

EARLY LITERACY PORTFOLIO
2022/23

The Federation of the Church Schools of Shalfleet and Yarmouth - Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement and Wellbeing

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Conscious Community, Community Map, Cultural Capital

Relationships

We have strong partnerships and positive relationships

Determination

We are determined to do our very best to achieve

Respect

We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

Broad, relevant and balanced
Local, Mainland, Global

The curriculum as the entire planned learning experience

How do we implement?

Components

Teaching for Learning

Approaches

EYFS/National Curriculum

Lessons

Topics

Events/Trips

Environment

Enrichment/Inspire

Partnerships

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment – High expectations and productive interactions

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

CLL

PSED

PD

Literacy

Maths

UW

EAD

Eng

Ma

Sci

Comp

D&T

Hist

Geo

A&D

Music

PE

MFL

PSHE

RE

Successful Learning

Positive relationships and interactions

Appropriate learning opportunities understood by pupils

Children understand how to be successful

Oral and written feedback that has impact

Dialogic talk and rich questioning

Developing meta-cognition

Moderation underpins standards

Effective use of assessment driving tailored learning

Target setting and review

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?
Evidenced by...

What is the impact?

Our curriculum impact can be measured by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners



ENGLISH AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH



Federation Vision for English- Intention for Children

Our English provision aims to create literate individuals who, as a result, will be granted greater life opportunities and have a strong foundation for lifelong learning and employment, which immensely contributes to the development of all aspects of their social and academic life.

Big Ideas



Our English curriculum is built around 5 key areas of reading and writing:




- Communication and Language (speaking and listening).
- Reading (a range of purposes and genre in both fiction and non-fiction)
- Writing (a range of purposes and genres in both fiction and non-fiction)
- SPaG
- Handwriting (letter formations and sizes, cursive script and legible)

Content and Sequencing (Broad, relevant and balanced)



- Reading – Children will be able to infer meanings from what characters say or do (KS1) to being able to interpret characters' feelings, thoughts and motives from their actions and back this up with evidence from the text (UKS2)
- Writing – Children can use 'and' to join two clauses together (Yr 1) to being able to use semi-colons, colons and dashes to separate individual clauses.
- Writing – I can explain aloud what I am going to write about (Yr 1) to I can use similar writing I have read to plan my writing: identifying the audience and purpose and using this to choose the most appropriate form (Yr 6)

Vision for the Federation Learning Principles in English

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
Children's reading and writing skills are essential to the children unlocking their full potential within the wider curriculum.	Children plan their ideas collaboratively as well as partake in shared reading and they also peer assess each other's work, offering effective feedback.	The children use precise vocabulary to exemplify their understanding and develop their writers voice.	We use scaffolding to enable all writing tasks to be accessible, with reading tasks adapted to smaller extracts and varied challenges.	Children use a variety of high-quality text drivers that engage and stimulate, leading to children pushing themselves further when writing.	Using a variety of trips/experiences to inspire their writing ideas and thirst for learning. Leading to pieces they forever take pride in.	Developing reading and writing skills enable children to use and apply them for many purposes in their futures.	The array of texts used transport children around the world, experiencing different cultures and events.
Links with Wider Curriculum 	Progress 			Support 			
English skills are used in a variety of foundation subjects such as for report writing in science, writing accounts of historical events in history, writing recipes and instructions in DT, reading and comprehending research across a range of subjects and creating word processing documents in computing.	Progress is seen in the complexity of the writing that children complete throughout the year groups with more complex vocabulary choices, punctuation choices and a more mature writer's voice becoming more prominent. It is also seen in the complexity of the texts that the children are			Everyone has access to the English National Curriculum. Children will be supported with reading fluency through interventions, text adaptations and varied questioning. Scaffolded writing tasks will enable all children to write longer creative writes. Children will be supported to achieve the basic			

OUR INTENT - EARLY YEARS

The reception year is a fundamental stage in a child's life and one in which we aim to welcome and settle our children and their families into our school community. We aim to provide children with the opportunities to develop a love of learning through positive relationships, memorable experiences and by giving them an active role in their learning by tailoring learning to the children's interests. But, we also know the importance of the reception year to equip children with the fundamental skills as they prepare for the National Curriculum in Year 1.

We aim to equip children with a strong foundation of Early Literacy Skills on which their learning can continue to build as they move through their school years. We understand how early communication and Language and Literacy skills weave throughout the whole of the Early Years Curriculum and are the pathway for children's success to access learning and new knowledge.

Through a range of play based and adult led approaches, we work to ensure children secure a strong foundation of reading, writing and communication skills. We work to support our families too, to enhance their understanding of the key role they play in their child's learning journey.

SCHOOL LITERACY STATEMENT

- **School Literacy Statement:**
- We know that Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. A literate individual is granted greater life opportunities and the foundation for lifelong learning and employment, which strongly contributes to the development of all aspects of social and academic life. In 2018, Ofsted said that it was hard to overstate the importance of early literacy, as reading is the gateway to almost every other subject and to children discovering their own unique interests and talents. build a robust vocabulary and 'unlock the door' to their curriculum.

The right Early Years environment:



Bold beginnings:

The Reception curriculum in a sample of good and outstanding primary schools

Key Findings of successful schools:

The headteachers recognised that a successful Reception Year was fundamental to their school's success. They were clear that children's achievements up to the age of five can determine their life chances. They did not accept the view that some will 'catch up later'.

They therefore designed their Reception curriculum to give children the necessary foundations for the rest of their schooling. **These schools were clear that Reception children need more than a repeat of their pre-school experiences in Nursery or earlier.**

Reading was at the heart of the curriculum. Children read out loud frequently from carefully selected books that closely matched their phonic knowledge. **Story time was a valued part of the daily routine.** Staff recognised it as essential in developing children's language, vocabulary and comprehension.

19 In the schools visited in which outcomes by the age of five were above the national average, and in which this trend continued across the school, leaders and staff focused resolutely on doing certain elements of the Reception curriculum exceptionally well:

- making language a priority, embedding spoken language, vocabulary development and listening comprehension into all aspects of their work
- teaching reading in a systematic and structured way, building up children's phonic knowledge and skills explicitly
- providing regular story times where children could be taught to understand what they had heard
- teaching writing composition by building on children's spoken language and their comprehension of stories
- teaching spelling and handwriting directly
- deepening children's understanding of core mathematical concepts rather than moving them on too quickly to formal calculations and written algorithms
- securing children's personal, social and emotional readiness to learn, including resilience, perseverance, concentration, the ability to listen, to take turns and to cooperate.

All primary schools should:

- make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year
- attach greater importance to the teaching of numbers in building children's fluency in counting, recognising small numbers of items, comparing numbers and solving problems
- ensure that when children are learning to write, resources are suitable for their stage of development and that they are taught correct pencil grip and how to sit correctly at a table
- devote sufficient time each day to the direct teaching of reading, writing and mathematics, including frequent opportunities for children to practise and consolidate their skills
- use the EYFSP as a guide to end-of-Reception expectations rather than to define what should be taught.

