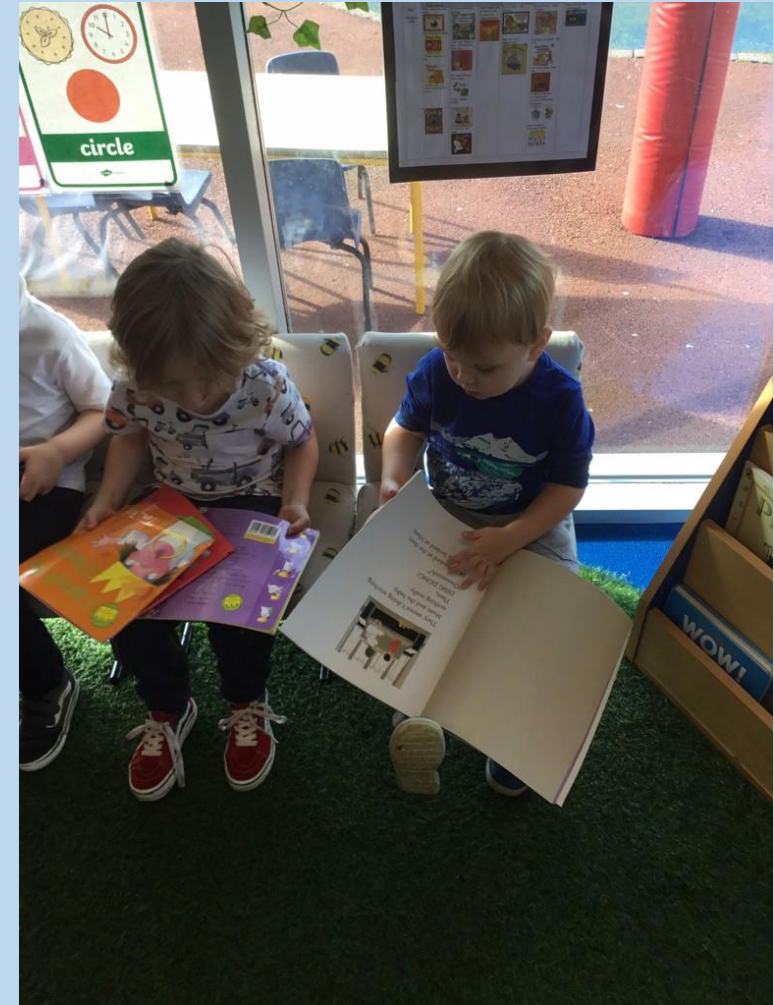
Here are some examples of our enacted curriculum linking to Literacy.

