



Communication, Language
and Literacy

Key Learning for EYFS in CLL

Lancashire Literacy Team

Key Learning for the EYFS in CLL

What is *Key Learning for the EYFS in CLL*?

The *Key Learning for EYFS in CLL* statements are the small step goals for Reception children to work through to achieve the 'Expected' ELGs in Reading and Writing.

Where have they come from?

The *Key Learning for EYFS in CLL* statements have been identified primarily from the EYFS. Other key documents cross referenced in their preparation include *Development Matters*, *Letters and Sounds*, and *Lancashire Assessment and Progression* materials.

How are they different from the EYFS ELGs?

There were two main aims in creating *Key Learning for EYFS*. The first aim was to pull out the key steps in learning to enable clear planning for the Literacy elements within EYFS, and the second was to provide a clear progression to achieve the ELGs for the Prime and Specific aspects towards the 'Expected' Level.

How might *Key Learning for the EYFS in CLL* be useful?

The *Key Learning for EYFS in CLL* statements should help to focus, and be exemplified, during whole class and group teaching. Taught in the context of lively, engaging and creative themes, they help to ensure that pupils make progress as readers and writers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts and through continuous provision.

	Listening and Attention	Understanding	Speaking
	<ul style="list-style-type: none"> ▪ Listen – <i>listen to others 1:1/in groups/whole class, in familiar and new situations or activities, listen to stories with enjoyment.</i> ▪ Attention – <i>maintain attention in familiar and unfamiliar situations, attend to other people (adults, peers) both familiar and unfamiliar.</i> ▪ Respond – <i>to others questions, when listening to stories, to instructions, responding with relevant comments.</i> ▪ Communication – <i>engage in conversations with others giving attention, respond and communicate appropriately, talk about familiar events or characters in stories.</i> <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ <i>Follow more complex/several part instructions accurately</i> <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ <i>Ask for clarification e.g. about instructions given to them</i> <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ <i>Listen with sustained concentration for longer periods</i> 	<ul style="list-style-type: none"> ▪ Respond to – <i>interact with other people in a range of situations in conversations, in their play, in response to stories or questions.</i> ▪ Follow – <i>instructions, requests, and ideas in a range of contexts and situations.</i> ▪ Respond to and answer questions – <i>'where' 'how' and 'why' questions about self and own experiences; 'how' and 'why' in response to stories and events; answer questions in response to thoughts, ideas, predications, speculation, provocations.</i> <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ <i>Express views about characters in a story or the story as a whole</i> <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ <i>Answer questions using 'think, say, feel' prompts about experiences, stories and events</i> <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ <i>Answer questions about why things happen in a story</i> 	<ul style="list-style-type: none"> ▪ Speaking – <i>speak clearly, speak in sentences, use sentences that give many details.</i> ▪ Questioning – <i>ask and answer questions when talking to familiar/unfamiliar people in different contexts.</i> ▪ Vocabulary – <i>use an increasing range of vocabulary appropriately, understand the meaning of new words.</i> ▪ Communication – <i>communicate freely with different people, engage in conversations taking into account the listener, and take turns to listen and to speak in different contexts.</i> ▪ Uses Tenses – <i>past, present and future – in conversations with peers/adults about themselves and their experiences, activities, ideas and events.</i> ▪ Reasoning – <i>talk about and explain reasons for actions, events, activities; explain their ideas giving reasons in different contexts.</i> ▪ Clarify Thinking – <i>use talk to connect ideas, and share their thinking in different contexts.</i> ▪ Narrative – <i>use language of stories to imagine and recreate ideas in different contexts.</i> <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ <i>Show awareness of the listener (audience) by making changes to language and non-verbal features</i> <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ <i>Recount experiences and stories</i> <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ <i>Use a range of vocabulary to add information, express ideas and explain actions or events.</i> <p>Exceeding:</p> <ul style="list-style-type: none"> ▪ <i>Justify ideas and experiences</i>

Phonics for Reading

Phase 1

- Blend VC words orally e.g. at, it, in, up,
- Blend CVC words orally e.g. top, run, bed, rat

Phase 2

- Blend VC words using phonemes s, a, t, p, i, n - e.g. at, in, is, it
- Blend CVC words using phonemes s, a, t, p, i, n - e.g. sit, pit, pat, pan, tip
- Blend CVC words using all above and m, d, g, o e.- g. dog, mad, gap
- Blend CVC words using all above and c, k, ck, e, u, r - e.g. sock, neck, rack
- Blend CVC words using all above and h, b, f, ff, l, ll, ss - e.g. huff, hiss, bill

Phase 3

- Blend CVC words using all above and j, v, w, x, y, z, zz, qu - e.g. jack, buzz, vet, quick
- Blend CVC words using all above and ch, sh, th, ng - e.g. chip, shop, this, thin, song
- Blend CVC words using all above and ai, ee, igh, oa, oo - e.g. rain, teeth, night, coat, boot, good
- Blend CVC words using all above and ar, or, ur, ow, oi - e.g. cart, fork, curl, down, soil
- Blend CV, CVV and CVC words using all above and ear, air, ure, er - e.g. hear, fear, chairs, sure, cure, shower, tower

Exceeding - Phase 4

- Blend CVCC words using all phonemes covered in Phase 2 and 3 e.g. paint, tights, boils, shelf, toast
- Blend CCVC words using all phonemes covered in Phase 2 and 3 e.g. spoon, clown, float, sweet
- Blend CCVCC, CCCVC, CCCVCC words using all phonemes covered in Phase 2 and 3 e.g. frost, street, scrunch
- Blend words with more than one syllable e.g. turnip, sister, cooking