7 Put simply, by the end of Reception, the ability to read, write and use numbers is fundamental. They are the building blocks for all other learning. Without firm foundations in these areas, a child's life chances can be severely restricted. The basics need to be taught – and learned – well, from the start.

28 In every school, leaders and staff were clear about the purpose of play and understood its place in the curriculum. They were even clearer about its implementation. They knew when play was the right choice in terms of what they wanted children to learn and when other approaches might be more effective. Even within play, teachers made decisions about how structured or unstructured, dependent or independent each opportunity would be.

35 All the schools visited used role play effectively to increase children's opportunities to talk. Many had more than one role play area, one creating a familiar everyday context, such as a home corner or shop, and another extending children's imagination, such as a space ship or jungle. Inspectors observed children playing together to create imaginary situations, often based on the book

36 Teachers sometimes directed children's play until they became confident to play without adult intervention. For example, at the end of the Reception Year, children were playing confidently with traditional board games, playing snakes and ladders, doing jigsaws, building models with blocks (Lego), matching dominoes and creating complex wooden railway tracks. This was because, at the start of the year, teachers had spent time teaching children how to play, use equipment carefully and take turns. Losing games as well as winning was considered necessary learning.

THE IMPORTANCE OF PLAY AND ENABLING INTERACTIONS

Underpinning the reforms to the Early Years Foundation Stage is the aim of reducing the language gap between children from language-rich homes and others

Critical to this are children's back and forth interactions with adults:

[These] 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.

A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write.

(Page 19 - Reading Framework links with EYFS Statutory Framework)



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. **CL**

COMMUNICATION AND LANGUAGE

- there is a new focus on early language and extending vocabulary, with more examples on how to embed and develop vocabulary skills across all 7 areas, because this improves child development in a broad curriculum Gov.uk

Communication and Language: Listening, Attention and Understanding

- 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 conversations when engaged in back and forth exchanges with their teacher and peers.

Speaking

- 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, make 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 and present and future tense and making use of conjunctions with modelling from their teacher.

Developing children's spoken language

Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents'² talk with them that expands their vocabulary.

All talk is useful, especially when directed to the child specifically. For instance, children expand their language and vocabulary when they listen to or join in with a

First, parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading.⁶ Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere. Without this, as Wolf said, they cannot experience 'the exquisite joys of immersion in the reading life.'⁷

Second, book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself.⁸ This primes them to understand what they read later, in their leisure reading and across the curriculum.

Gov.uk The Reading Framework 2021

WHAT PRIORITIES DID WE IDENTIFY TO DEVELOP OUR TEACHING OF COMMUNICATION AND LANGUAGE / LITERACY IN EYFS?

In light of the new curriculum, various training sessions and wider reading, we identified the following areas to develop to enhance our teaching:

Wider reading opportunities – teaching reading in a variety of approaches including weekly guided reading, book boxes linked to interests around the zones of the classroom and regular visits to the school library.

Standardising the teaching of phonics – updating our Phonics Programme, adopting Little Wandle:

More work to engage parents in the value of communication – including Dojo videos and our daily Time to Talk board.

The value of talk alongside play – increasing opportunities to play alongside and with children, taking time to model the serve and return nature of communication, develop language, sentence structure/tense and introduce new vocabulary. Furthering children's opportunity and confidence to communicate their ideas, thoughts and opinions.

Greater range of activities to allow children to see the importance and value of good literacy / communication skills in the world beyond school- e.g. in our Local Community – making links to The Goldings Care Home.

Phonology – initial assessment to identify areas of weakness within the class and tailored sessions to plug gaps.

OUR APPROACH TO DEVELOPING CHILDREN'S SPOKEN LANGUAGE AND LISTENING IN OUR CLASSROOMS

High quality adult interactions.

Adult interactions and the role of questioning by an adult is key to unlocking the full potential of child led learning. Staff are supported to deepen their understanding of the value of using open questioning with children to extend a child's thinking but also the value of being the observer – listening and taking note from a distance. We have expanded opportunities in the timetable to maximise time for adults playing with and alongside children to develop their spoken language and listening skills. We value fruit and lunch time as times of the day to sit together and talk – sharing experiences and listening to those around us. These times also provide excellent links to be made to developing children's understanding of oral and physical health.

Modelled language.

The positive use of rich language is embedded within our early years classrooms. Adults model language continuously to children, repeating back ideas in full sentences, introducing children to new words, consolidating the meaning of existing language.

Time to listen to stories, books, poems, rhymes.

Story time is a key part of each day, with several opportunities for the children to join together as a class to listen to a story, rhyme, poem or extract of a book by an adult. We also join together with Little Stars each Wednesday to visit the school library, taking time to share books informally together as well as joining for a whole group story time and discussion.

We have subscribed to The Poetry Basket to develop children's love of poetry and ability to recite familiar poems in a fun way.

CONTINUED...

Following instructions.

Daily routines in class allow children to enhance their listening skills and to process / respond to information of increasing complexity. Instructions are also given in play based scenarios e.g. repeating patterns with music and beats.

Opportunities to discuss own ideas.

Weekly Show and Tell sessions are incredibly valuable for allowing children to practice their speaking in a familiar group, whilst allowing them to listen to others and ask questions. Children develop the confidence to share their ideas and are encouraged and supported to speak in sentences to explain their thoughts. Rich play based opportunities in the Early Years setting also provide children with opportunities to share ideas together and explain their thoughts.

WOW word celebrations.

Developing children's vocabulary is a vital part of literacy development during the early years. Children need to feel able to explore new words, understand their meaning, their context and have confidence to try to use them in their own speech. Our WOW words allow us to celebrate and share new words for children. These words are displayed around the classroom e.g. on our literacy working wall or in our Book Detectives board.

COMMUNICATION AND LANGUAGE AUTUMN TERM LITTLE STARS PRESCHOOL YARMOUTH



COMMUNICATION AND LANGUAGE AUTUMN TERM LITTLE EXPLORERS PRE-SCHOOL SHALFLEET



COMMUNICATION AND LANGUAGE AUTUMN TERM BEACH CLASS RECEPTION YARMOUTH

Dear Parents

Today we made our crumble with apples and blackberries. We peeled and cut up the apples and stewed them on the cooker. We mixed together butter, flour, sugar and Wheatabix to make the crumble.

Please can you cook the crumble to make it go crunchy and crispy and to make the fruit bubble.

We would love to have our warm crumble with some cream, custard, yoghurt or ice-cream.

We would love to see some pictures of the children enjoying their crumbles at home.

From

Beach Class



Delicious crumble thank you Beach class! :0)



Thank you for my pudding!! Daddy sized portion!



The crumble was a big success in our house. Thank you all very much.

Responses to our letters!!