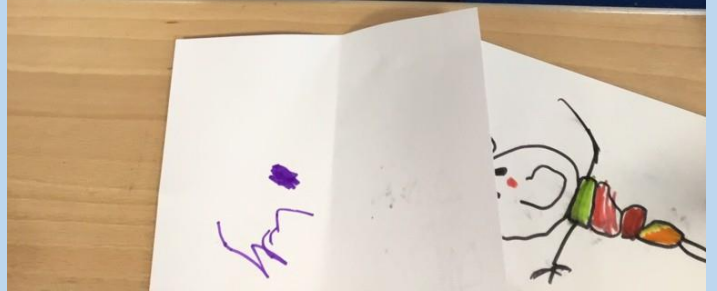
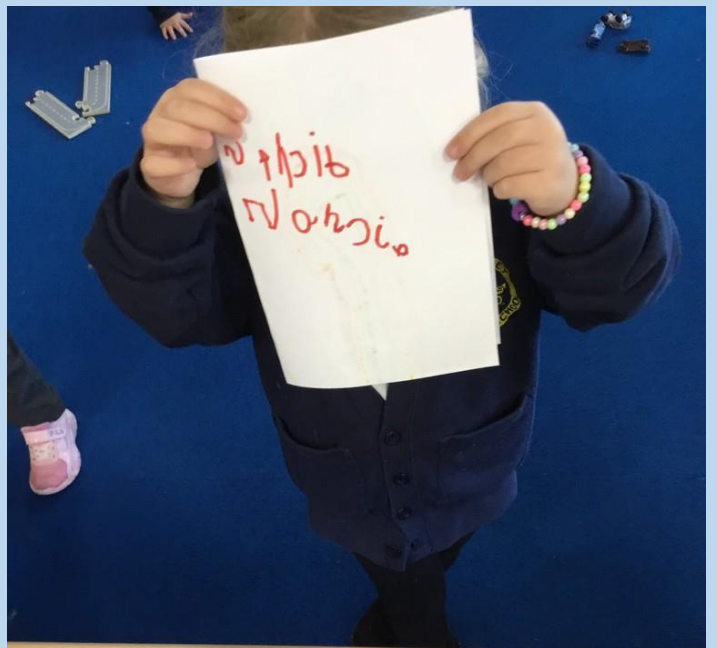
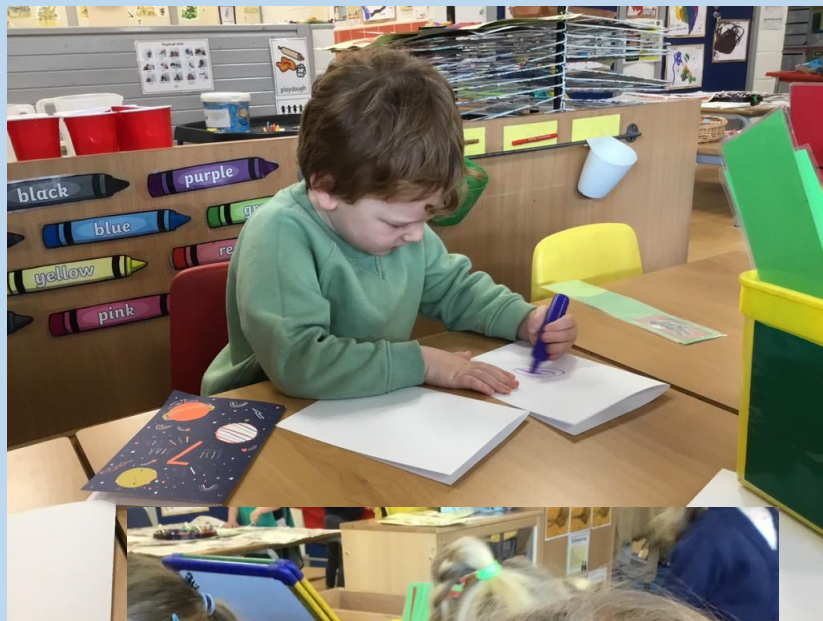
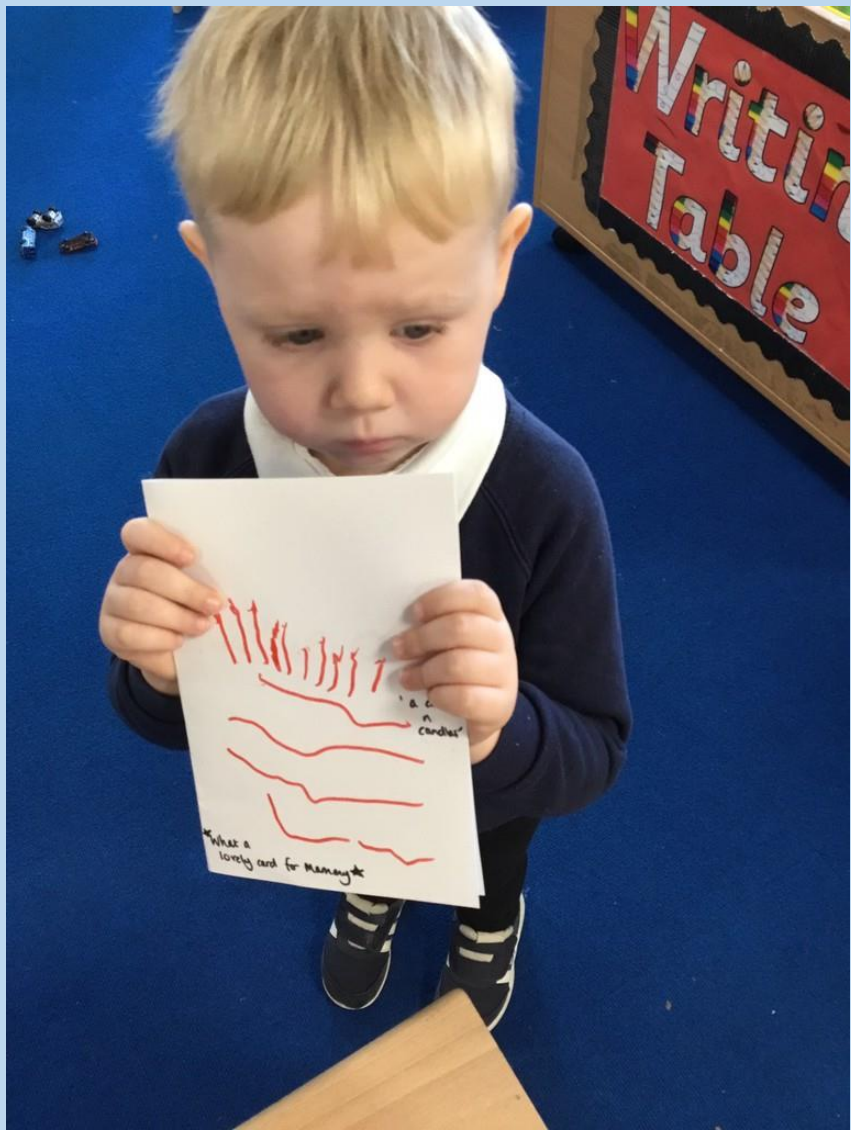
Nursery

