



# Educational Programme taken from the Statutory Framework for the Early Years Foundation Stage September 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).



	<b>Comprehension</b>	<b>Word Reading</b>	<b>Writing</b>
<b>Nursery</b>	<p>Understand that print has meaning and can have different purposes (for example to say 'open' or 'closed' in a shop window). To recognise print familiar to them. Show an awareness that in English, text is read from left to right and from top to bottom. To be able to turn the pages of a book one by one. To talk about stories using appropriate language e.g. 'first', 'at the end'.</p>	<p>Begin to rhyme and recognise rhyme in simple songs and stories. Clap syllables in a word. Have an awareness of alliteration – e.g. silly snake Show an awareness of how to orally segment and blend.</p>	<p>Begin to write from the top of the page and from left to right. Uses some letters familiar to them. Write some or all of their name. Have a sound pencil grip.</p>
<b>Reception</b>	<p>Talk about stories that have been read to them. Use vocabulary from stories in their own narrative play. Anticipate and predict key events in stories. Understand differences between fiction, non-fiction and poetry texts.</p>	<p>Recognise all 26 single graphemes, some common consonant digraphs (e.g. sh, ch) and some common vowel digraphs (e.g. ai, ee). Identify these graphemes within words when reading. Read sentences including high frequency words. Beginning to read CVC words without segmenting and blending to increase fluency. Understand the difference between a grapheme, phoneme, word, sentence and syllable.</p>	<p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with graphemes taught. Construct own sentence and write it independently. Understand the construction of a sentence, i.e. capital letter, full stop and finger spaces to ensure sentences can be read by others.</p>