Vincent Buddy

Beach Class 2022
2023 - a few seconds ago

Vinnie tried it but alas only ate the ice cream. Mummy and Daddy enjoyed some though- thank you Beach Class 🙏🍌



COMMUNICATION AND LANGUAGE

AUTUMN TERM

RAINBOW CLASS RECEPTION SHALFLEET



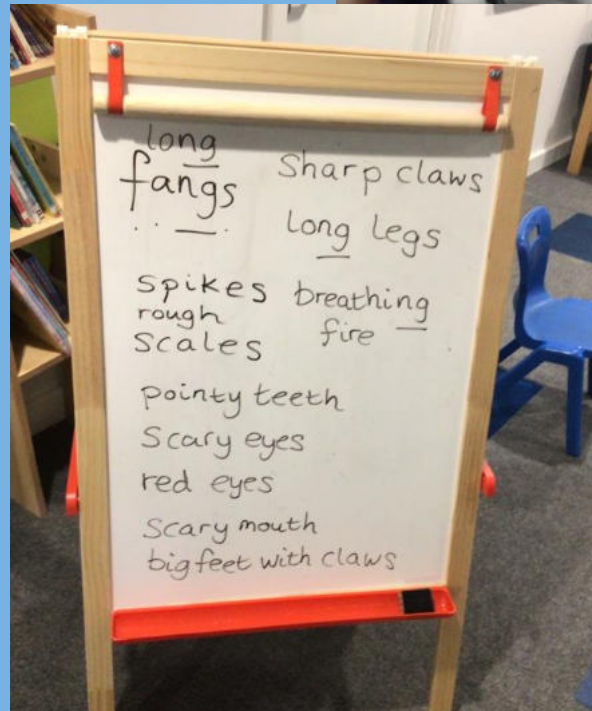
COMMUNICATION AND LANGUAGE SPRING TERM LITTLE STARS PRESCHOOL YARMOUTH



COMMUNICATION AND LANGUAGE
SPRING TERM
LITTLE EXPLORERS PRE-SCHOOL SHALFLEET



COMMUNICATION AND LANGUAGE SPRING TERM BEACH CLASS RECEPTION YARMOUTH



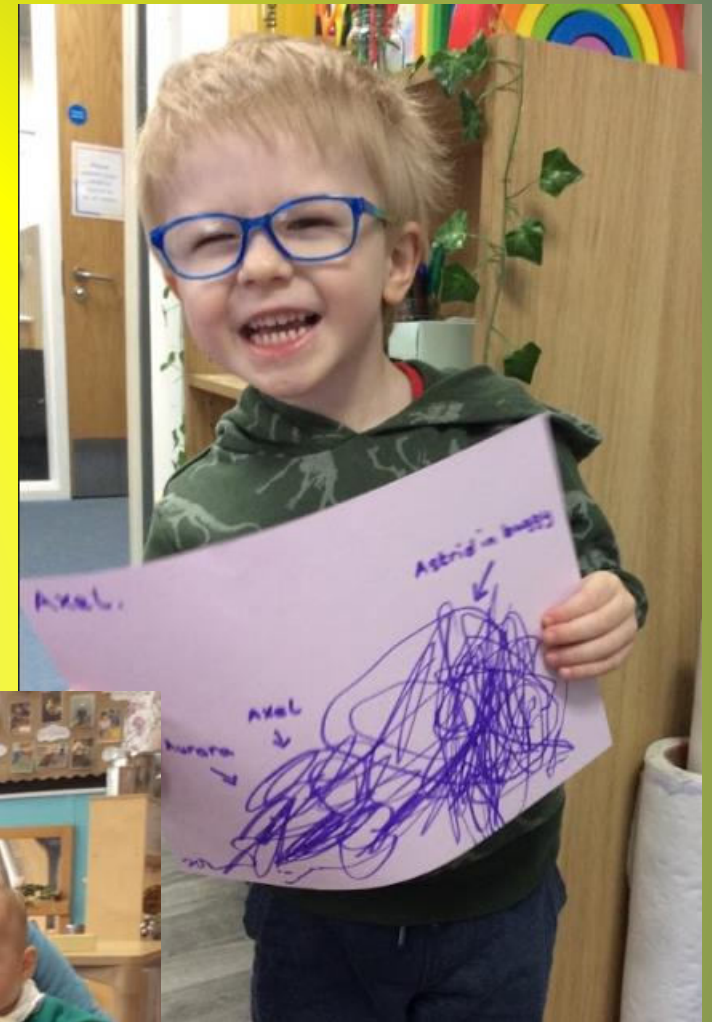
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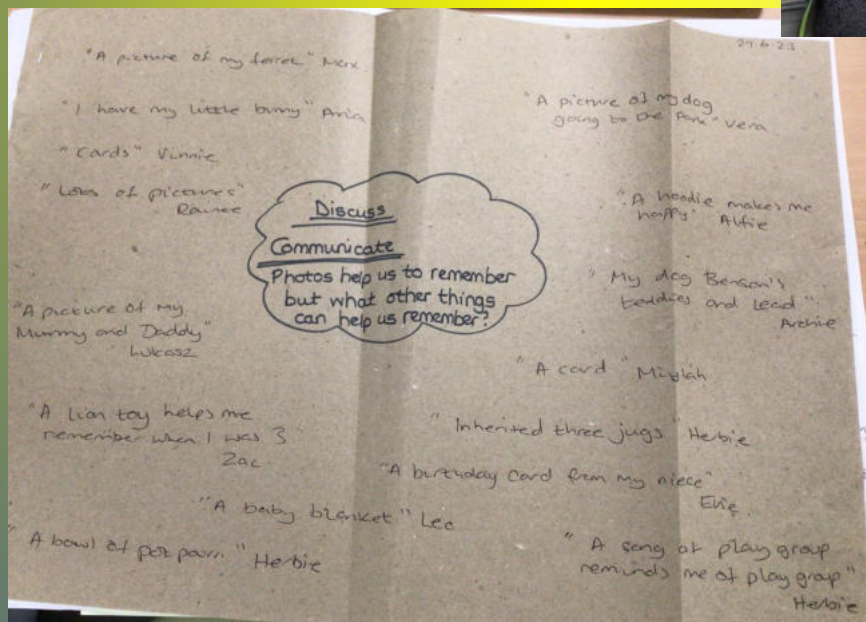
COMMUNICATION AND LANGUAGE SUMMER TERM LITTLE STARS PRESCHOOL YARMOUTH



