

## Literacy Rationale

Our curriculum offer for all children, in all areas of learning and development, begins in Early Years. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

At Askwith Primary School, we recognise the importance of an inclusive, high quality education for **all** children (including SEND, EAL, PP and vulnerable). The Early Years Foundation Stage Framework (EYFS framework) sets the statutory standards for the development, learning and care of children from birth to age five.

As stated in the EYFS framework, the four overarching, guiding principles that shape practice in early years are as follows:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates.

Reading is our top priority when designing our curriculum so that children can access the whole curriculum offer. Therefore, Nursery children are taught phonological awareness skills in readiness for the teaching of phonics for reading and spelling at the beginning of Reception. A robust and high quality offer in Literacy allows children to systematically build their knowledge of reading, comprehension and writing.

In the revised EYFS Framework, Literacy is broken down in the three Early Learning Goals:

- Word reading
- Comprehension
- Writing

<b>Intent</b>	<b>Implementation</b>	<b>Impact: to be reviewed at the end of each year</b>
<ul style="list-style-type: none"> <li>• Knowledge across the whole curriculum to continue to be built systematically and embedded in the long-term memory of all pupils including the development of oracy</li> <li>• Knowledge gained from embedding Early Adopter Framework (2020-2021), new Early Years Statutory Framework, Development Matters and Askwith expectations inform 2021-2022 EYFS Curriculum</li> <li>• Enhancements/leadership opportunities reflect needs 2021-2022 including local links</li> <li>• Seven areas of learning rationales are updated where relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings to ensure that pre and post teaching opportunities identified in whole school LTP are having an impact on knowledge build-up. Links with local area/locality used as a starting point</li> <li>• Staff meetings to ensure that essential knowledge identified in class LTP is being built/retained at appropriate pace</li> <li>• Impact of progression documents/knowledge checks/learning journeys regular item on staff meeting agenda including the teaching and assessment of oracy across curriculum</li> <li>• Teaching the unit: update monitoring and evaluation timetable</li> <li>• Curriculum Enhancements: rolling programme agreed by all staff (subject leaders to review for balance Autumn 1)</li> <li>• Evidence informed practice continues to inform effectiveness of rationales</li> </ul>	

<ul style="list-style-type: none"> <li>• Systematic planning for 7 areas of learning and development: <ul style="list-style-type: none"> <li>○ aligned to Statutory Framework and Development Matters</li> </ul> </li>   <li>• Partnerships with parents/carers are strong</li>   <li>• All EYFS staff trained in updated EYFS docs</li>   <li>• Dialogic approach and how planned opportunities to increase vocab on the agenda of every staff meeting</li> </ul>	<p>Assessment:</p> <ul style="list-style-type: none"> <li>• monitor administration of assessments to ensure alignment to EYFS framework</li> <li>• new/refresher training for staff re: early reading and phonics including interventions</li> <li>• monitor continuous and enhanced and focused provision planning</li> </ul> <p>Partnerships with parents:</p> <ul style="list-style-type: none"> <li>• reintroduction of in person workshops e.g. come and play/come and read</li> <li>• open door policy</li> <li>• early parent meetings to ensure children are settling and home reading systems are effective</li> </ul> <p>Training:</p> <ul style="list-style-type: none"> <li>• new/refresher training for staff re: new framework, policies and practice</li>   <li>• new/refresher training for all staff on dialogic principles/vocab on displays/focus sessions</li> </ul>	
--	--	--

### **Creativity**

Creativity and knowledge should work together as creativity involves making connections and using connected knowledge to create 'new'. In the EYFS, play based learning is inherently creative whereby children learn through the

characteristics of effective learning. Our literacy curriculum is designed to include natural links between areas of learning which are deliberate and purposeful in order to promote creativity. For example, children could apply their knowledge of writing captions and labels when learning about different animals or plant parts as they develop their understanding of the world.

### **Substantive Knowledge**

In the EYFS, substantive knowledge is the understanding and use of knowledge across the seven areas of learning. In literacy, substantive knowledge is the systematic build up of phonological knowledge (phoneme-grapheme correspondence), knowledge of how to blend and segment and knowledge of how to form basic sentence structures, grammar and punctuation. Development of the substantive knowledge is achieved through deliberate practice so that children develop fluency when reading and writing.

### **Disciplinary Knowledge**

In the EYFS, disciplinary knowledge is the interpretation and independent use of learnt knowledge and skills. In literacy, children can use their substantive knowledge of phoneme-grapheme correspondence, sentence structure, grammar and punctuation to create their own sentences independently.

### **Reading in EYFS**

At Askwith Primary School, we have a strong ethos around the importance of reading. In Early Years, we provide vocabulary and language rich opportunities for Nursery and Reception children. We know that vocabulary knowledge is built cumulatively and we recognise this through the provision and experiences provided. Phonics is taught systematically in Nursery (phonological awareness/phase 1) and Reception (phase 2-4). We use Pearson's Phonics Bug and Pearson's Bug Club as our reading scheme from Class 1 onwards. During phonics, Reception children learn the 42 letter sounds of the English language through a multi-sensory approach. They are then taken through the phases of blending and segmenting words to develop reading and writing skills. We adopt a determined approach to teaching phonics and reading to ensure that all children have the fluency and automaticity required to access all reading material. Our reading area in the classroom is a place where children can practise their

phonics knowledge. The resources provided are directly aligned to children's phonics ability and there are no distracting resources that hinder the child when they are immersing themselves in the reading area.

