

## Literacy



Birth to 5 Matters [Range 4 (24-36 months), Range 5 (36-48 months), Range 6 (48-60 months, 60-71 months)]

Development Matters [Birth to three, 3 and 4 year olds, Children in Reception]

National Curriculum [Year 1]

*EYFS Statutory Framework: 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. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.*

ELG: **Listening, Attention and Understanding** Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: **Speaking** Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

	Preschool	Nursery	Reception	KS1 Links
<b>Listening and Attention</b>	<ul style="list-style-type: none"> <li>- Listens with interest to the noises adults make when they read stories</li> <li>- Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>- Recognises and responds to many familiar sounds, e.g., turning to a knock on the door, looking at or going to the door</li> </ul>	<ul style="list-style-type: none"> <li>- Listens to others in one-to-one or small groups when conversation interests them</li> <li>- Listens to familiar stories with increasing attention and recall</li> <li>- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>- Focusing attention – can still listen or do, but can change their own focus of attention</li> </ul>	<ul style="list-style-type: none"> <li>- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>- May indicate two-channelled attention, e.g., paying attention to something of interest for short or long periods; can both listen and do for short span</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and discuss a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently</li> <li>- Be encouraged to link what they hear read to their own experiences</li> <li>- Learn to appreciate rhymes and poems,</li> </ul>

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	<ul style="list-style-type: none"> <li>- Shows interest in play with sounds, songs, and rhymes</li> <li>- Single channelled attention: can shift to a different task if attention fully obtained – using child’s name helps focus</li> </ul>	<ul style="list-style-type: none"> <li>- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>- Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>- Learn rhymes, poems, and songs.</li> </ul>	<ul style="list-style-type: none"> <li>- and to recite some by heart</li> <li>- Participate in discussion about what is read to them, taking turns, and listening to what others say</li> </ul>
<p><b>Understanding</b></p>	<ul style="list-style-type: none"> <li>- Identifies action words by following simple instructions, e.g., Show me jumping</li> <li>- Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.</li> <li>- Beginning to understand more complex sentences, e.g., Put your toys away and then sit on the carpet</li> <li>- Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?)</li> <li>- Developing understanding of simple concepts (e.g., fast/slow, good/bad)</li> </ul>	<ul style="list-style-type: none"> <li>- Can follow directions (if not intently focused)</li> <li>- Understands use of objects (e.g., Which one do we cut with?)</li> <li>- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> <li>- Responds to instructions with more elements, e.g., Give the big ball to me; collect up all the blocks and put them in the box</li> <li>- Beginning to understand why and how questions</li> </ul>	<ul style="list-style-type: none"> <li>- Understands a range of complex sentence structures including negatives, plurals, and tense markers</li> <li>- Beginning to understand humour, e.g., nonsense rhymes, jokes</li> <li>- Able to follow a story without pictures or props</li> <li>- Listens and responds to ideas expressed by others in conversation or discussion</li> <li>- Understands questions such as who; why; when; where and how</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly explain their understanding of what is read to them</li> <li>- Ask relevant questions to extend their understanding and knowledge</li> </ul>

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<p><b>Speaking</b></p>	<ul style="list-style-type: none"> <li>- Holds a conversation, jumping from topic to topic</li> <li>- Uses a variety of questions (e.g., what, where, who)</li> <li>- Uses longer sentences (e.g. Mummy gonna work)</li> <li>- Beginning to use word endings (e.g. going, cats)</li> <li>- Start to say how they are feeling, using words as well as actions.</li> </ul>	<ul style="list-style-type: none"> <li>- Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>- Use longer sentences of four to six words.</li> <li>- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>- Uses talk to explain what is happening and anticipate what might happen next</li> <li>- Questions why things happen and gives explanations. Asks e.g., who, what, when, how</li> <li>- Beginning to use a range of tenses (e.g., play, playing, will play, played)</li> <li>- Talks more extensively about things that are of particular importance to them</li> <li>- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> <li>- Start a conversation with an adult or a friend and continue it for many turns.</li> <li>- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>- Uses language to imagine and recreate roles and experiences in play situations</li> <li>- Links statements and sticks to a main theme or intention</li> <li>- Introduces a storyline or narrative into their play</li> <li>- Ask questions to find out more and to check they understand what has been said to them</li> <li>- Articulate their ideas and thoughts in well-formed sentences.</li> <li>- Connect one idea or action to another using a range of connectives.</li> <li>- Describe events in some detail.</li> <li>- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>- Speak audibly and fluently with an increasing command of Standard English</li> <li>- Participate in discussions, presentations, performances, role play, improvisations, and debates</li> </ul>
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<b>Vocabulary</b>	- Learns new words very rapidly and is able to use them in communicating	- Builds up vocabulary that reflects the breadth of their experiences	- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words - Use new vocabulary in different contexts.	- Discuss word meanings, linking new meanings to those already known
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