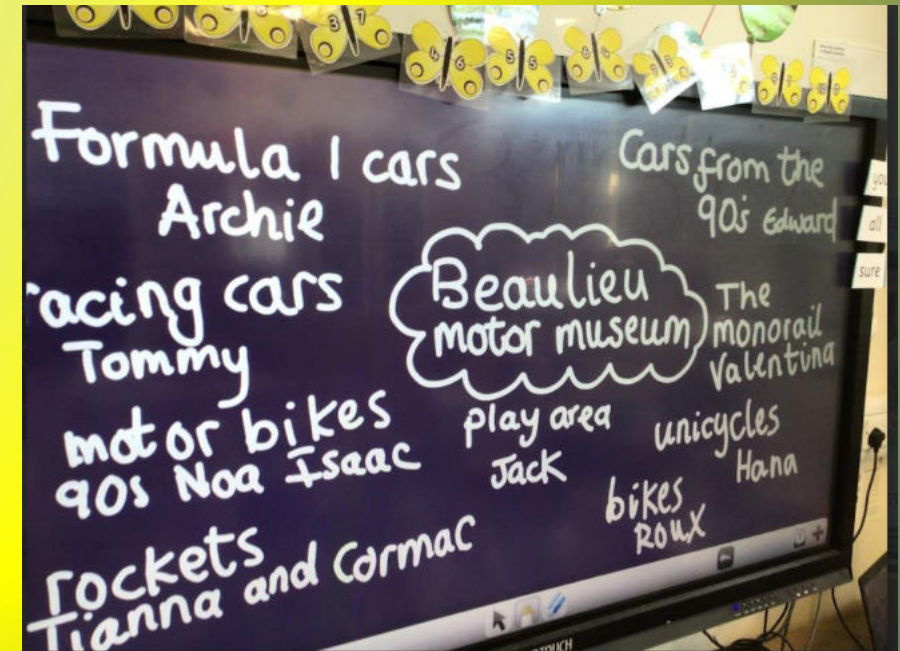
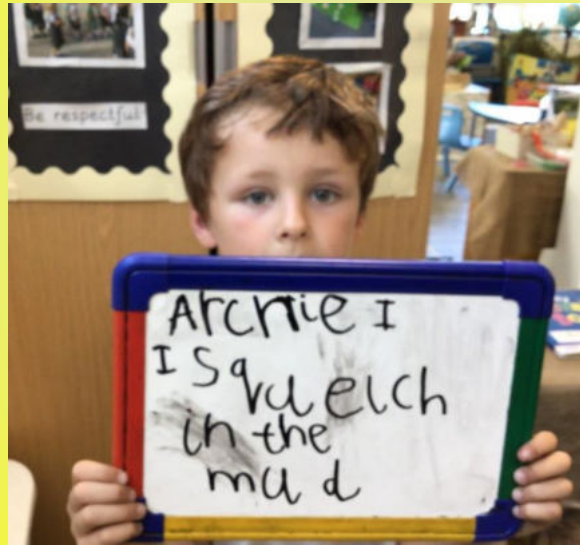
COMMUNICATION AND LANGUAGE SUMMER TERM LITTLE EXPLORERS PRE-SCHOOL SHALFLEET



COMMUNICATION AND LANGUAGE SUMMER TERM BEACH CLASS RECEPTION YARMOUTH



COMMUNICATION AND LANGUAGE SUMMER TERM RAINBOW CLASS RECEPTION SHALFLEET



LITERACY (READING)

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 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.

Early readers need...

- To develop strategies that help
 - phonics / word recognition
 - language meaning / structure
- To feel like a reader
 - fluency / automaticity
- To feel success
 - build on the known
- To read little and often



Hampshire
Services
#HMSCHOOL #HMSERVICE

Hampshire
County Council

Gov.uk The Reading Framework 2021

Motivation and cognitive differences

The OECD's report described the 'entangled relationship' between 'cognition and motivation, proficiency and engagement in reading'. Teachers cannot improve reading skills without also taking account of, for example, 'access to interesting and

OUR APPROACH TO DEVELOPING CHILDREN'S READING IN OUR CLASSROOMS

Regular reading 1:1 giving children time to practice their reading strategies with daily reading for lowest 20%. Updating the book bag texts we have in school to follow recommendations from Little Wandle.

Helping children to discover that love of reading – taking trips to the Local Library to explore local facilities.

Engaging and supporting families – supporting parents in gaining membership to the Local Library.

Systematic phonics programme to support children in the mechanical development of reading – segmenting and blending sounds to read words and recognizing sight words. Regular assessment points.

Planned guided reading activities to support the wider reading skills.

Choosing high quality texts that link with children's interests and themes in class. Book boxes around the environment to encourage children to delve into books and further their knowledge / apply reading skills.

Using a wide approach to reading e.g. having reading games as well as books to challenge children to apply their reading skills. Using singing and rhymes to retell stories and learn new words/sounds.

Teaching children the value of reading. Why do we learn our phonics? What is the purpose of reading?

