

Literacy	<p><b>It is crucial for children to develop a lifelong 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 words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing)</b></p>		
		<p><b>Teaching and Learning opportunities</b></p>	<p><b>Early Development steps from the end of nurseury through to the <b>autumn</b> and <b>spring</b> terms and <b>Early Learning Goals</b> in summer term are the expected levels of development</b></p>
	Word reading	<p>Systematic synthetic phonics is key to teaching children reading (and writing). It provides them with strategies to decode words. We use Rocket Phonics as it is a clear structured approach to learning. The children are led by trained staff who consistently follow the scheme. The children learn 44 sounds and the corresponding letters/letter groups using simple picture prompts. They read a range of storybooks and non-fictions books matched to their phonic knowledge as well as develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions.</p>	<ul style="list-style-type: none"> <li>-Joining in with rhymes and stories</li> <li>-Identifying rhymes</li> <li>-Joining in with the rhythm of well-known rhymes and song</li> <li>-Recognising own name</li> <li>-Joining in with rhymes and stories</li> <li>Joining in with rhythm of well-known rhymes and songs</li> <li>-Recognising their own name</li> <li>-Identifying sounds in words, in particular, initial sounds</li> <li>-Segmenting and blending simple words demonstrating knowledge of sounds (with support)</li> <li>-Linking sounds to letters in the alphabet</li> <li>-Reading by saying individual letters by saying the sounds for them</li> <li>-Reading simple words and simple sentences</li> <li>-Identifying rhymes</li> <li>-Blending sounds into words so that they can read short words made up of known letter-sounds correspondences</li> <li>-Reading some letter groups that each represent one sound and say sounds for them</li> <li>-Reading a few common exception words (red words)</li> <li>-Reading simple phrases and sentences made up of words with well-known letter sound correspondences and where necessary a few exception words</li> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>-Read words consistent with their phonic knowledge by sound-blending</li> <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul>
		<p>Children take home books relevant to the stage of reading ability. They are fully decodable reading books for children to take home and read with parents/carers, to support their Rocket Phonics. The books support the phonics learning in the classroom, and align with the texts read in school. Regular Workshops with Parents/Carers support how to help their child at home with phonics.</p>	
Comprehension		<p>Reading zones both in the setting and outdoors builds a love for the story. Books are chosen which will engage the children as well as contain the taught vocabulary. Talk through stories is 20 minutes reading the story and 10 minutes vocabulary teaching and learning every day. Revisiting stories is a focus. Adults and children in role.</p>	<ul style="list-style-type: none"> <li>-Holding a book, turn the pages and indicating and understanding of print and pictures</li> <li>-Telling a story to friends</li> <li>-Talking about events and characters in books</li> <li>-Making suggestions about what might happen next in a story</li> <li>-Talking about their favourite book</li> <li>-Using vocabulary and events from stories in their play</li> <li>-Re-reading books to build up their confidence, their fluency and their understanding and enjoyment in word reading</li> <li>-Showing specific interest in a non-fiction book linked to a topic or theme</li> <li>-Demonstrate understanding of what has been read to them by telling stories and narratives using their own words and recently introduced vocabulary</li> <li>-Anticipate- where appropriate- key events in stories</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.</li> </ul>
		<p>Talking is a big part of the children's work in pairs/groups so that they answer every question, practise every activity with their partner, take turns in talking and reading to each other and develop ambitious vocabulary. The adults ask questions throughout the sessions encouraging the children to talk about their learning, the books they read and share their writing too.</p>	
		<p>The Book Area has been designed to create a 'wow' space that encourages the children to go into a pick up a book and read. The books for reception children are the familiar texts they read during their Talk Through Stories sessions. Having texts that they know is great for them as they gain confidence in reading books over again and again and should remember some of the characters, story line and vocabulary. The children also go to the school library regularly and choose their own books that they can take home to read with an adult.</p>	

Writing	Phonics writing happens every day in their phonics session. The children can be heard rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. The children learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases, they write words by using Fred Talk and learn to build sentences by practising sentences out loud before they write.	<ul style="list-style-type: none"> <li>-Telling and adult what they have drawn or painted</li> <li>-Recognising a capital letter at the start of their name</li> <li>-Identifying sounds in their own name</li> <li>-Ascribing meaning to marks</li> <li>-Start to write identifiable shapes and letters</li> <li>-Drawing lines and circles in the air, on the floor or on large sheets of paper</li> <li>-Using tools for mark making with control</li> <li>-Gripping using five fingers or preferably two fingers and thumb for control</li> <li>-Copying shapes, letters and pictures</li> <li>-Beginning to form lower-case and capital letters correctly</li> <li>-Being more confident in writing identifiable shapes and letters</li> <li>-Segmenting and blending the sounds in simple words and naming sounds</li> <li>-Spelling words by identifying the sounds and then writing the sound with the letter/s</li> <li>-Talking about sentences and starting to write short sentences</li> <li>-Starting to use full stops and capital letters in the correct places</li> <li>-Using their phonic knowledge to write words in ways which match their spoken sounds</li> <li>-Writing some irregular common words</li> <li>-Writing simple sentences which can be read by themselves and sometimes others</li> <li>-Spelling small, familiar words correctly and making phonetically plausible attempts at more complex words</li> <li>-Re-reading what they have written to make sure it makes sense</li> <li>-Write most recognisable letters, most of which are correctly formed</li> <li>-Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>-Write simple phrases and sentences that can be read by others</li> </ul>
	Story writing is used to start the process of writing composition in a positive way. The stimulus for writing may come from the children's play, a photograph or drawing, an image and will focus on their interests or a topic sparks imagination. As the child speaks and the adult writes exactly what the child says (even if it is grammatically incorrect) children learn that their spoken words can be transferred onto paper. They also see how writing is formed and what it looks. This is repeated regularly and children are encouraged to use a pen/pencil and using their increasing phonics knowledge write a few letters or words within their story. Each time this is done the child develops in knowledge and phonetical understanding and writes more of the story themselves eventually writing phrases, sentences or a whole story.	
	'Writing' involves focusing on a key story text each week and new vocabulary is introduced where the children help create actions to help them remember the words. They then write their own narrative focusing on the characters and the adventures they go on drawing a detail picture which they talk through with their teachers and peers. The children are encouraged to introduce the new vocabulary in their writing.	
	Writing for various reasons in the Provision Areas through their play independently or with the support of an adult. They write for a purpose, for example, a list in the shop, an invitation for a party in the small world, labels for their diagram in the construction area to remember what to buy at the shop or put in the cake; to create a wonderful story that will be read to the children or send messages to their friends. Writing tools are available around the classroom and adults enhance the areas with writing templates to support the structure of writing.	