



**Long Term Plan: Literacy
EYFS / Reception**

Communication and Language

**Speaking
Overall**

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. Pupils in Reception are taught why it is important to listen carefully to others and how to speak with increasing confidence and detail, in a variety of contexts and with different people. They are exposed to a language-rich environment, in which a wide range of vocabulary and talk is modelled by adults. Pupils are then taught how to then apply what they have learnt, in order to communicate and articulate their needs and emotions with increasing confidence, to a range of familiar adults, peers and visitors in school. During staff-led reading and writing lessons (whether whole-class, small group or 1:1) we discuss, demonstrate and explain our reading and writing so that pupils are beginning to develop a strong command of the spoken word and are confident to speak up and articulate their thoughts, with adult support and modelling where needed. The spoken language and communication is a focus in all areas of the Early Years Foundation Stage, and staff are expected to model it appropriately and explicitly expose pupils to and teach vocabulary, sentence structure and the conventions for simple discussion. Key vocabulary is on display and is referred to by staff in all areas of learning, including play. Rhymes, poems and songs are taught to expose pupils to new vocabulary and patterns of rhyme and language. Pupils are able to strengthen their spoken language through role-play and performance to a range of audiences.

Literacy: Reading

Reading Overall

Pupils in Reception are taught to read through a combination of strategies that include reading for enjoyment, phonics, small group guided reading and for focus pupils, one to one supported reading with a member of staff. Themed units each half term are based upon a key text which is shared and taught to pupils. We encourage and expect pupils to read at home five times a week. This can be a combination of pupils reading to their parents/carers and parents/carers reading to their pupils. All pupils have a home/school reading diary that parents are asked to sign when their child reads. These records are monitored regularly.

**Reading for
Enjoyment**

In Nursery and Reception pupils are encouraged to develop a love of reading and this is modelled by their teachers, nursery nurses and learning support assistants (LSAs). Each day, teachers, nursery nurses or LSAs read aloud to their class. They read

	<p>stories, poems, rhymes and non-fiction to widen pupils' access to a range of literature and to inspire a love of reading. It is a quiet time set aside for teachers to read a text to their class uninterrupted and without explicit teaching.</p>
<p>Phonics RWInc. Phonics Programme</p>	<p>The Read, Write Inc ('RWI'), phonics scheme, is used to teach phonics. It aligns with our aim for pupils to have mastered the phonic code by the end of Year 1 and is rigorous in its delivery and purpose. Teachers use the RWInc. phonics long term overview grid as a guide to the milestones pupils need to reach at checkpoints throughout Reception and Year 1. Teachers quickly identify those pupils falling behind and struggling to meet age-related expectations and ensure additional phonics intervention. Pupils are explicitly taught the particular sounds that letters make and then how to 'blend' the sounds together to read whole words. Pupils take home a RWInc 'Book Bag' book each week. These books match the sounds and words they are learning in phonics lessons. The books are phonetically decodable for every pupil and appropriate to the stage they are at in their phonics learning. Pupils can then read aloud to adults at home; giving them a further opportunity to practise their word-reading.</p>
<p>Small group Guided Reading</p>	<p>Reception guided reading is taught in small groups to allow teachers to challenge and support pupils as appropriate. A high-quality piece of fiction or non-fiction text is selected that challenges all pupils, regardless of their word-reading ability. The text selected is at a level beyond that at which pupils can read independently and often linked to knowledge taught in other areas. Teachers explore texts and discuss with pupils, in line with the Educational Programme for literacy set out in the Statutory Framework. In these sessions, there is an emphasis on teachers sharing the joy of reading and enjoyment of a text, as well as teachers explicitly teaching reading skills including language comprehension. The learning objective for the session is the same for all pupils. Pupils have access to the same text activities and levels of questioning but with differing levels of support provided depending on pupil needs.</p>
<p>Supported Reading Book Banding Scheme</p>	<p>In addition to taking home a RWInc 'Book Bag' book, pupils are also assigned a colour banded book. Books are organised into book bands according to their level of difficulty. Book bands are used to support pupils to access a wide variety of texts for home reading (independent, shared and supported reading) and one to one supported reading with their teacher/LSA. Teachers refer to the colour book banding system to assign reading books to pupils at their correct level of reading. These books are age-appropriate for the child and gives them access to a range of texts, both fiction and non-fiction. These books are referred to as 'sharing books' that pupils can read and share with an adult, as, on occasion, pupils may need support with words they are as yet unable to decode. Teachers and support staff regularly assess pupils to determine when the pupil is ready to progress to another band.</p>

Literacy: Writing

Writing, including Spelling

Pupils are taught the graphemes (letter or group of letters) to represent a phoneme (a sound) within RWInc. phonics lessons. They are then encouraged to write words using this knowledge, that both they and others can read. Pupils are taught strategies within RWInc. phonics lessons to enable them to attempt spelling more complex and tricky words. They are then taught to write simple phrases and sentences, and are given opportunities across the curriculum and within the indoor and outdoor environments, to write for a range of purposes that are meaningful and enjoyable for pupils. A range of writing materials and resources are always available to the pupils in each environment. In Reception, opportunities for purposeful writing are mapped out across the year, in line with the themes taught. A range of purposes for writing are taught, including writing labels and captions, writing lists and narratives such as story writing, letters, descriptions and also non-fiction accounts.

Writing - Grammar and Punctuation

Basic Grammar and Punctuation are taught within the structured programme of RWInc. Concepts are both introduced explicitly and interwoven through explicit teaching of writing. A focus is given to the teaching of capital letters, full stops and use of finger spaces to support pupils in writing simple phrases and sentences that express their ideas and can be read by others. When pupils enter Year 1, the expectation is that they have mastered these basic skills to then build on these foundations to write with further detail.

Physical development - fine motor skills

In Reception, pupils are encouraged to 'mark make' in all areas of learning, with a variety of tools. Activities are carefully planned to develop pupils' fine motor skills, which in part will lead to all pupils being able to hold a pencil effectively, by the end of Reception, in preparation for writing fluently, accurately and efficiently. Activities which support the development of gross motor skills are provided in the outdoor area, to support pupils to gain strength in their shoulders, upper arms and core. Additional support is provided to pupils where needed.

Transcription- Nelson Handwriting

Pupils are taught how to form letters correctly in their RWInc. phonics lessons, and staff ensure opportunities for pupils to practise their letter formation are embedded across different areas of Early Years provision. The principal aim is for handwriting to become an instinctive practice, which enables pupils to focus on the content of their writing. In order for this to occur, handwriting is taught in ways which focus on enhancing fluency and legibility, which provide pupils with opportunities for creative expression. We use the Nelson Handwriting programme to teach handwriting. It provides a clear, practical framework for implementation and development to ensure continuity with regard to the teaching of handwriting in the school. Our aim for pupils entering Reception is that they use a comfortable grip with good control when holding a pencil. By the end of Reception, our aim is for pupils to have mastered an effective pencil grip, and be able to form most letters correctly, in line with the letter formation rules of Nelson.