READING AUTUMN TERM LITTLE STARS PRE-SCHOOL YARMOUTH



READING AUTUMN TERM LITTLE EXPLORERS PRESCHOOL SHALFLEET



READING AUTUMN TERM BEACH CLASS RECEPTION YARMOUTH



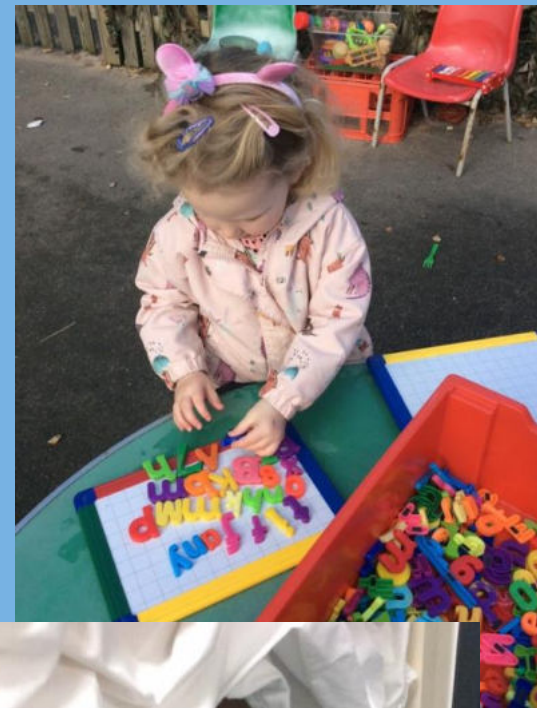
READING AUTUMN TERM RAINBOW CLASS RECEPTION SHALFLEET



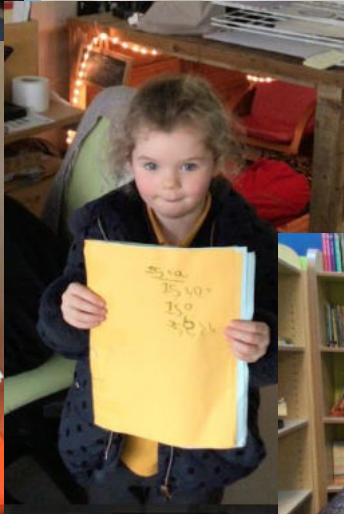
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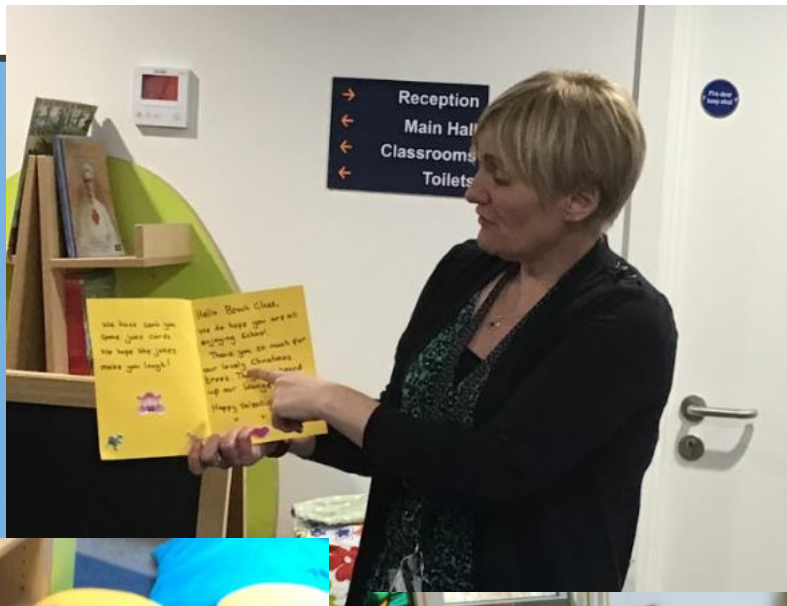
READING
SPRING TERM
LITTLE EXPLORERS PRESCHOOL
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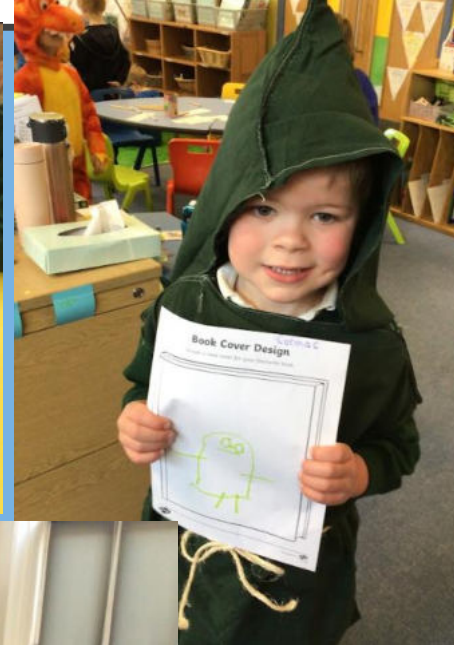


BEACH CLASS READING CONTINUED..



READING SPRING TERM RAINBOW CLASS RECEPTION SHALFLEET

Child led – shared book from home linked to theme of the class.



READING SUMMER TERM LITTLE STARS PRESCHOOL YARMOUTH



READING SUMMER TERM LITTLE EXPLORERS PRE-SCHOOL SHALFLEET



READING SUMMER TERM BEACH CLASS RECEPTION YARMOUTH



READING SUMMER TERM RAINBOW CLASS RECEPTION SHALFLEET



LITERACY (WRITING)

Preparing to write:

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Physical Development

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

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.

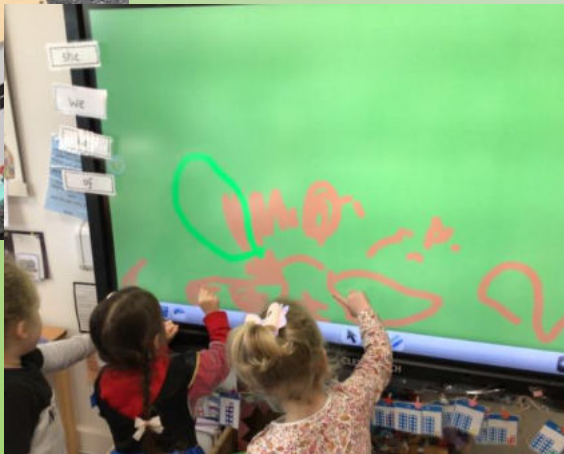
Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. **Repeated and varied opportunities to explore and play** with small world activities, puzzles, arts and crafts and the practice of using small tools, **with feedback and support from adults**, allow children to develop proficiency, control and confidence. **PD**

Statutory Framework 1.6

OUR APPROACH TO DEVELOPING CHILDREN'S WRITING IN OUR CLASSROOMS

- **Strength to write – Gross and Fine Motor Skill development** - We recognise that writing is a complex skill with many important skills needing to work together, including bilateral co-ordination skills, crossing the midline and the development of gross, fine and visual motor skills. Through the year, children's skills are built upon, with an emphasis on building body strength/control/coordination in gross motor development, progressing to finer motor skill development. Funky Fingers offers children fun activities within the daily environment (free choice and adult led) to support the development of key strength and coordination in preparation for the physical demands of writing.
- **Phonics** - During phonics, children are offered focused opportunities to apply their developing skills, using sound buttons to sound out individual words, progressing to whole sentences. Tricky words are embedded into the teaching of phonics, with opportunities given to children to read, write and apply the new words they acquire.
- **Handwriting** - Handwriting goes through a journey during the Reception year, progressing from opportunities offered through play to short, regular, discrete handwriting sessions. In play a range of resources will be embedded within the environment with links to the children's interests e.g. copying letters/words with paints, chalks, a range of pens (including invisible spy pens, highlighters) and word wands/props. When we progress to more formal handwriting lessons, more emphasis is then needed on supporting posture, seating position. The Read, Write inc. rhymes are used throughout the year to embed correct letter formation. As a Federation we support our children to form letters correctly, progressing to exploring the lead out line during their time in Reception.
- **Purposeful opportunities to write** - We work from the children's interests in the Reception year, meaning children engage in purposeful opportunities to write where their motivation and interest to write has meaning. Writing will progress through the year, progressing from mark making that serves meaning to the child, labels and captions, sentences and then to longer pieces. Resources are placed around the environment to ensure children can easily and independently access the tools they need to support their writing.
- **Modelled writing** Opportunities for adults to model transferring the children's spoken ideas into writing are a fundamental part of children realizing the value and role of written text. This may be a whole class opportunity to write a letter back to a story character or member of the community but each time the hook we use will be in response to the children's themes and interests. Links are made to other year groups too, with opportunities taken e.g. for older year groups to interact with Reception children and write stories based on their interests.

