



Breadsall C of E Primary School

Early Years Foundation Stage
POLICY DOCUMENT

Communication and Language (Primary Area of learning) **and Literacy** (Specific Area of learning)

Milly Bould

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We follow the **Early Years Foundation Stage Statutory Framework (2021)** which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The EYFS seeks to provide:

- **Quality and consistency** in all early years settings so that every child makes good progress and no child gets left behind
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **Partnership working** between practitioners and with parents and/or carers
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

Overarching principles

Four guiding principles shape practice at our school. These are:

- **A Unique Child** : every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- **Positive Relationships**: children learn to be strong and independent through positive relationships
- **Enabling Environment**: children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Learning and Development**: Children develop and learn at different rates. In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust our practice appropriately with due regard to the three **characteristics of effective teaching and learning** which are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements •
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The **primary area** of Communication and Language is subdivided into three aspects which are

- Listening and attention
- Understanding
- Speaking

The **specific area** of Literacy is subdivided into two aspects which are

- Reading
- Writing

EYFS Statutory Educational Programme for Communication and Language:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

EYFS Statutory Educational Programme for 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).

Aims and Objectives

- To encourage all children to communicate effectively and confidently in language and writing and drama.
- To develop speaking and listening skills to build the foundation for literacy.
- Children will be given access to a wide range of literature, both fiction and non-fiction, in order to foster an interest and love of books.
- Children will be given access to a wide variety of mark making equipment and opportunities in order to develop handwriting skills.
- To achieve the Early Learning Goals at the end of the Reception year which are as follows:

Communication and Language ELGs

- **Listening, Attention and Understanding**
Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- **Speaking**
Children at the expected level of development will:
 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making us

Literacy ELGs

- **Comprehension**
Children at the expected level of development will:
 - 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.
- **Word Reading**
Children at the expected level of development will:
 - 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.
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- **Writing**
Children at the expected level of development will:
 - 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.

Methodology

- Provide time and relaxed opportunities for children to develop spoken language through sustained conversations between adult and child/children.
- To use communication, language and literacy in every part of the curriculum.
- To plan an environment rich in print that reflects the importance of language through signs, notices and books, rhymes, pictures, music and songs.
- Give daily opportunities to share and enjoy a wide range of rhymes, music, songs, poetry and stories.
- To plan an environment for children to observe adults writing and for children to experiment with writing through making marks, personal writing symbols and conventional script.
- To work together as a whole class, in small groups, pairs and independently.
- Provide opportunities for linking communication with physical movement in action songs and rhymes, role-play, and practical activities such as cookery and gardening.
- To provide time and opportunities for children to become aware of languages and writing systems other than English, and to be sensitive to the needs of children for whom English is an additional language.
- Be aware of and respond to any particular difficulties in children's language development at an early stage and to seek professional advice and support when appropriate.
- Develop children's phonological awareness particularly through rhyme and alliteration and their knowledge of the alphabetical code.

Time Allocation

We provide opportunities everyday specifically for Communication and Language and Literacy but because of the overlap between subjects at this stage of development it is difficult to be precise about the exact time allocated to Communication and Language and Literacy each week.

Learning Support

Children are taught in mixed ability classes. Differentiation of work takes place mainly by giving extra help within the classroom to those who require it and by providing more challenging activities where needed. Provision is made both for the more able child, and those with learning difficulties. This takes place during the school day with the learning support assistant and the classroom teaching assistants.

Resources

- The budget for the purchase of resources for the foundation stage is represented in the Early Years Budget and is maintained by the Headteacher
- Read Write Inc
- Each classroom has a range of equipment suited to the age group.
- The EYFS has access to the range of reading schemes used within the school.

Use of ICT

- There is a interactive whiteboard/ipad in each classroom that is available for the children to use during the day.
- Wherever possible software is used to reinforce concepts that have already been taught.
- All EYFS classrooms have an IWB installed which is used by both teachers and pupils.
- The teachers and children have access to class cameras to record experiences.

Assessment Recording and Reporting

- Summative assessments used in Reception include

Baseline Testing
EYFS Profile
Reading Records

Tapestry

- Parents are seen daily when they deliver their child to the classroom or pick them up at the end of the day, and this time can be used to chat informally about any aspect of a child's day at school.
- Parents are invited a termly parent teacher meeting to discuss the EYFS Learning Journey/Profile and associated evidence.
- Parents receive a written report at the end of the Summer Term.

