

Early Years at Malmesbury C of E Primary School

Statement of Intent, Implementation, and Impact

for Literacy

Progression of Skills and Cross Curriculum Links





Malmesbury
Church of England Primary School

Literacy Intent Statement

Intent Overview

Intent Overview – Reading

In Early Years at Malmesbury C of E Primary School we develop enthusiastic, emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by:

- modelling the pleasure and joy that books provide;
- fostering a love of books by sharing, talking about and taking part in activities linked to texts;
- immersing children in sounds, words, rhythm, rhyme and song;
- teaching early knowledge and skills of reading;
- demonstrating that text has meaning;
- showing the characteristics of a fluent reader.



Malmesbury
Church of England Primary School

Literacy Intent Statement

Intent Overview – Writing

In Early Years at Malmesbury C of E Primary School, we develop enthusiastic emerging writers who have an enduring and positive attitude to writing and who, by the end of Reception, can form letters and words and who can draw from a rich store of language and imaginative ideas by:

- ensuring writing tools and materials are readily available and valuing the differing ways that children make marks;
- teaching the physical skills and which will enable them to control and manipulate writing tools;
- providing the children with genuine reasons to mark-make/write and modelling the pleasure and purpose of writing;
- immersing the children in an environment of print e.g. vocabulary, sentences, books and labels;
- developing children's vocabulary by rehearsing orally what they are going to write.



Malmesbury
Church of England Primary School

Literacy Intent Statement

Statutory Framework

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 Intent Statement

Writing

Knowledge

I know...

- stories have a beginning, a middle and an end
- writing has meaning
- words are units of meaning
- writing goes from left to right, and top to bottom
- how phonemes are represented
- how phonemes are represented through graphemes
- the alphabetic code
- how a tripod grip is formed
- how letters are formed correctly
- there are spaces between words
- when to use capital letters and full stops
- some spelling rules
- a range of adjectives
- how some common regular and irregular words are spelt
- how many words are in a sentence I say

Skills

I am learning to...

- make Marks
- draw
- control and manipulate tools
- listen
- memorise
- repeat
- copy
- rehearse
- describe
- rhyme
- remember and recall
- concentrate
- imagine
- retell
- discuss
- gather ideas
- think
- track
- use a tripod grip
- form letters correctly
- connect ideas
- spell
- recognise words
- sequence
- segment and blend

Literacy Intent Statement

Reading

Knowledge- Reading

I know...

- how to handle books
- reading starts from left to right and top to bottom
- print carries meaning
- the link between graphemes and phonemes
- letters and combinations of letters make sounds and when blended together they make words
- some common irregular words

Knowledge – Books

I know...

- the title is what the book is called
- which books I like and which books I dislike
- fiction books tell stories
- non-fiction books provide information
- the job of an author
- the job of an illustrator
- the blurb is a summary of a book

Skills

I am learning to

- Listen
- Concentrate
- Memorise
- Repeat
- Copy
- Imagine
- Join in
- Remember
- Retell
- Sequence
- Discuss
- Predict
- Form opinions
- Ask questions
- Respond
- Connect ideas
- Decode
- Discriminate
- Recognise words
- Use intonation
- Anticipate
- Segment and blend



Malmesbury
Church of England Primary School

Literacy Intent Statement Reading and Phonics

Implementation

At Malmesbury C of E Primary School, we want to create a long love of reading to be cultivated by all children without any barriers that builds confidence in both reading and writing. We hope to develop fearless readers, writers and spellers who will develop a love of vocabulary through their reading and listening of stories. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Early Years and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Consistency will be at the heart of our teaching across every year group.

- As a result, all our children are able to tackle any unfamiliar words as they read. At Malmesbury C of E Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.
- **Comprehension**
- At Malmesbury CE Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary and question new words for meaning. We encourage our children to see themselves as readers for both pleasure and purpose.
- Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.



Malmesbury
Church of England Primary School

Literacy Intent Statement

Implementation

At Malmesbury C of E Primary School, writing is valued and promoted through daily direct teaching and purposeful learning opportunities across all subjects and areas of provision. Each Early Years class has daily opportunities for children to explore and develop their fine motor skills, through a range of activities and resources, such as playdough, peg boards and craft activities. Sensory experiences are used to develop children's confidence and enjoyment in early writing skills. We encourage the children to mark make in positions where they feel most comfortable e.g. standing, lying whilst they are developing their core stability.

Adults have a sound understanding of the links between physical and communication skills and emergent writers. Within the continuous provision, adults actively encourage children to practise and develop their gross and fine motor skills and oral communication in readiness for writing. Helicopter Story and Poetry Basket sessions are used in both the Early Years classes to support the children in developing their emotional, cognitive and linguistic skills. We deliver daily phonics sessions using the accredited phonics scheme – Little Wandle, which supports our children to develop their letters and sounds knowledge, fluency and supports them in making connections between reading and writing.