WRITING AUTUMN TERM LITTLE STARS PRE-SCHOOL YARMOUTH



WRITING AUTUMN TERM LITTLE EXPLORERS PRESCHOOL, SHALFLEET



WRITING AUTUMN TERM BEACH CLASS RECEPTION YARMOUTH

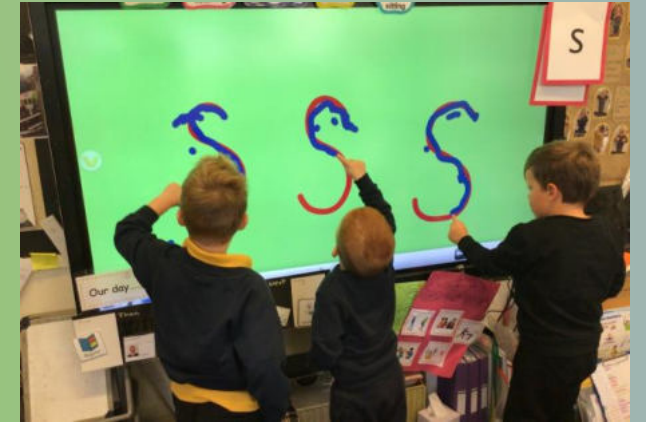


Dear Parents

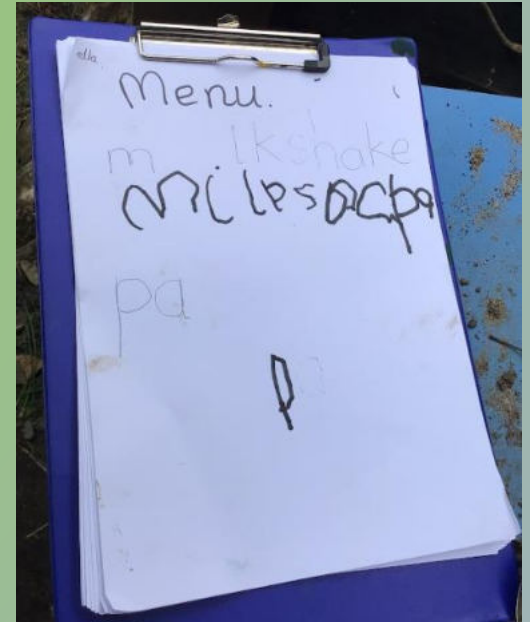
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WRITING CONTINUED



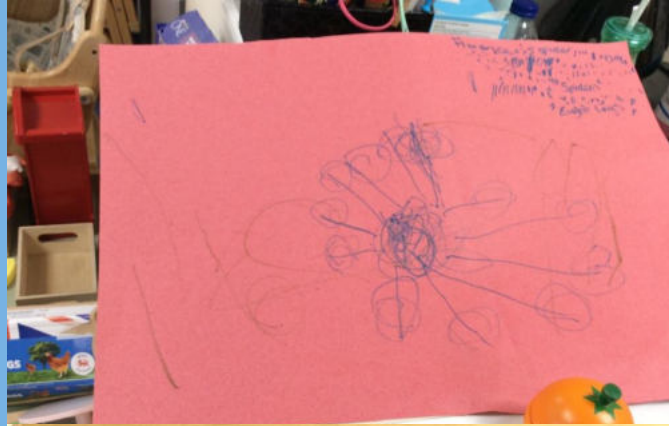
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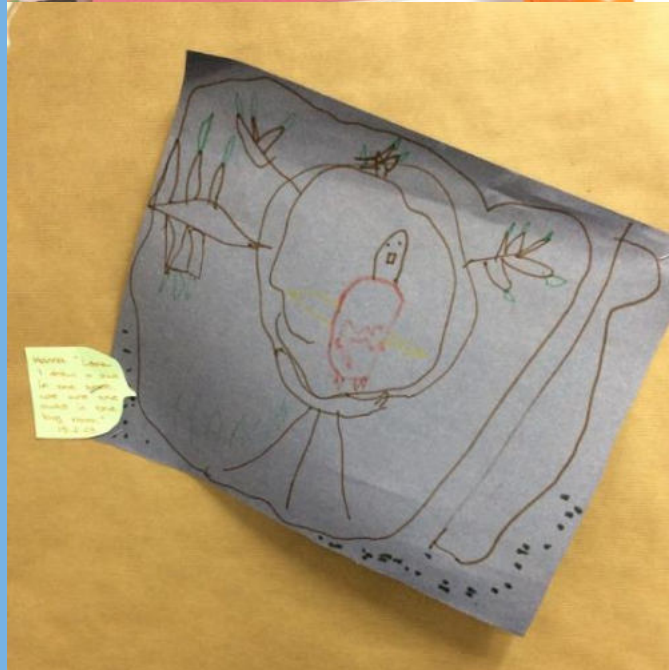
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WRITING SPRING TERM LITTLE EXPLORERS PRESCHOOL, SHALFLEET



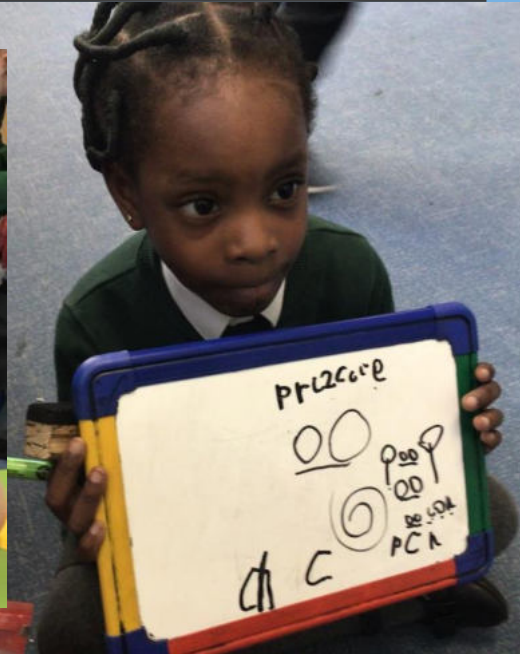
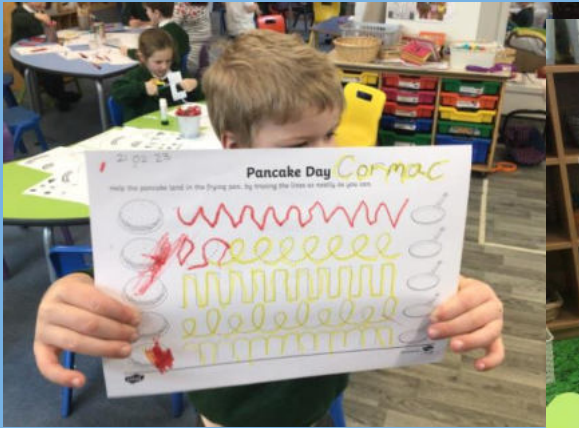
Plenty of writing opportunities throughout the learning environment – indoors and out. Large scale and horizontal as well as vertical templates to mark make on.