In Nursery, the class stories we read at story time then go into the book corner. This means the children already are familiar with the book and can enjoy sharing the stories with their friends in their own words, recalling the events and talking about the characters.



Books are in varied areas of the provision. This little boy is reading a story to his baby, role-playing in the home corner.





One of our Nursery topics is linked to celebrations. We looked at birthday cards and then created our own.



At Christmas, we wrote toy lists for Santa.

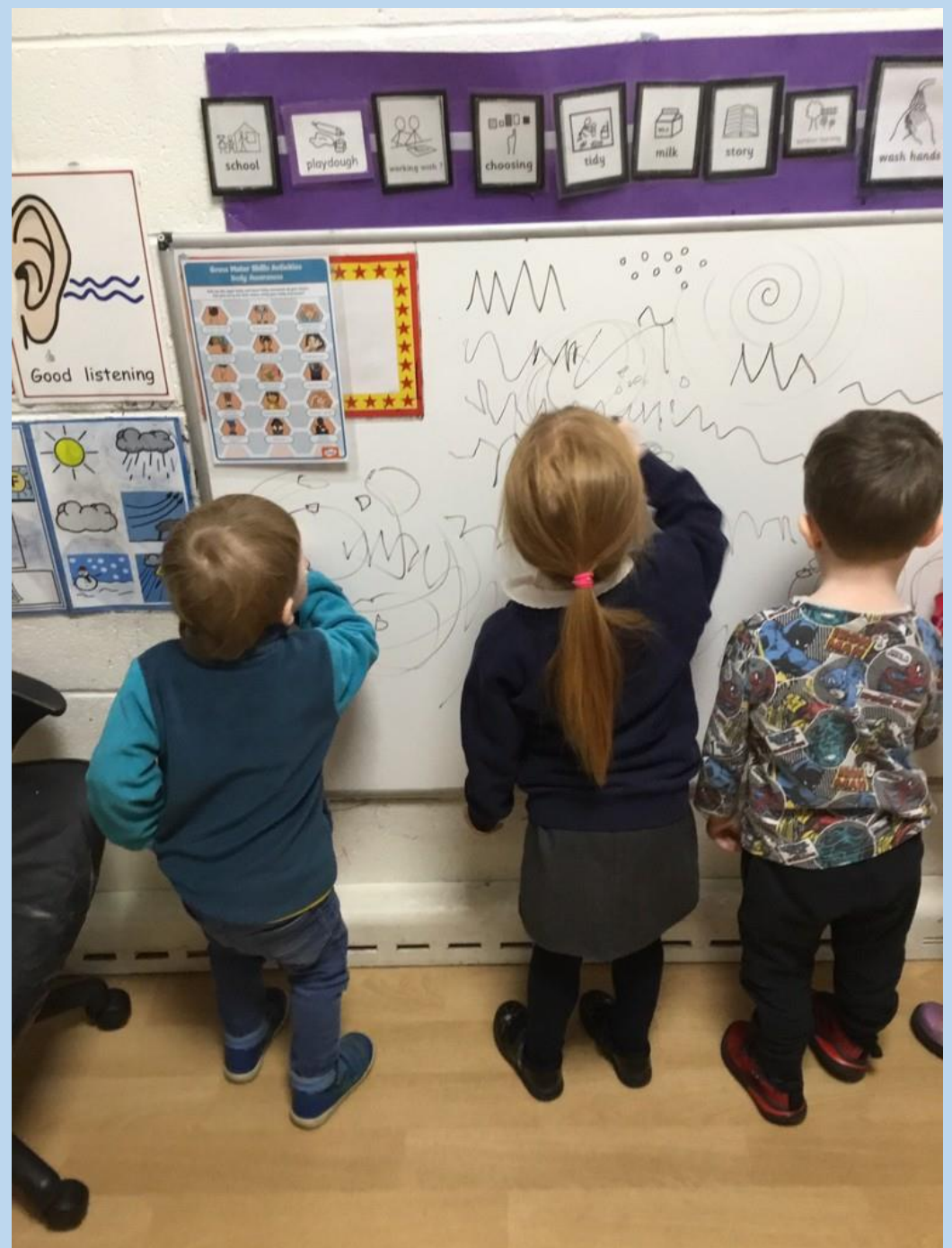


On the writing table, children read the widget symbol challenge card and tried to draw one of the objects.