Literacy Impact Statement

Impact

by the end of the Early Years Foundation Stage most children will be able to:

Retell stories I have heard	Understand what I have read	Hold a sentence in my head	Use imaginative ideas in my writing
Predict what might happen in a story	Read some common regular and irregular words with some fluency	Make a link between phonemes and graphemes	Write a sentence or a series of connected sentences that can be read by others
Talk about what I have read	Use vocabulary from books in my talk and writing	Draw on a rich store of language in my writing	Use some capital letters and full stops in my writing
Segment and blend	Use a tripod grip	Spell regular and irregular words	Leave space between words
Read from left to write and top to bottom	Form lower-case and upper-case letters correctly using anti-clockwise movements and re-tracing vertical lines	Control and manipulate a writing tool	Use and talk about features of different types of writing

Literacy Progression of Skills



Malmesbury
Church of England Primary School

Comprehension

In Nursery children learn to...

- To listen and respond to stories, rhymes and poems
- Talk about the stories I like
- To join in with repeated parts of a familiar story, rhyme or poem
- Act out parts of familiar stories or rhymes
- Retell a familiar story using some vocabulary from the text

In Reception, the children are learning to ...

- listen more attentively to stories
- retell familiar stories
- discuss their views and ideas about the stories they have heard
- anticipate key events in a story or rhyme
- use vocabulary from texts in a range of different contexts
- to make up their own endings to stories
- talk about settings, events and characters
- tell stories orally using vocabulary from books they have had read to them

End of Foundation Stage Checkpoint

Early Learning Goals: **Comprehension**

Children at the expected level of development will:

Anticipate – where appropriate – key events in stories

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Use and understand recently used vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Literacy progression of skills



Malmesbury
Church of England Primary School

Word Reading

In Nursery children learn to...

- Discriminate between sounds
- To develop my auditory memory
- To copy a sequence of sounds
- Recognise that some words sound the same
- Make a set of rhyming words
- Recognise that some words start with the same sound
- Identify syllables in a word
- To keep time to a beat
- Join in rhythmically with songs and rhymes
- To recognise familiar words and signs
- To work from left to right and top to bottom
- To hold a book up the right way and turn the pages

In Reception, the children are learning...

- to recall a sequence of sounds
- to continue a rhyming string
- to copy a simple rhyme
- to hear and say initial, middle and end sounds
- to segment sounds in simple words and blend them together
- which letter represents which sounds
- the names and sounds of the letters of the alphabet
- to link graphemes to phonemes
- to read and understand simple sentences
- to read some common irregular words

End of Foundation Stage Checkpoint

Early Learning Goal: Reading

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
- Children read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Literacy progression of skills



Malmesbury
Church of England Primary School

Writing

In Nursery, children learn to...

- talk about the marks they make
- use some shapes in their writing
- understand that a sentence may have lots of words
- represent the initial sound of a word correctly in their writing
- write some letters of their first name

In Reception, children are learning to...

- represent sounds with letter shapes
- write the same number of words on their paper as in their spoken sentence
- write sounds in the correct sequence to spell words
- form lower-case and upper-case letters correctly
- write my own name in full
- write labels and sentences
- spell words phonetically in my writing
- write regular and irregular common words
- use some full stops and capital letters in their writing

End of Foundation Stage Checkpoint

Early Learning Goal: **Writing**

Children at the expected level of development will:

- write recognisable letters, most of which are formed correctly
- spell words by identifying sounds in them and representing sounds with a letter or letters
- write simple phrases and sentences that can be read by others

Early Years Literacy Cross-Curricular Links



Literacy – Word Reading

Phonics and Decoding

Nursery

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Reception

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 simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words

End of EYFS Checkpoint
Early Learning Goal

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 Years Literacy Cross-Curricular Links



Malmesbury
Church of England Primary School

Common Exception Words

Reception

Read a few common exception words matched to the school's phonic programme

Fluency

Nursery

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
- recognise words with the same initial sound, such as money and mother

Reception

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

End of EYFS Checkpoint
Early Learning Goal

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Early Years Literacy Cross-Curricular Links

Poetry and Performance

End of EYFS Checkpoint Early Learning Goal
ELG Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Non Fiction

End of EYFS Checkpoint Early Learning Goal
ELG Comprehension

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

English – Writing Transcription Spelling

Phonics and Spelling Rules

Nursery

- 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.

Reception

- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop



Literacy links Cross-Curricular Links

Writing: Transcription Handwriting

Letter Formation, Placement and Positioning

Nursery	<ul style="list-style-type: none">• Write some letters accurately
Reception	<ul style="list-style-type: none">• Form lower-case and capital letters correctly
End of EYFS Checkpoint Early Learning Goal ELG Literacy	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed

Writing: Composition

Planning, Writing and Editing

Nursery	<ul style="list-style-type: none">• 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
---------	---

Early Years Literacy Cross-Curricular Links

Planning, Writing and Editing continued...

Reception	<ul style="list-style-type: none"> • Form lower case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with the letter/s • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop • Re-read what they have written to check it makes sense
End of EYFS Checkpoint Early Learning Goal ELG Writing	<ul style="list-style-type: none"> • 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

English – Writing: Vocabulary, Grammar and Punctuation

Poetry and Performance	
End of EYFS Checkpoint Early Learning Goal ELG Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary