

What Literacy looks like at St. Josephs

Comprehension

Writing

Word Reading



Literacy in EYFS



We have a writing trolley in each room which allows the children to develop their mark making skills. This also encourages them to write through a variety of different resources. The children have access to pencils, paper and other materials all day.

Fine motor activities are set up throughout the day to allow the children to develop their wrist strength in order to support their tripod pencil grip and their writing ability. The gross motor activities the children partake in are also a vital skill to support the children with their writing ability.

We encourage the children to be independent learners, this includes them selecting their own resources and thinking of their own sentences.

Each classroom has a reading area where the books are rotated and selected by the children based upon their interests. Our role play area has a selection of books: fiction and non fiction linked to our theme i.e. space / the seaside / transport.

ELG

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 and 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.

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.

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.

Communication & Language

Listening, Attention and Understanding.

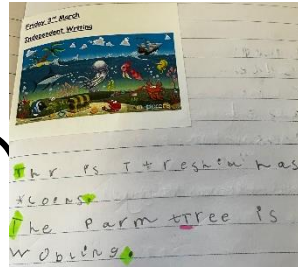
- . Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

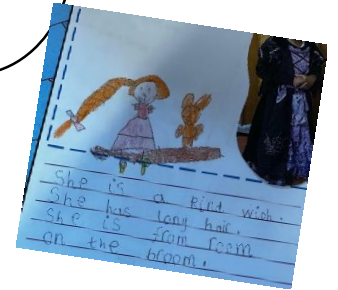
- Participate in small groups, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy in EYFS. Here are some examples of our work.

Mark making on the playground with chalks. We write our phonics sounds on the playground and in the snow.



We draw pictures and label them.



We have lots of opportunities for role play. For example we role played the Three Little Pigs.



We start by writing our initial sounds.

Fairytales: We looking at the setting and character, we made a story map and then retold a fairytale.

We have opportunities for independent writing. We look at a picture; say a sentence on our own and then use our sounds to write it.

We say our sentence and then write it.

We have lots of opportunities to apply our phonics skills. We

