



The

**Early Years**

Team

# Preparing for the Early Years Foundation Stage ( EYFS) Reforms: Literacy

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# EYFS Reforms

## 2021

# EYFS Framework

The framework sets out 3 prime areas and 4 specific areas of learning and development that underpin everything in the Early Years:

## Prime

- Communication and language 
- Physical development
- Personal, social and emotional development

## Specific

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

# The Seven Key Features of effective practice

- The best for every child
- High quality care
- The Curriculum – what we want children to learn
- Pedagogy – Helping children to learn
- Assessment – checking what children have learnt
- Self regulation and executive function
- Partnership with parents

# Characteristics of effective teaching and learning

**2017**

**2021**

Playing and exploring – Engagement

Finding out and exploring

Playing with what they know

Being willing to have a go

Active learning – Motivation

Being involved and concentrating

Keep trying

Enjoying achieving what they set out to do

Creating and thinking – Critically thinking

Having their own ideas

Making links

Choosing ways to do things

Playing and exploring – Children investigate and experience things and ‘have a go’



Active Learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements

Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things



# Educational Programmes

2017

## **Literacy**

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

# Education Programme 2021

## Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.

Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

# Literacy Early Learning Goals

## 2017

## 2021

### Reading ELG

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

### Writing ELG

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### Comprehension ELG

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 ELG

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 ELG

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



# Early learning Goals 2021

## **Literacy ELG 2021**

### **Comprehension ELG**

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

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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

**Every child can make progress if given the right support**

# Links to other Areas of Learning

Communication and Language

Physical Development

Personal, Social and Emotional Development



Mathematics

Understanding The World

Expressive Art and Design

# Role of the Adults 0-3 Years

Song and rhyme times can happen spontaneously throughout the day, indoors and outside, with individual children, in pairs or in small groups

- Help children to explore favourite books through linked activities. Suggestions: visiting the park or the countryside to splash through puddles and squelch through mud for 'We're Going on a Bear Hunt'
- going out to buy chillies for 'Lima's Red Hot Chilli'
- dressing up clothes and small world play for favourite books

Provide a wide range of stimulating equipment to encourage children's mark-making. Suggestions:

- large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour
- using sticks and leaves to make marks during Forest school sessions
- large brushes with paint or water
- dragging streamers through puddles.

# Role of the Adult 3-4 Years

Draw children's attention to a wide range of examples of print with different functions. These could be a sign to indicate a bus stop or to show danger, a menu for choosing what you want to eat, or a logo that stands for a particular shop.

Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you **can**, you can't catch me I'm the gingerbread —."

Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.

# Role of the Adult children in Reception

- Ask children to work out the word you say in sounds: for example, h-a-t > hat; sh-o-p > shop.
- Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.
- Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.

# Checkpoints

There are no checkpoints in the specific areas of learning.



# The Importance of Effective Communication

The Speech Language and Communication pathway tool navigates provisions and resources available for professionals and parents to help all children develop their speech, language and communication, as well as for those with identified speech, language and communication needs.

It is targeted at the 0-5 year age range, you can pick the most useful, view or 'add' the resource to create, save and add to your own pathway <https://pathway.thebalancedsystem.org>

# SEND/Safeguarding

Be aware of children who are very quiet and don't add to discussions or join in with activities. Children with EAL, communication difficulties or lack of environmental experiences need more real, actual hands on experiences with extra communication and language added.



You will need to work closely with parents and other agencies to find out more about these development difficulties and incorporate some 1:1 time for catching up and building up their confidence to take part.



# Useful links

[www.nottinghamcity.gov.uk/earlyyears/early-years/eyfs/about-the-eyfs/useful-websites](http://www.nottinghamcity.gov.uk/earlyyears/early-years/eyfs/about-the-eyfs/useful-websites)

[www.famly.co/blog/the-environment/eyfs-outdoors-38-activities/](http://www.famly.co/blog/the-environment/eyfs-outdoors-38-activities/)



[www.earlyyearsmatters.co.uk/](http://www.earlyyearsmatters.co.uk/)

[www.earlylearninghq.org.uk/earlylearninghq-blog/the-leuven-well-being-and-involvement-scales/](http://www.earlylearninghq.org.uk/earlylearninghq-blog/the-leuven-well-being-and-involvement-scales/)

[Read On Nottingham](#)

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