

Area of Learning Literacy	<b>ELG- Literacy- READING</b>		
	<b>Intent:</b> At John Randall, we foster a love of reading from the very beginning. Our aim is for children to reach their reading potential so that they can access curriculum throughout school and become lifelong learners.	<b>Implementation:</b> We do this by: <ul style="list-style-type: none"> <li>• Providing opportunities to develop children’s ability to listen, attend and sustain concentration</li> <li>• Developing a love of reading by introducing a range of ‘core’ texts that are carefully planned for throughout the year</li> <li>• Showing that print and symbols carries meaning</li> <li>• Developing fluent readers through our systematic synthetic phonics program (Read, Write Inc.)</li> <li>• Creating a print-rich environment</li> </ul>	<b>Impact; by the end of FS:</b> <ul style="list-style-type: none"> <li>• I am a passionate and engaged reader</li> <li>• I show a love of books through showing joy at listening to, talking about and reading stories and texts</li> <li>• I can use new vocabulary</li> <li>• I can decode and recognise some common irregular words</li> <li>• I can recognise my name and other familiar logos</li> </ul>
	<b>(READING) Knowledge – I will know...</b>		<b>(READING) Skills – I will be learning to...</b>
	<ul style="list-style-type: none"> <li>• Print carries meaning</li> <li>• That we read from left to right, top to bottom</li> <li>• That graphemes represent sounds (phonemes) and that these are combined (blended) to make words</li> <li>• A full range of phonemes, digraphs and trigraphs</li> <li>• Some common irregular (red) words</li> <li>• How to handle and treat books respectfully</li> <li>• How to re-tell events from familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>• What the ‘title’, ‘author’, ‘illustrator’, ‘blurb’ is</li> <li>• Different types of genres and the difference between fiction and non-fiction</li> <li>• How to express opinions such as favourite stories, favourite parts</li> <li>• How to predict what may happen next</li> <li>• Stories have a beginning, middle and end</li> </ul>	<ul style="list-style-type: none"> <li>• Blend</li> <li>• Segment</li> <li>• Remember, recall</li> <li>• Decode</li> <li>• Recognise familiar words confidently</li> <li>• Sustain concentration</li> <li>• Sequence events</li> <li>• Predict</li> </ul>
	<b>ELG- Literacy- WRITING</b>		
<b>Intent:</b> At John Randall, we draw upon opportunities to make marks early on in order to develop confidence in writing. We want children to be able to use writing in order to communicate and equip them with the skills they need to become confident and inspired writers.	<b>Implementation:</b> We do this by: <ul style="list-style-type: none"> <li>• Using our knowledge of the link between physical skills and early mark-making to support children</li> <li>• Use mark-making and writing in all that we do, thus showing how to use writing to communicate</li> <li>• Being respectful of early mark making and emergent writing.</li> <li>• Creating a print-rich environment with resources for writing available throughout the space</li> <li>• Teaching how phonemes are represented by graphemes</li> <li>• Teaching letter formation</li> <li>• Modelling writing for pleasure in a range of circumstances</li> <li>• Developing children’s oracy skills through a range of talk for writing skills.</li> <li>• Verbally repeating, chanting before we write</li> </ul>	<b>Impact; by the end of FS:</b> <ul style="list-style-type: none"> <li>• I can use a writing tool effectively</li> <li>• Hold a sentence</li> <li>• Write a sentence</li> <li>• Use age appropriate punctuation</li> <li>• Form letters correctly</li> <li>• Read back what I write</li> <li>• Form writing that others can decode</li> <li>• Use my phonic knowledge to support my writing</li> <li>• Write creatively and imaginatively</li> </ul>	
<b>(WRITING) Knowledge – I will know...</b>		<b>(WRITING) Skills – I will be learning to...</b>	

