An insight into English within the Early Years at Bellingham

How does English link to the Early Years Foundation Stage Profile?

Literacy

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, nonfiction, 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.

Communication and 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 group, 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

Physical Development

Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

What does English look like within the Early Years classroom?

These are some of the things you might see which link to English ♥ Children accessing their own reading and writing resources in a number of classroom areas (not just the writing and book areas). ♥ Adults actively engaging in conversations with children, modelling language and supporting the extension of their vocabulary. ♥ A heavy focus on stories and independently accessible resources which link closely with them such as character puppets in ‘storytelling’ areas of the classroom. ♥ Children making labels for their LEGO models, junk model creations or paintings. They will use their current phonic knowledge and letter mats (available in classroom areas). Adults support, encourage and challenge children to do this whilst working as a ‘play partner’. ♥ The adult-led discreet teaching of phonics in Reception. Resources linked to these sessions are available for children to access within their own choosing time.