Children have a go at making simple representations and copying patterns (horizontal and vertical lines, swirls, zig-zags and crosses).





A visit from the library bus. We listen to a story and then get to choose one to take home.



We play our environmental sounds game to help us to tune into the common sounds we hear.

In Nursery, homework tasks link to learning in the provision, such as making animal noises for parents and carers to guess!



Reception

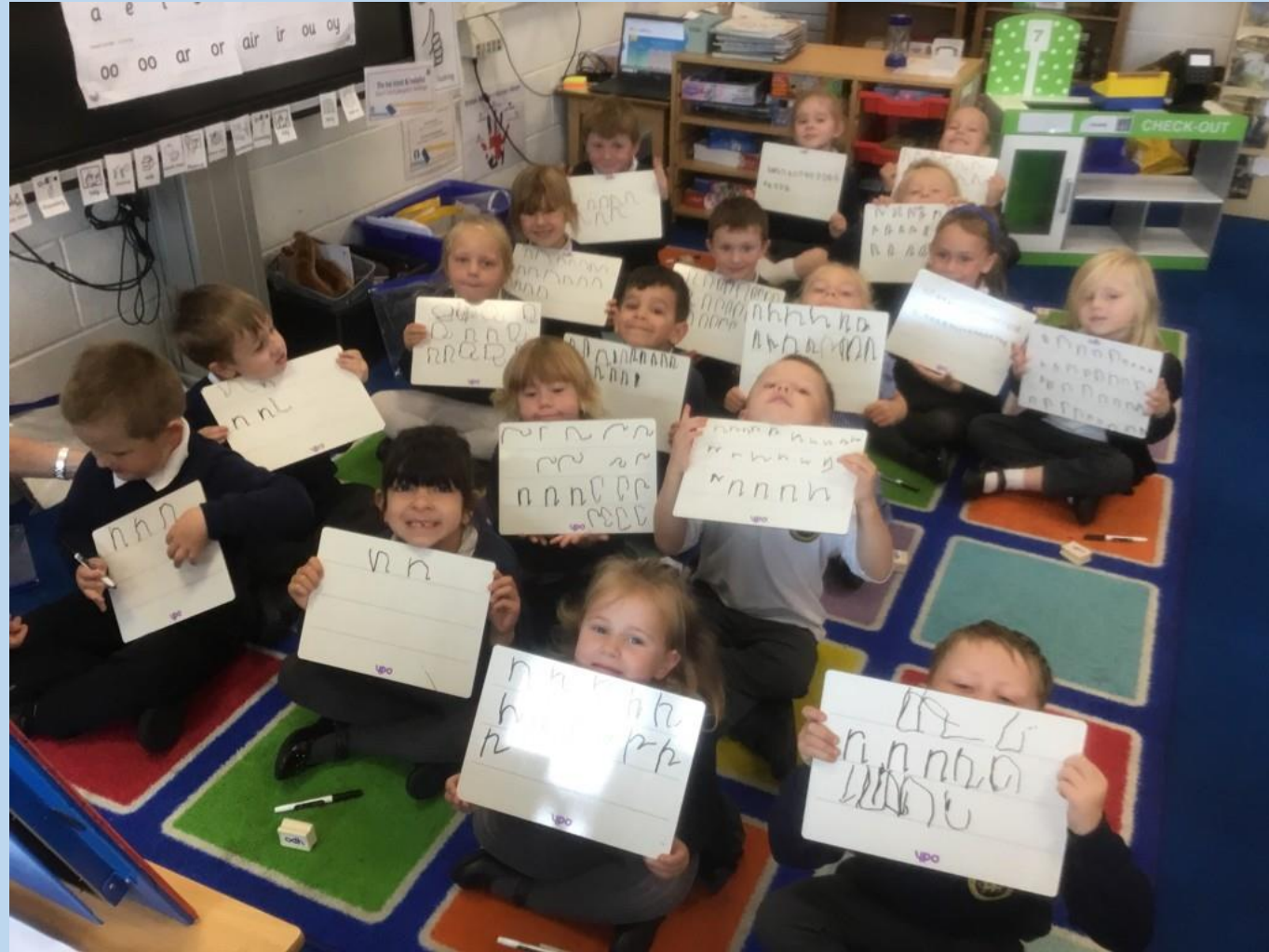
Reception learn about their local area, 'Killingworth.' They worked together to make their own map.



