



Highfields Academy

Literacy Information

Leaflet

Reception (EYFS)



EYFS End of Year Expectations

Communication and Language

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.

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.

Comprehension

Children at the expected level of development will:

- 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

Children at the expected level of development will:

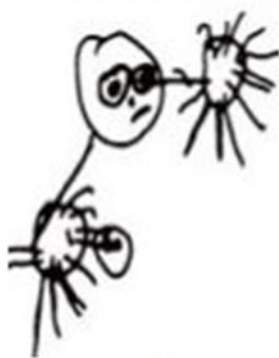
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Children at the expected level of development will:

- 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.

The Developmental Progression Children's Writing



1. Pictures



2. Random
Scribbling



3. Scribble Writing
(Written in linear fashion
to mimic real writing.)



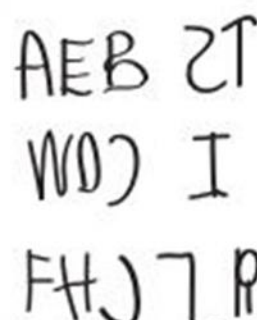
4. Symbols That
Represent Letters



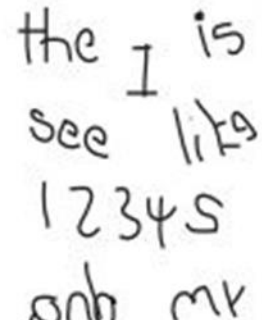
5. Random Letters
(No relationship between
sounds of letters and what
the child is trying to say.)



6. Letter Strings
(Progresses from left to right
and top to bottom when the
child "reads" his writing.)



7. Letter Groups
(The groups have spaces in
between to resemble words.)



8. Environmental Print
(Child copies print found in the
room, often without knowing
what the words are.)

Theh canr
(The horse can run.)

9. Beginning Sounds
(Child begins to write simple
sentences using sight words and
just the beginning sounds of
words.)

We wn to the s
(We went to the store.)

10. Early Inventive
Spelling
(Includes the same elements as
the previous level, but with more
consonant sounds represented
and spaces between words.)

To daye i wot
to play withf the
white board and
the shapex and
I won to play
with My fen

(Today I want to play with the
white board and the shapes, and
I want to play with my friend.)

11. Inventive Spelling
(Has the same elements as
the previous level, but with
more sounds per word writ-
ten, including the vowels.
Some conventional spelling
patterns may appear.)

One day I saw
my Frid it was
Israel and Antonio
and Thay got lost
I fad Thim.
The end

(One day, I saw my friends. It was
Israel and Anthony and they got lost.
I found them. The end.)


























12. Transitional
Writing
(Includes all of the previous el-
ements, plus some real spellings
of words with silent letters and
other spelling patterns. Punctu-
ation is beginning to appear.)

EYFS Phonics and High Frequency Words

We follow the Little Wandle Letters and Sounds systematic synthetic phonics scheme and these are the graphemes taught in EYFS.

Grapheme mat

Phase 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
---	---	---	---	---

 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

These are the 'tricky' words covered in EYFS (they are split into the Autumn, Spring and Summer terms).

I	is	the	put	pull	full	as
and	has	his	her	go	no	to
into	she	push	he	of	we	me
be	was	you	they	my	by	all
are	sure	pure	said	so	have	like
some	come	love	do	were	here	little
says	there	when	what	one	out	today

Handwriting expectations in EYFS

The children are taught to form their letters using a non-cursive style.

The Alphabet Letters

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Fine Motor Skills

Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Supporting your child at home

Reading

- Read a variety of books and other types of text e.g. cook books, shopping lists, leaflets etc.
- Read stories to your child regularly – discuss what you have read.
- Identify sounds and familiar words in texts.
- Visit the local library and encourage your child to choose books that appeal to them.

Writing

- Messy play tray to help with letter formation and writing simple words.
- Magnetic letters to practise spellings familiar words.
- Write for different purposes e.g. lists, postcards, thank you notes.
- Encourage your child to read back what they have written.

Ways to develop fine motor skills

- Playdough
- Elastic bands over different objects
- Picking up objects with tweezers
- Threading, weaving and lacing in different ways
- Unlocking padlocks using keys
- Small construction toys e.g. Lego
- Jigsaw puzzles
- Cutting with scissors
- Tracing over patterns
- Water play
- Gardening and planting
- Cooking (with an adult!)

Useful Websites

<https://www.busythings.co.uk/>

<http://www.bbc.co.uk/cbeebies>

<http://www.bbc.co.uk/schools/websites/eyfs/>

<http://www.bbc.co.uk/cbeebies/stories>

<http://www.funwithspot.com/>

<http://www.crickweb.co.uk/Early-Years.html>

<http://www.britishcouncil.org/kids-songs-little-kids.htm>

Ideas for toys/resources to support early Literacy skills