## **Language Comprehension and Storytelling in EYFS**

From the beginning of Nursery, we use a range of strategies to encourage even the youngest learners to develop their language comprehension and to begin to retell and create their own stories. Class texts and rhymes are planned and these include core texts linked to the global themes, recommended reading texts, traditional tales, relevant non-fiction linked to the areas of learning and children's interests and specific nursery rhymes to learn - 3 for Nursery and 5 for Reception. Children take part in a minimum of 3 'story times' daily: Storytelling (to start the day), reading for pleasure (before lunch) and class text (end of the day).

We plan storytelling around traditional tales. The emphasis is on developing communication and language, particularly new vocabulary and oral composition. Storytelling supports the development of a child's public voice.

We focus on one traditional tale each half term. Storytelling takes place daily as a whole class. The adult reads the story, encouraging children to join in with the parts that they know. Actions are added to support children to remember and retell the story with the adult. The adult models and scaffolds children's knowledge of how to retell stories with increasing independence. To do this, children use what they know from retelling, actions and using the storytelling resources. Storytelling resources include the text, pictures of the story, puppets, props, masks and story stones. Storytelling and related resources help children act out stories that they know to build their familiarity of the texts. Children use their oral comprehension of the stories to begin to verbally retell the stories with increasing independence. From Autumn 2, storytelling forms part of the reading for pleasure carousel as deliberate storytelling practice.

Strategies to support comprehension and storytelling recording include:

Scribing (in 'Our Stories' floorbook)

- children's own retelling, adaptations or new stories
- whole class traditional tales

Recorded in 'Story telling' floorbook:

- Story plans - help build oral retelling of stories and are completed on large scale on long paper or on the floor using small world, pictures, drawings and vocabulary along
- Story maps - drawing out the text and adding key vocabulary and using simple actions to help children learn texts by heart
- Story mountains - children talk about story key events thinking about the beginning, middle and end

Children have planned, regular opportunities to learn stories, rhymes and poems and to orally play with the language, structure and content of these in order to internalise and recount them with fluency. This then frees up children's memory to be able to orally adapt, invent and then write stories with increasing detail.

Children learn to:

1. Recount stories by: using pictures from the story, story maps and actions to internalise texts, discuss vocabulary and comprehension of text, read as think talk about events including what happens at the beginning, middle and end of texts
2. Adapt stories by: using story plans, story maps and story mountains to change different parts of texts before adapting their own versions and then through children having a go at writing their own adaptations later in the Reception year
3. Invent stories: using the strategies they know to create story plans, story maps and story mountains and use these to retell and then write their own stories later in the Reception year.

## **Assessment**

Word reading

Phonics is assessed at the three data collection points (September, February and June). Pupils' knowledge of phonics is taught and assessed using Phonics Bug. Teachers plan and teach phonics lessons in September based on the outcomes of the baseline assessment, which often includes the revisiting and securing of connected knowledge before tackling the new essential knowledge. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' or 'revisits' at the start of every phonics lesson.

Two weeks after the phase has been taught, pupils complete the knowledge check/end of phase assessment for a second time. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks/end of phase assessments are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'.

### Comprehension

Reading ability is formatively assessed using running records. Running records assess and monitor the accuracy of reading (including basic comprehension) and provide teachers with evidence to support (along with evidence from phonics lessons) when a pupil moves onto a new book band or section of the junior library.

In Reception, the knowledge required to comprehend text is taught explicitly during 1:1 reading and guided reading. Pupils are taught how to question the text, clarify information, visualise parts of the text, make inferences and predictions and summarise what they have read. It is extremely important for pupils to acquire these skills as soon as possible so that they understand how to apply this knowledge to answer the range of question types within a range of different texts. Prior to teaching the knowledge required to apply one of the comprehension skills, pupils complete a knowledge check orally that allows opportunity for pupils to demonstrate their connected knowledge and new essential knowledge required to apply that comprehension skill. Two weeks after the unit of knowledge has been taught, pupils complete the knowledge check for a second time. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'.

### Writing

Prior to a unit of knowledge (genre focus), pupils write a 'cold', independent piece of writing, for example, a caption. This is 'knowledge check (1)'. 'Cold, independent' writing is defined as a piece of work with minimal teacher input and without peer support. Children are allowed to independently use sound mats, word mats and dictionaries. Teachers must not prompt or guide the writing.

Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' which include low stakes quizzes.

Two weeks after the unit of knowledge has been taught, pupils write a 'cold', independent piece of writing. This is 'knowledge check (2)'. In non-fiction writing, this can be recalled and applied in enhanced provision. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks are administered again six weeks after 'knowledge check (2)' and

twelve weeks after 'knowledge check (3)'. Knowledge checks (2), (3) and (4) are teacher assessed and annotated to reveal forgotten knowledge and/or gaps in knowledge.