Here is an example of a child-initiated activity, where children used pebbles to form the letters in their name.



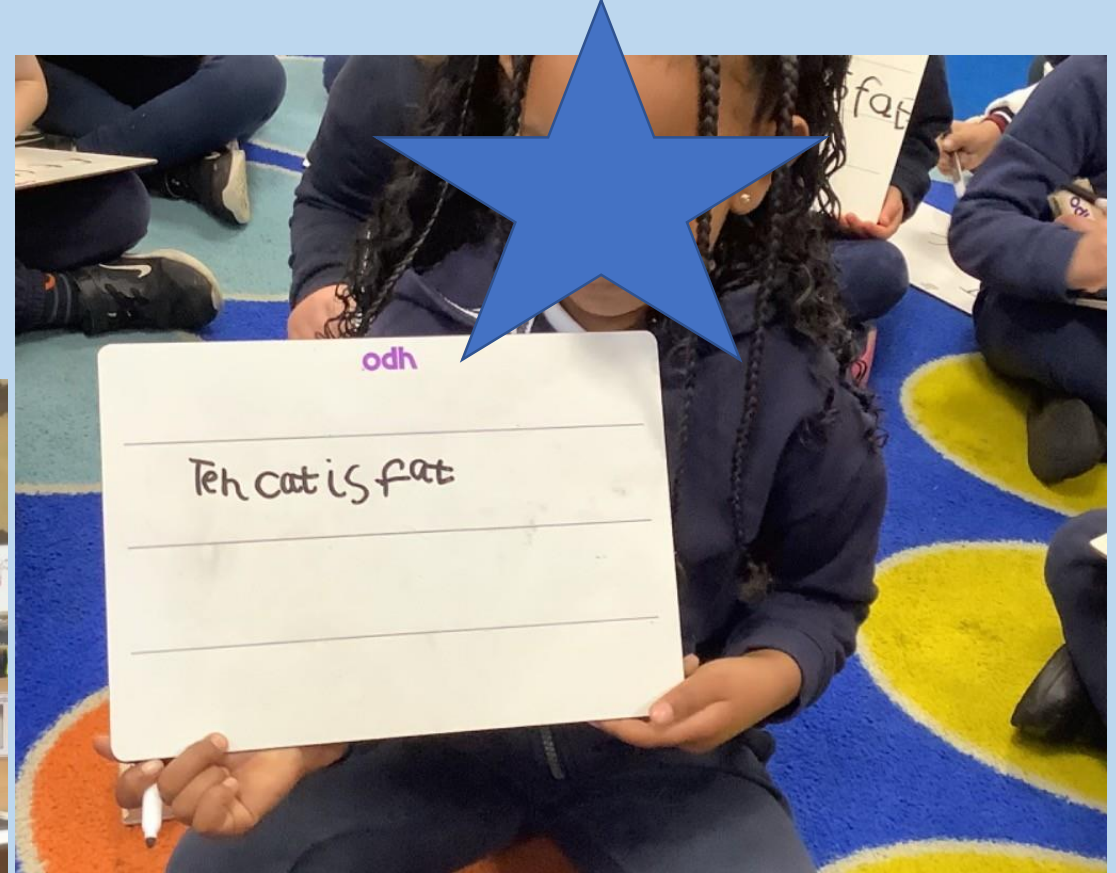
Here is an example of our messy mark making – forming letters in the shaving foam.



We practise our letter formation on the whiteboards.



We practise our letter formation independently at the writing tables.



Here is an example of a caption written by a child, who has used their phonics knowledge to segment and blend the words so that they can then have a go at spelling them.

Here is an example of a collage burger and a menu! Our children create independent exploratory writing linked to their own fascinations.



Here, our children practise reading digraphs and matching pictures that begin with the same initial sound.



One of our children acts as the teacher and reads a story to her classmates!

"Mr Tiger coming to dinner. He was eating all the cakes and all of the pies and then he drinking all of the water and then water wasn't coming out of the tap and he made a mess."