Progression of Knowledge and Skills in Reception for Communication and Language

In their Reception year we would normally expect pupils to have been provided with sufficient learning opportunities to enable them to achieve all Early Learning Goal descriptors in Communication and Language.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Reception Skills	<i>Understand how to listen carefully and why listening is important.</i> <i>Engage in story times,</i> rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. <i>Understand 'why' questions.</i> <i>Use sentences 4-6 words.</i> <i>Use talk to organise play,</i> talking about themselves and	Listen in familiar & new situations and group situation <i>Engage in story times.</i> Maintain attention in new situations. Follow <i>instructions with 2 parts</i> in a familiar situation. <i>Ask questions to find out more and to check they understand what has been said to them.</i> <i>Start a conversation with peers and familiar adults and continue for many</i>	Listen attentively in a range of situations. Maintain attention during appropriate activity. Follow <i>instructions with 3 parts</i> and respond appropriately. <i>Engage in non-fiction books.</i> <i>Start a conversation with peers and familiar adults and continue for many turns.</i> <i>Use talk to organise/stand for something else in</i>	Understand why listening is important. Maintain attention in different contexts. <i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</i> <i>Ask questions to find out more and check understanding.</i> <i>Articulate their ideas and thoughts in well-formed sentences.</i> <i>Listen to and talk about selected non-</i>	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. <i>Describe events in some detail.</i> Express ideas about feelings and experiences. <i>Articulate their ideas and thoughts in well-formed sentences.</i>	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some	<u>Listening and Understanding.</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking.</u>

	others. Speak with correct pronunciation so that they are understood by others.	turns. Develop social phrases Use new vocabulary. Make comments about their observations. Speak to group about own interests, experiences and opinions. Ask questions about peers' interests.	play. To ask questions and speak in sentences to a partner. Use past tense and plurals correctly. Retell a familiar story using appropriate vocabulary and repetition.	fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Retell a story in detail using full sentences and appropriate vocabulary. To speak about topic giving some factual information	To speak about an event or story using correct sequencing. Comment on stories read. To use language with peers and invent own stories in play. To be able to give facts about a specified subject. To speak to audience in production.	detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas. To be able to give facts about a specified subject. To speak to audience in production	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Reception Knowledge	To know about others. To know familiar songs. To know how stories are structured, characters and setting To describe different story and non-fiction texts. To know why listening is important	To learn vocabulary related to topics To understand and begin to talk about why things happen using new vocabulary learnt.	To understand what a sentence is To know own feelings about experiences and be able to express them..	To know different features of texts. To understand why things happen and talk about it using new vocabulary learnt.	To begin to research using books or a search engine. To relate own experiences to play	To know a range of facts. To know to speak loudly, slowly and clearly in productions To engage in meaningful conversations with others.	
	Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound, Use new vocabulary in different contexts, Use new vocabulary through the day, Learn rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding.						

Progression of Knowledge and Skills in Reception for Literacy

In their Reception year we would normally expect pupils to have been provided with sufficient learning opportunities to enable them to achieve all Early Learning Goal descriptors in Communication and Language.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Literacy	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.	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
	Word Reading: Hear general sound discrimination and be	Word Reading: Read individual letters by saying the sounds for	Word Reading: Read individual letters by saying the sounds for	Word Reading: Read some letter groups	Word Reading: Read some letter groups	Word Reading: Read some tricky words from Phase 4 e.g.	Word Reading Say a sound for

	able to orally blend and segment.	them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	said, like, have, so. Re-read what they have written to check that it makes sense.	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.
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.						
RWI scheme	Phonics: Set 1 Sounds Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words. Begin Set 1 Sounds Red words, the, put, I, go	Phonics: Set 1 Sounds Know grapheme phoneme correspondence of m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, ck, r, j, v, w, sh, th Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Red words: to, my, for, no, of, for he	Phonics Set 1 Sounds Consolidate Set 1 skills as in Autumn 2. Recognise digraphs - ck + ch, th, sh, consonant endings - ff, ll, ss segment known sounds for reading and spelling VC, CVC, CVCC Red words : she, be, he, was, we, your, said, are, into, all. me	Phonics Set 1 Sounds Consolidate Set 2 skills. Know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Red words: know red words covered to date. Write graphemes and digraphs when they hear them, using a sound mat or sound	Phonics Set 2 Sounds Know digraphs ay/ee/ow/ oo/oo/or/ar/ir and trigraphs ign/air Red words already learnt for writing. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic	Phonics Set 2 Sounds Know digraphs ou/ oy Consolidate all Set 2 sounds. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and	

				wall for support if needed.	knowledge.	trigraphs.	
	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using RWI Set 1 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using RWI Set 1graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC	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.

		word there is a space				Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.	
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