

Subject: English: We develop our literacy skills & ideas, thoughts and feeling in reception through...

Literacy

Refer to Birth to Five document for Literacy development

<https://birthto5matters.org.uk/>

Physical Development

- Beginning to join in with actions and sounds in familiar songs during play, Funbox Jo and Rhyme Time
- Enjoys musical instruments
- Re-enacts stories during play
- Enjoys the sensory experience of mark making
- Distinguishes between the different marks during play, write dance and squiggle
- Enjoys drawing and writing on a variety of different textures in the classroom and quad environment
- Squiggle wiggle – pre-writing requisite (moving and handling) - Singing songs with actions
- Physical phonics – building words and manipulating graphemes
- Letter tracing – both gross and fine motor dependant on size
- Sound walks - Using gestures to communicate a want or need
- following and understanding instructions (health and self-care)
- Turn pages of a book
- Using writing utensils
- Swiping screen (phonics play, Busy things, mark making apps)

Personal, Social, Emotional Development

- Enjoys sharing books with an adult
- Showing 'I can do attitude'
- Having the confidence to have a go at new activities and challenges
- Seeking challenge
- Taking risk, engaging in new experiences, and learning by trial and error (e.g. phonics)
- Persisting with an activity or towards a goal when challenge occurs
- Showing satisfaction in meeting their own goals (I Can)
- Being proud of how they have accomplished something- not
- Sharing stories in cosy places 1:1
- Sharing our core text at the breakfast table together in small groups each morning
- Allowing children to select own books – sense of self (reading for pleasure books going home also)
- Allowing children to select their preferred mark-making materials

Communication and Language

- Has some favourite rhymes, songs or jingles and can communicate these through verbal or symbol support
- Repeats, use phrases or fills in missing gaps in known rhymes and stories
- Colourful semantics
- Story boxes
- Sequencing
- Singing number songs and rhymes
- Understand 'why' questions, like: "Why do you think the Stickman was upset?"
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Reading books with communication boards to support
- Pod boards
- Communication boards around the environment
- Symbol support
- Encouraging gestures
- Encouraging use of and reinforce basic vocabulary "Want help?"
- Use of digital technology communication methods
- Imitation and mimicking
- Imaginative play

Phonics

- Unlocking letters and sounds
- Phonics 1:1/group sessions (minimum x3)
- Phonic shed in the quad area

- SATPIN exposure in the environment
- Homework links to phonics/reading
- Responds to sounds in the environment such as cars, sirens, phone, birds
- Hears and says the initial sound in words
- Begins to develop phonological and phoneme awareness
- Silly Soup
- Exposure to sounds around the environment – sound boards
- Musical instruments
- Environmental sound walks
- Noisy books
- Rhyme Time each day
- Different textures in tuff trays encouraging sound making
- Daily reading
- Use of core texts/rhymes

Examples:

- Gap Analysis of provision
- Book choice each morning (core text)
- Colourful semantics (who, what, where, when)
- Story boxes sequencing the story
- Squiggle Wiggle
- English Vocab
- Key text list
- Reading buddies
- Letter families
- Phonic scheme
- Reading books

- Home reading
- Key nursery rhymes each half term
- Theme days
- Specific Phonics shed in the Quad
- Drawing club
- Write Dance
- Homework menus with a literacy and rhyme link

