



Sequenced learning and skills Preschool age 2-4 and Reception



<p style="text-align: center;">Literacy</p> <p>EYFS Statutory Educational Programme: 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).</p>	<p>Reading: we aim to develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know you can find out information through non-fiction books. Reading and the enjoyment of books is highly valued and promoted through our book of the week, song of the week and challenges.</p> <p>Children borrow a book daily to take home and share with their family and support bedtime reading, supporting bedtime routines.</p> <p>Writing: Writing is valued and promoted through the continuous provision and planned challenges.</p> <p>We develop enthusiastic emerging writers who have a positive attitude to writing, who can form some letters and who can mark make using imagination and thought.</p>
<p>Preschool 0-3 years will be learning to:</p>	<p>We will support this by: Using non- statutory guidance, development matters, Birth to 5 and our own curriculum and:</p>
<ul style="list-style-type: none"> ● Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. ● Say some of the words in songs and rhymes. C ● Copy finger movements and other gestures. 	<ul style="list-style-type: none"> ● Songs and rhyme through our song of the week and planned challenges linked to Phase 1 ● Opportunities to listen and listen audio stories during story time and in the continuous provision ● Puppets/props/sticky stores linked to our book of the week and Phase 1

<ul style="list-style-type: none"> • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. • Make comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. • 	<ul style="list-style-type: none"> • Book borrowing to promote reading at home and bedtime routines • Phase 1 weekly linked and planned challenges • Self-registration cards • Daily visual routine
<p>Preschool 3-4 years will be learning to:</p>	<p>We will support this by:</p>
<ul style="list-style-type: none"> • Understand the five key concepts about print: • • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing • Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word 	<ul style="list-style-type: none"> • Songs and rhyme through our song of the week and planned challenges linked to Phase 1 • Opportunities to listen and listen audio stories during story time and in the continuous provision • Puppets/props/sticky stores linked to our book of the week and Phase 1 • Book borrowing to promote reading at home and bedtime routines

<ul style="list-style-type: none"> • recognise words with the same initial sound, such as money and mother ● Engage in extended conversations about stories, learning new vocabulary. ● Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. ● Write some or all of their name. ● Write some letters accurately. 	<ul style="list-style-type: none"> ● Phase 1 weekly linked and planned challenges ● Books throughout the continuous provision to support children's learning ● Fiction and non-fiction books in the book corner and in the continuous provision ● Discussing who the author and illustrator are ● Supporting the children to be able to recognise their own name ● Self-registration cards ● To have some knowledge of internet safety. ● Daily visual routine
<p>Reception will be learning:</p>	<p>We will support this by:</p>
<ul style="list-style-type: none"> ● read individual letters by saying the sounds for them ● blend sounds into words, so that they can read short words made up of known letter- sound correspondences ● read some letter groups that each represent one sound and say sounds for them ● read a few common exception words matched to the school's phonic programme ● read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words 	<ul style="list-style-type: none"> ● Daily phonics lessons, using the bug club phonics scheme - this is focused on phase 2, then when children are secure, we move on to phase 3 and 5. ● Children practise reading in a phonetically decodable book matched to their current level. This book is also sent home to practise the elements of reading - decoding - fluency - comprehension. ● daily fine motor activities in the classroom. ● designated reading areas in the classroom and outside with a range of books to enjoy. ● books matched to interest are displayed around the classroom for children to easily access. ● Book of the week is used and shared with the children as a hook for reading talk and writing.

- re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- form lower-case and capital letters correctly
- spell words by identifying the sounds and then writing the sound with letters
- write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- re-read what they have written to check that it makes sense

- daily handwriting practise
- clipboards and paper used throughout continuous provision to encourage independent writing.
- Opportunities to listen and listen audio stories during story time and in the continuous provision
- Puppets/props/sticky stores linked to our book of the week.