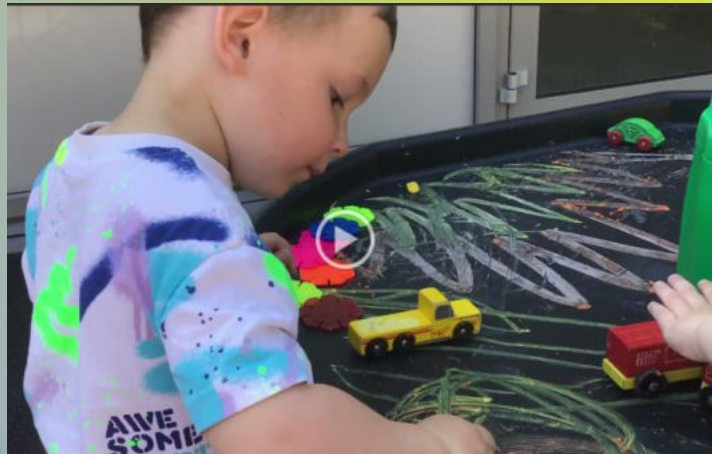
WRITING SPRING TERM BEACH CLASS RECEPTION YARMOUTH



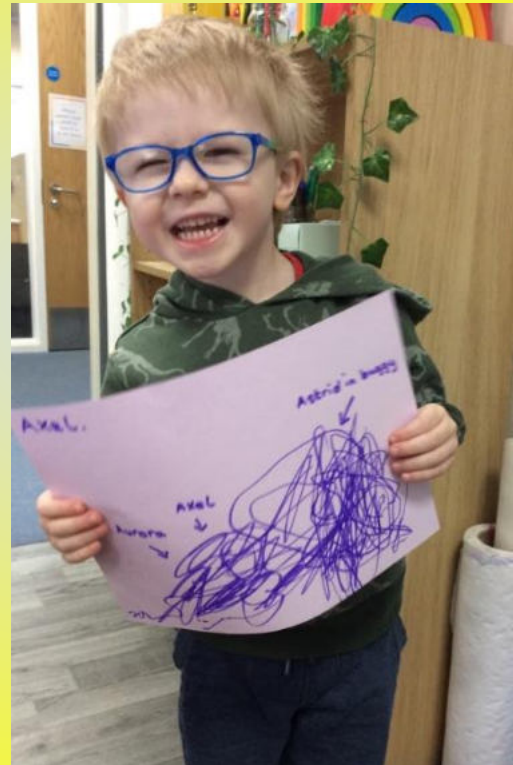
WRITING SPRING TERM RAINBOW CLASS RECEPTION SHALFLEET



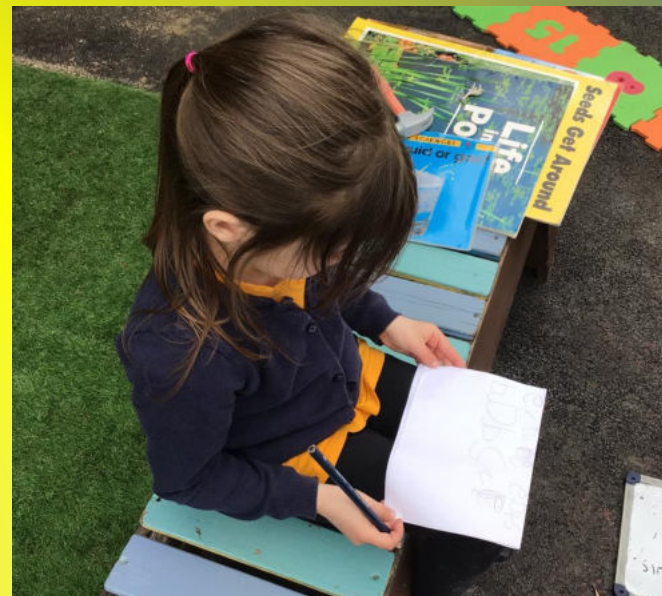
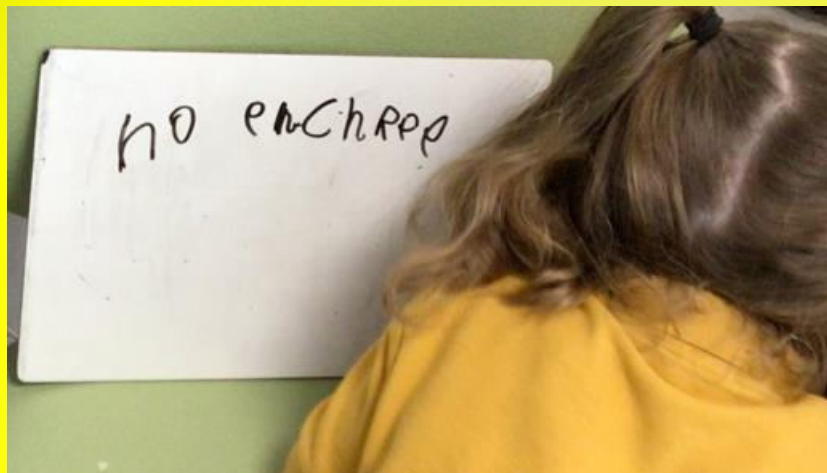
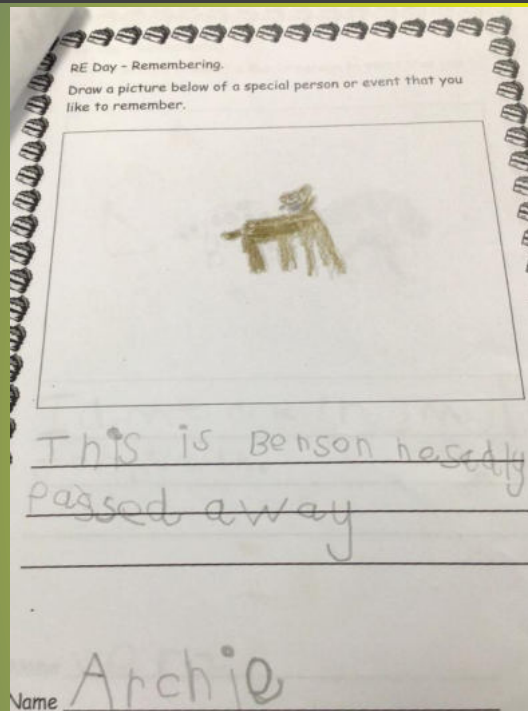
WRITING SUMMER TERM LITTLE STARS PRESCHOOL YARMOUTH



