



Early Years English Planning By end of Spring Term

ELG Literacy

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

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.

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.

Educational Programme

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

Comprehension

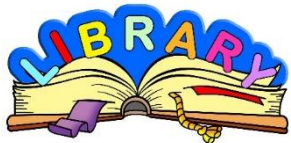
Key vocabulary

Milestone 2

- Children can begin to say what has happened in the story and can join in with familiar phrases.
- They are beginning to answer questions about the story when asked by an adult.

- Children are beginning to enjoy reading a variety of different books.

Examples of activities



Library visits begin for Reception children in January each year. The teacher will teach how to use the library - explain and model using a quiet voice and calm movements, read a story to the group at every library visit - modelling how to choose a book (pick a few up, look at the front cover, open them up and see if it appeals, talk out loud about why we might choose it, read it in an animated fashion then think out loud about it after.

Explain to children where they can choose books from (and why) and send small groups to different areas to ensure less waiting/crowding. This values the whole experience and makes it a priority to all involved.

Ensure that books read to the whole class are available for the children in the provision. Re-read books, gather favourite books. Actively encourage children to join in with familiar phrases or even whole sentences - can they get it almost right or completely right?

Encourage questions about the book by asking questions yourself - "I wonder why this happened...?" "I wonder what might happen next?" "I wonder if they will do this or this next?"

Ensure that the reading area in class has non-fiction and poetry (rhymes count) as well as fiction.

English lessons involve reading carefully chosen quality texts with tier 2 vocabulary.

Adults read to the children in animated, expressive ways, pausing to comment on rhyming words, new vocabulary or plot lines that warrant discussion (why did that happen? What will happen next?).

My Turn Your Turn is used to practice saying new words or phrases, Talk to Your Partner is used to allow all children to have their say and respond to questions and teachers take answers and rephrase them in full correct sentences - and ask all to repeat using MTYT.

Reading

Key vocabulary

Milestone 2

- Children can recognise and read their own name.
- Children are able to use the skill of Fred Talk to read words that match their level of phonic knowledge.
- They can listen to their partner read to them in RWI and talk about what they have read.
- Begin to read some RWI Red Words.

Examples of activities

Non-Negotiables

Children will enter the room in the mornings and find their own name in different ways - on their peg, drawer, and their name card which they will then write.

RWI groups every day. RWI Keep Up Intervention every day.

Red words displayed in the classroom and referred to. Begin with **I, my, the, to, me**, add to these as appropriate.

Green and red word cards in phonics area - changed and updated as appropriate.

Possible activities

Word Bingo - played with groups and then left out in provision.

Rhyming Bingo - pictures and words, played with groups and then left out in provision.

Recipes written by teachers and left in Mud Kitchen, Potion Making Area, Role Play areas.

Writing

Key vocabulary

Milestone 2

- Write their own name, forming the letters mostly correctly.
- Children are able to hold and use a pencil correctly.
- They can start to form most letters with the correct formation.
- Write words using Fred Talk to help them spell.
- Write a dictated phrase using "hold a sentence".
- Children can re-read most of the words they have written to an adult.

Examples of activities



Handwriting

Children enter the room each morning, find their name card and copy it. Adults checking pencil grip and letter formation as they write. CT gathers the written names and identifies children who need extra support as well as next steps for all (HA - on the line, size of letters, ascenders and descenders, MA - formation, LA - all letters readable).

Rainbow writing may be suitable for those struggling to write all the letters in the correct order.

Children who are not holding the pencil correctly should be engaged in a physical development support intervention.



Letter Formation Groups

ltijuy
rnmhbp
coadgqsfe
vwz xk

When children have mastered their name, move on to other letters - give the child a CVC to write, identify any letters they need to work on and do so. Use letter families to support - if they need to work on a, do c, o first.

Emergent writing - Opportunities for using phonics in emergent writing every week -

An adult led activity where the adult has modelled to the whole class, then to the group. The group gets targeted support, are they -

- Beginning to use initial sounds, perhaps final sounds? Do you need to say "is is mmmm cat or cccc cat?" to help them?
- Being supported to use the phonic mat, indicate how to use it by actively looking together, guiding the children to the right sort of place if it seems to big an area for them, saying the handwriting rhyme to support correct formation.
- Are they able to say it themselves and find the sounds or do they need you to say it?
- Being supported to write left to right in order?

- Are they identifying middle sounds and hearing when a word needs more sounds/letters because it is long?
- Sounding out a whole word and writing all the sounds they can hear (c-a-t, cat, rather than sounding each letter 1 at a time)
- Are they able to say and then write a whole phrase or sentence?
- Can they read what they have written - are they having to sound it out or do they remember? Is the adult able to read it - and even if they can't really, can the adult remember what was intended and pretend to be able to read it so that the child feels good about it.
- Use the displayed **Red Words** in their writing.

Confidence and pride in their work must be fostered by the adults words, actions and attention. Children must be encouraged to try their best and feel good about it - reluctance to try is so hard to get over once embedded. Any achievement can be celebrated, small steps build into big ones!

Challenge - Those who are using their phonics in their writing independently and successfully.

- Finger spaces
- Full stops and capital letters
- Adjectives (size and colour, followed by descriptions of touch, sound etc)
- Conjunctions - and, because, if, so, but etc
- Multiple sentences, that stream together, possibly to tell a story.

Spelling Phonetically

Adults model how to use phonics to spell in whole class and small group situations.

Pausing to think, taking ideas from the children, allowing phonically correct but technically incorrect spellings to occur in line with the children's knowledge - encouraging having a go and being willing to take that risk.

Re-reading what has been written repeatedly and checking which word needs to come next.

Fred Talking a whole word at a time, or chunking into syllables for longer words.

Modelling use of Speed Sound Chart when unsure.

Asking children for support when thinking how to form a lesser used letter (x,w,y for ex) saying the RWI patter.

<u>Specific English Resources</u>	<u>Continuous Provision</u>	<u>Possible Provision Enhancements</u>
Puppets in the book area.	Phonics play teaching area with Fred Frog, sound cards, sound mats, blank green and red cards and some with words on.	Tuff trays with chalk letters/words written with magnetic letters - can you make the words?

Story Box resources at intervals with linked book, cared for and use of which is carefully modelled.

Pocket for sound cards - perhaps even a pinny? White boards and pens.

Tubs with decodable books for children to read themselves (use old reading scheme).

Writing and reading areas to look as close to this as we can



Adults need to model using the puppets to tell stories - from a book or made up.



Writing frames that lead the children to what to write in different areas, as well as plain paper.

- Writing frames in junk modelling area to promote label writing - it is a ...This is my...
- Writing frames outside with potion/perfume making tuff trays - lists for recipe

All need to be actively and repeatedly used by adults then left for children to use independently.