

## Literacy – EYFS

### Literacy - Educational Programmes:

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)

### Literacy - Development Matters Statements:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Checkpoint	Literacy – Comprehension	Literacy – Word Reading	Literacy - Writing
<b>Baseline Checkpoint (September)</b>	<ul style="list-style-type: none"> <li>• I have a love of stories and listen attentively to story time.</li> <li>• I can name the characters from a familiar story.</li> <li>• I can listen to a story and comment on the events.</li> <li>• I can identify the characters and setting of a familiar book.</li> <li>• I enjoy listening to stories and retell a simple story using story vocabulary with the help of visual clues, e.g. talking through a familiar book.</li> <li>• I can talk about the main events in the story and predict what might happen.</li> <li>• I can join in with familiar rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise my name.</li> <li>• I can hold book correct way round and turn the pages correctly.</li> <li>• I can keep a simple rhythm and match rhyming words.</li> <li>• I can suggest words that rhyme.</li> <li>• I can discriminate between sounds.</li> <li>• I can hear initial sounds.</li> <li>• I can identify an object when given the initial sound.</li> <li>• I can say the initial sound in a given word.</li> <li>• I can clap the syllables in a word.</li> <li>• I can orally blend some simple CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>• I can attempt to write my name in a way that I or others can recognise.</li> <li>• I can make marks and discuss the marks that I make, e.g. "this is a car"</li> <li>• I can say the initial sound in a word.</li> <li>• I am beginning to form some recognizable letters when writing my own name or when trying to write words.</li> <li>• I can orally segment some simple CVC words.</li> </ul>

<p><b>End of Autumn Term Checkpoint (December)</b></p>	<ul style="list-style-type: none"> <li>•I can join in with the repeated refrain or phrases from a familiar story or poem.</li> <li>•I enjoy talking to others about favourite stories.</li> <li>•I am beginning to use language from the story when discussing it.</li> <li>•I can retell a story using role play or small world resources, using some story language.</li> </ul>	<ul style="list-style-type: none"> <li>•I can match Phase 2 graphemes and phonemes.</li> <li>•I can say the phoneme (letter sound) for all Phase 2 GPCS.</li> <li>•I can blend CVC words verbally.</li> <li>•I can suggest something that starts with a given initial sound</li> <li>•I can recognise sounds taught</li> <li>•I can read individual letters by saying the sounds for them.</li> <li>•I can blend sounds into words, so that I can read short words made up of known letter-sound correspondences.</li> <li>•I can read some letter groups that each represent one sound and say sounds for them.</li> <li>•I can read some tricky words matched to our Little Wandle Phonics programme.</li> <li>•I can read Phase 2 captions.</li> </ul>	<ul style="list-style-type: none"> <li>•I can write all the letters in my name with the correct letter formation using our Little Wandle Phonics programme.</li> <li>•I can form all phase 2 letters correctly using our Little Wandle Phonics programme.</li> <li>•I can segment CVC words verbally.</li> <li>•I can match Phase 2 graphemes and phonemes.</li> <li>•I can write the initial and end sounds for a CVC word.</li> <li>•I can segment and spell Phase 2 cvc words.</li> <li>•I can write CVC words and labels.</li> <li>•I can use some upper case letters, e.g. for own name, Mum and Dad.</li> <li>•I can write some tricky words matched to our Little Wandle Phonics programme.</li> </ul> <p style="text-align: center;">+</p> <ul style="list-style-type: none"> <li>•I am starting to write simple captions.</li> </ul>
<p><b>End of Spring Term Checkpoint (April)</b></p>	<ul style="list-style-type: none"> <li>•I can make a simple prediction based on the events of a story so far.</li> <li>•I can sequence a familiar story using images or objects.</li> <li>•I can use the language from a story within role play and discussions.</li> <li>•I can tell the story to another person using the book or images.</li> <li>•I have a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.</li> <li>•I can identify non-fiction texts and remember facts from it.</li> </ul>	<ul style="list-style-type: none"> <li>•I can say the phoneme (letter sound) for each phase 2 and 3 grapheme.</li> <li>•I can blend and read VC/CVC words</li> <li>•I can read simple phrases and sentences made up of words with known letter-sound correspondences and some tricky words.</li> <li>•I can re-read these books with enthusiasm in order to build up my confidence in word reading, fluency and understanding.</li> <li>•I can read books with a range of Phase 2 and 3 words and tricky words and show a good understanding of what I have read.</li> <li>•I can read all Phase 2 and 3 tricky words.</li> </ul>	<ul style="list-style-type: none"> <li>•I can form all the letters of the alphabet using the correct formation matched to our Little Wandle Phonics programme and hold the pencil/pencil crayons/ felt pens using a tripod grip.</li> <li>•I can write some upper-case letters correctly.</li> <li>•I can write VC/CVC words, using Phase 2 and 3 phonemes and the words can be read by myself or others.</li> <li>•I can say a simple sentence for writing (oral and count words).</li> <li>•I can write all phase 2 and 3 tricky words matched to our Little Wandle Phonics programme correctly.</li> <li>•I am starting to use finger spacing between words.</li> <li>•I am starting to write short sentences with words with known letter-sound correspondences.</li> <li>•I can re-read what I have written to check that it makes sense.</li> <li>•I can write captions.</li> </ul> <p style="text-align: center;">+</p>

			<ul style="list-style-type: none"> <li>•I am starting to write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>
<b>End of EYFS Checkpoint (June)</b>	<ul style="list-style-type: none"> <li>•ELG - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>•ELG - Anticipate – where appropriate – key events in stories.</li> <li>•ELG - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>•ELG - Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>•ELG - Read words consistent with their phonic knowledge by sound-blending;</li> <li>•ELG - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>•ELG - Write recognisable letters, most of which are correctly formed;</li> <li>•ELG - Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>•ELG - Write simple phrases and sentences that can be read by others.</li> </ul>