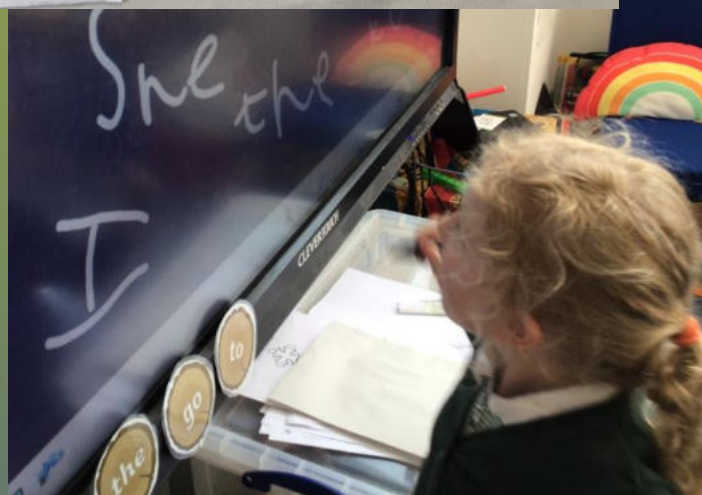
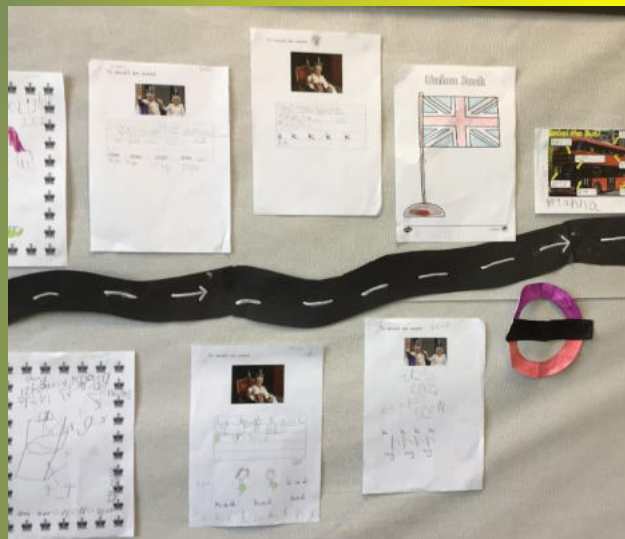
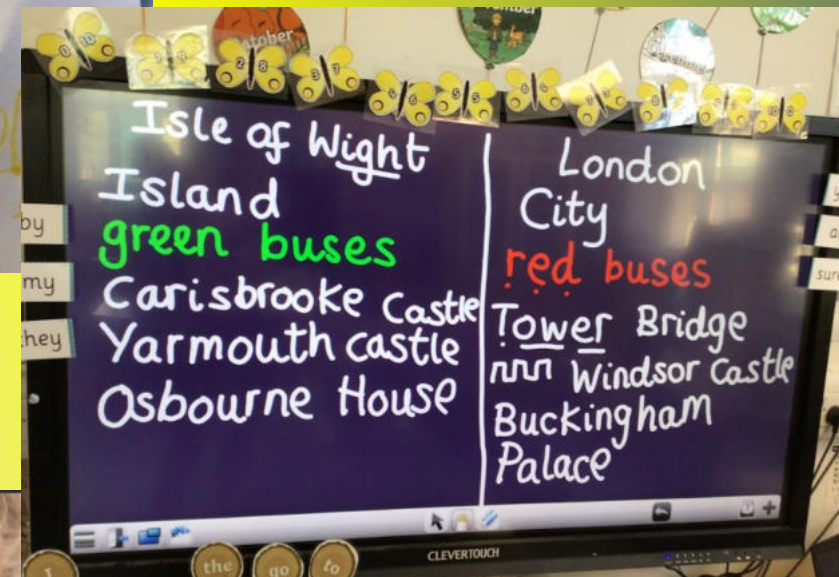
WRITING SUMMER TERM LITTLE EXPLORERS PRE-SCHOOL SHALFLEET



WRITING SUMMER TERM BEACH CLASS RECEPTION YARMOUTH



WRITING SUMMER TERM RAINBOW CLASS RECEPTION SHALFLEET



ASSESSMENT

- Daily assessment within the environments allow practitioners to plan activities to ensure children continue to make progress.
- End of unit phonics assessments allow regular tracking of phonics progress. Gaps are identified and interventions and planning put in place to allow gaps to be closed.
- Half termly Venn diagrams of the prime areas showcasing needs of whole class identifying strengths, needs, next steps.
- Regular reading and updating of the lower 20-30% of readers in class helps to inform next steps to support children with reading progress. Help shared with parents to support home reading on dojo and resources sent home for parent to use e.g. tricky words and sounds specific to needs of children / phonics games.

SUBJECT LEADER REPORT

Impact of the implementation of the teaching of Early Literacy Skills is measured in a variety of ways.

These include:

- Talking to children and families about their experiences
- Time spent in the learning environments
- Assessment data
- Looking at samples of children's work

MONITORING AND EVALUATING

2022/2023 One Page Subject Action Plan

Subject – EYFS literacy

Subject Lead – Emma Haisell

FDP Link -

ACTION	WHY?	HOW? <i>Success Criteria</i>	WHO?	COST/RESOURCES?	OBJECTIVE ACHIEVED?	EVALUATION <i>What has been the impact?</i>	NEXT STEPS
To ensure both Reception Classes have increased range of Scholastic Book Bag Readers reading books for children to cover all Reception phonic phases.	To provide children with reading books that allow them to practise their current phonic sounds – rather than books not linked to phonics scheme. (NB – additional schemes are used alongside the Bookbag Readers).	Stock audit will have been undertaken against Little Wandle list of books. Gaps identified.	EH VP (Finance) DI (Literacy Lead for Federation)	Various cost depending on how many sets of books the classes are missing from the complete range.	Yes	We have now secured a sufficient bank of the bookbag readers for both EYFS classes.	We now need to roll this out into Key Stage 1, ensuring Year 1 and 2 have a sufficient stock.
To sign EYFS team up to Learning Development training courses Kym Scott for literacy (reading and writing).	To ensure all staff are up to date with current research and needs of children. To ensure all staff are able to adapt provision to meet the literacy needs of all children in the setting. To ensure consistency across The Federation.	Apply for training request to Finance and head teacher. Sign up to training and ensure all team members are able to view training. Where possible training to be watched collaboratively but always followed up with professional dialogue as to how	EH VP (Finance) DI (Literacy Lead for Federation)	£30 per module (2 training sessions, each with 3 modules).	Yes	Training courses attended and key points fed back to class team.	Improve communication of approaches to literacy across Reception classes and their respective pre-school to ensure approaches are consistent and allow gradual build up of skills for children e.g. familiarising staff with the first single sounds of Little Wandle so that new mnemonics are used rather than old read, write, inc.

ACTION PLAN CONTINUED...

	To ensure we have the highest expectations, training and knowledge to offer our children the very best start in their literacy journey.	this looks in our own settings. Regular meetings of EYFS staff to showcase what has worked well and to share good practise.					
To visit both pre-schools to allow time to explore approach to reading and writing development, provision and resources.	To ensure consistent approach across the Federation – to share new Little Wandle approach to phonics in Reception and to discuss how setting are promoting vocabulary development for children. To support nurseries in needs they identify or visit identifies e.g. through sourcing more equipment etc.	<ul style="list-style-type: none"> - Plan a time to allow a visit to each pre-school site. - Meet with both nursery managers to discuss their maths approach and needs going forward. 	EH	Time to cover EH in class to allow visits to pre-school settings.	No	This needs to be ongoing – time spent with Little Stars but not Little Explorers.	

Minimum of 2 actions to take forward – Maximum of 3 actions to take forward.

FURTHER READING

[Oxford Language Report 2020](#)

[National College Training Resources\Bringing-Words-to-Life-Booklet.pdf](#)

[Milestones poster VWhat's Typical Talk at Primary.pdf](#)

[Snow Model - Oral Competency](#)