Phonics for Writing

Phase 1

- Segment VC words orally e.g. at, it, in, up,
- Segment CVC words orally e.g. top, run, bed, rat,

Phase 2

- Segment and write VC words using grapheme s, a, t, p, i, n - e.g. at, in, is, it
- Segment CVC words using graphemes s, a, t, p, i, n - e.g. sit, pit, pat, pan, tip
- Segment CVC words using all above and m, d, g, o e.g. dog, mad, gap
- Segment CVC words using all above and c, k, ck, e, u, r e.g. sock, neck, rack
- Segment CVC words using all above and h, b, f, ff, l, ll, ss e.g. huff, hiss, bill

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- Segment CVC words using all above and j, v, w, x, y, z, zz, qu e.g. jack, buzz, vet, quick
- Segment CVC words using all above and ch, sh, th, ng e.g. chip, shop, this, thin, song
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Key Learning linked to Literacy - Reading

Phonics	Word Reading	Comprehension
<p>GPC recognition (hear, say, read letters), oral blending, blending for reading</p> <ul style="list-style-type: none"> Orally blend sounds to make simple words. Decode a number of regular words using Phase 2 phonemes. Phase 3 phonemes/Phase 4 (combination of adjacent consonants) with build and blend strategy. Link sounds to letters, naming and sounding letters of the alphabet. Use decoding to read – using build and blend strategy – towards automatically reading known words. Blend phonemes to read a range of words using build and blend towards automaticity, fluency and accuracy. Use phonic knowledge to attempt unknown words. 	<p>HFW both decodable and common irregular words (tricky)</p> <ul style="list-style-type: none"> Read decodable HFWs sight words (list1) (e.g. a an as at if in). Read decodable HFWs sight words (list2) (e.g. will that this then them). Read common irregular words (tricky) from Phase 2 (e.g. the to no going to). Read common irregular words (tricky) from Phase 3 (e.g. he she we me be was you they all are my her). Read some common irregular words (tricky) from Phase 4 (e.g. said like have so). Distinguish between a word, a letter and a space. Read simple sentences. Recognise some capital and lowercase letters. 	<ul style="list-style-type: none"> Listen attentively to a story at the appropriate interest level. Recite simple rhymes, songs and poems. Differentiate between text and illustrations. Understand that print conveys meaning. Hold a book correctly and turn pages from front to back and recognise front and back cover. Know that in English print is read from left to right and top to bottom. Use picture clues to help read a simple text. Predict storyline (e.g. the ending and some vocabulary, aided by illustrations). Talk about events, settings and characters. Retell narratives in the correct sequence, drawing on the language patterns of stories. Respond to questions about who, what, where, when linked to text and illustrations. Sequence a simple story or event. Use gestures and actions to act out a story, event or rhyme from text or illustrations. Make predictions based on illustrations, story content and title. Respond to questions about how and why something is happening. Say what a character might be thinking, saying or feeling. Say how they feel about stories and poems. Recall the main points in text in the correct sequence. Use the structure of a simple story when re-enacting and re-telling. Talk about the themes of simple texts, (e.g. good over evil). Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.).

Key Learning linked to Literacy – Writing

Emergent Writing	Composition	Transcription
<ul style="list-style-type: none"> • Develop language skills (listening and talking) in a range of contexts. • Show awareness that writing communicates meaning. • Give meaning to the marks they make. • Understand that thoughts can be written down. • Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). • Make marks and drawings using increasing control. • Know there is a sound/symbol relationship. • Use some recognisable letters and own symbols. • Write letters and strings, sometimes in cluster like words. • Beginning to use appropriate letters for initial sounds. • Beginning to build words using letter sounds in their writing. • Use writing in their play. • Use familiar words in their writing. • Show awareness of the different audience for writing. <p>(N.B links to daily systematic teaching of phonics)</p>	<p>Composition:</p> <ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Understands that thoughts and stories can be written down. • Have their own ideas and reasons for writing. • Orally compose a sentence and hold it in memory before attempting to write it. • Begin to use simple sentence forms. • Can talk about the features of their own writing. • Write a simple narrative. • Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards). <p>Vocabulary, grammar, punctuation</p> <ul style="list-style-type: none"> • Begin to recognise and know there needs to be spaces between words in a simple sentence. • Recognise and know that full stops are at the end of a sentence. • Recognise and know that a sentence starts with a capital letter. • Write a simple phrase with finger spaces that can be read back by themselves. • Write simple sentences using finger spaces that can be read by themselves and others. 	<p>Spelling: GPC recognition, Oral segmenting, segmenting for spelling</p> <ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Segment sounds in simple words. • Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). • Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). • Spell some irregular common words (tricky) the, to, no, go, independently. • Write own name. <p>Handwriting:(also see Physical Development – moving and handling)</p> <ul style="list-style-type: none"> • Write left to right and top to bottom. • Form some lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. • Know how to form clear ascenders ('tall letters') and descenders ('tails'). • Form some capital letters correctly, including the initial letter of their name. • Form letters from their name correctly. <p>(N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly).</p>

Early Learning Goal – Reading	Early Learning Goal – Writing
<p>Expected Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p>	<p>Expected Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>
<p>Exceeding Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>	<p>Exceeding Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>

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