



Literacy and Phonics in the Early Years

In Reception, **Literacy** is a 'Specific area' of learning which is broken down into the following aspects:

Reading: Comprehension and Word Reading

Writing

However, '**Communication and Language**', a prime area of learning is at the very heart of our Literacy curriculum. Much emphasis is placed upon providing children with a language-rich environment here at Godinton Primary School.

Reading is placed at the heart of our curriculum and our aim here at Godinton Primary School is to promote a genuine love of reading through introducing children to a rich range of texts, stories and poems which have been carefully selected to inspire our children to become lifelong readers. We have a holistic approach to reading which aims to enrich their use of vocabulary and understanding as well as to support them to develop specific reading skills throughout their time in the EYFS, moving beyond into Key Stage One.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and providing them with extensive opportunities to use and embed new words in a range of contexts, provides children with many opportunities to thrive. Through conversation, story-telling and role play, children share their ideas with support, sensitive questioning and modelling from their class teacher, enabling them to elaborate and become comfortable using a rich range of vocabulary.

Children are introduced to a wide variety of texts as a whole class, in small groups or on a 1:1 basis with an adult. Guided Reading texts are carefully tailored to the children's current phonic knowledge and skills and children are also provided with opportunities to take books home to share with their families.

Here at Godinton Primary School, as part of our exciting termly themes, we centre each week upon carefully chosen texts which children explore in different ways

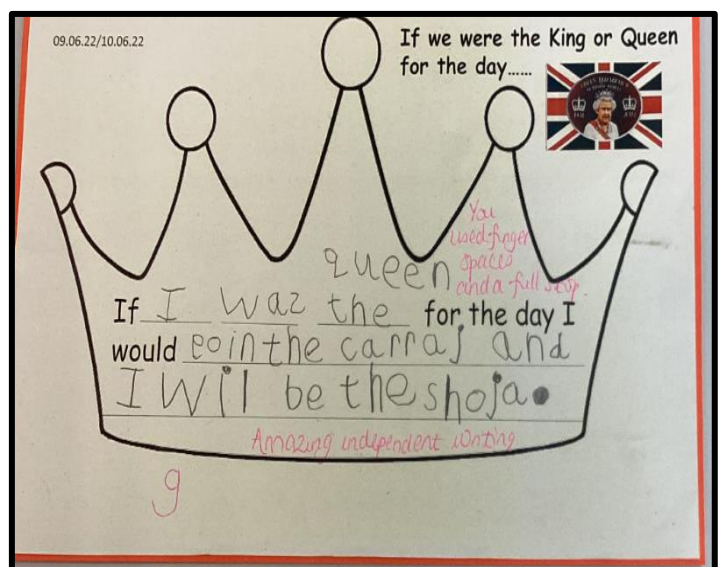
across all areas of learning. Written tasks are carefully designed in relation to these texts which are purposeful and inspire children to write across a range of different genres. Writing is undertaken as a whole class or in smaller groups so that tasks can be carefully matched to the individual needs and abilities of all children. Many emergent writing opportunities are embedded within the curriculum both through teacher directed activities and as part of their child initiated time. Close links are made to the 'Physical' area of learning so that the children's gross and fine motor skills are developed to support effective pencil control. Here at Godinton Primary, children are excited by stimulated writing tasks and develop high levels of independence, in readiness for their transition into Key Stage One.

Phonics:

Here at Godinton Primary School, we have selected 'Monsters Phonics', a DFE validated phonics scheme which ensures consistent teaching of high-quality, systematic synthetic phonics. We have chosen this scheme because it is closely matched to the DfES letters and sounds programme which we have been following carefully over recent years. In Reception, children will be introduced to Phases 1,2, and 3, where they will develop segmenting and blending skills to decode words effectively. By the summer term, children will move onto Phase 4 in readiness for their transition into Key Stage One. Guided Reading texts will also be closely matched to the phonics phase that they are working upon. This scheme will provide the children with many exciting learning opportunities to develop their phonic knowledge and ensure that they become successful, confident and fluent readers.



Writing opportunities outside in CIA.



An example of confident, emergent writing.



Promoting a love of reading in CIA.