<ul style="list-style-type: none"> <li>• How to hold a pencil/ mark making tool correctly for writing</li> <li>• How to represent phonemes correctly</li> <li>• Print carries meaning</li> <li>• That writing goes from top to bottom, left to right</li> <li>• How to use capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>• Correct letter formation</li> <li>• How to segment for spelling</li> <li>• How to write labels and captions</li> <li>• How words make a sentence in my writing</li> <li>• How to use finger spaces</li> <li>• How to write some common irregular words</li> </ul>	<ul style="list-style-type: none"> <li>• Use a pincer/tripod grip</li> <li>• Make marks and communicate their meanings</li> <li>• Segment to spell</li> <li>• Form letters correctly</li> <li>• Write words, labels, captions</li> <li>• Write sentences, knowing how many words I am going to write</li> <li>• Use punctuation such as full stops and capital letters</li> <li>• Use finger spaces correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Say what I will write</li> <li>• Repeat</li> <li>• Rehearse/ chant</li> <li>• Recall</li> <li>• Rhyme</li> <li>• Sustain, attend and concentrate</li> <li>• Build up writing stamina</li> <li>• Read back what I have written</li> <li>• Hold a sentence in my head so that I know what I will write</li> </ul>
<b>ELG – Comprehension</b>	<b>How this is implemented and achieved in EYFS:</b>		<b>Links to KS1</b>
<ol style="list-style-type: none"> <li>1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>2. Anticipate (where appropriate) key events in stories.</li> <li>3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ol>	<ul style="list-style-type: none"> <li>• Develop and foster a love of reading immediately through rich and engaging story sessions</li> <li>• Teaching ‘core’ stories and texts throughout the year</li> <li>• Talk sessions where students are encouraged to discuss, predict, communicate their thoughts and ideas of core texts</li> <li>• Introduce new vocabulary and model in a variety of contexts</li> <li>• Use actions and body language to communicate new vocabulary and new stories (Pie Corbett)</li> <li>• Sequence stories using story-mapping</li> <li>• Encouraging chn to act out or perform familiar stories and to re-tell</li> <li>• Using open ended questions to encourage chn to communicate their thoughts, ideas and opinions</li> <li>• Build up stamina for reading &amp; writing through sustained concentration, listening and attending</li> <li>• Developing early reading skills through tuning into sounds, words, rhymes, stories and oral blending and segmenting</li> <li>• Build up oracy skills through introducing new technical vocabulary</li> <li>• Using sentence stems to model talk and questioning e.g. ‘I wonder...I think...because...’</li> </ul>		<p><a href="https://www.johnrandallprimary.co.uk/progression-in-skills/">https://www.johnrandallprimary.co.uk/progression-in-skills/</a></p> <p><a href="https://www.johnrandallprimary.co.uk/progression-of-skills/">https://www.johnrandallprimary.co.uk/progression-of-skills/</a></p>
<b>ELG – Word Reading</b>	<ul style="list-style-type: none"> <li>• Discrete systematic synthetic phonics program (RWI) taught daily</li> <li>• Print rich environment through labelled resources, labelled/ captioned instructions, de codable words available throughout the space. Frieze available in all spaces.</li> <li>• Daily taught literacy session, based around ‘core’ stories or texts which are build upon throughout the week</li> <li>• Modelling and encouraging a love of reading in a variety of contexts e.g. messaging, stories, letters, rhymes, songs, poems, traditional tales, cultural stories from around the world etc.</li> <li>• Teaching of a variety of genres e.g. fiction, non fiction, poetry</li> <li>• Focus on building oracy skills</li> </ul>		
<ol style="list-style-type: none"> <li>1. Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>2. Read words consistent with their phonic knowledge by sound-blending.</li> <li>3. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ol>			
<b>ELG- Writing</b>	<ul style="list-style-type: none"> <li>• Focus on physical skills needed for writing, weekly ‘write-dance’ sessions for children developing emergent writing/ physical skills</li> <li>• Developing tri-pod/ pincer grip by careful modelling and encouragement</li> <li>• Adults who are knowledgeable of the whole body muscle groups needed to develop tri-pod/ pincer grip</li> <li>• Mark making for a purpose, using contextual ‘hooks’ to engage children in writing and enable them to become fascinated and curious about writing</li> <li>• Literacy sessions building upon developing writing skills around ‘core’ texts</li> <li>• RWI daily taught program to encourage letter formation and writing skills</li> <li>• Build oracy skills for writing by introducing new vocabulary and rehearsing what we will write</li> </ul>		
<ol style="list-style-type: none"> <li>1. Write recognisable letters, most of which are correctly formed.</li> <li>2. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>3. Write simple phrases and sentences that can be read by others.</li> </ol>			

		<ul style="list-style-type: none"> <li>Developing a print-rich environment with mark-making stations and resources available throughout the space and outdoors</li> </ul>				
Related Vocabulary:	<ul style="list-style-type: none"> <li>Rhyme</li> <li>Book</li> <li>Genre</li> <li>Read</li> <li>Decode</li> <li>Rhyme</li> <li>Traditional</li> </ul>	<ul style="list-style-type: none"> <li>Talk</li> <li>Re-tell</li> <li>Beginning</li> <li>Middle</li> <li>End</li> <li>Rhythm</li> <li>Words to describe stories/ genre's</li> </ul>	<ul style="list-style-type: none"> <li>Problem</li> <li>Resolution</li> <li>Author</li> <li>Illustrator</li> <li>Blurb</li> <li>Segment / blend</li> <li>Words to describe personalities</li> </ul>	<ul style="list-style-type: none"> <li>Word</li> <li>Sentence</li> <li>Phrase</li> <li>Caption</li> <li>Label</li> <li>Character</li> <li>Library</li> <li>Sad/ miserable/ melancholy</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme</li> <li>Grapheme</li> <li>Digraph</li> <li>Trigraph</li> <li>Split digraph</li> <li>Fantasy</li> <li>Humour</li> </ul>	<ul style="list-style-type: none"> <li>Red words (RWI)</li> <li>Green words (RWI)</li> <li>Fiction</li> <li>Non-fiction</li> <li>Poem</li> <li>Fairy-tale</li> <li>Scary/ spooky/ terrifying</li> </ul>