

ST Joseph's EYFS Skills Coverage -

Subject Area: Language, Literacy and Communication

	Nursery		Reception	
	Statement	In practice	Statement	In practice
Books, Songs and Rhyme	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • 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 <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Quality reading corner Boo Books Rhymes of the week Power of Reading Our Favourite books Library visits Themed books Thursday story message Props and resources Role play Puppets Pebbles Dressing up Story Time Display board</p>	<p>Engage in story time Listen and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes and poems. Develop storyline in their pretend play</p>	<p>Quality reading corner Power of reading books Home reading books Go read RWi Daily story time Book of the week Nursery rhymes Story maps Puppets and props Dressing up Library visits Themed books New Vocabulary wall Author of the term</p>
Phonics	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. 	<p>Letters and Sounds Phase 1 phonics – 7 aspects</p> <p>Summer term: Begin Read Write Inc</p> <p><small>[differentiated as two entry cohort]</small></p> <p>Mark Making Area Daily phonics 15</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>RWi Writing Corner Home challenges</p>
Listening and Attention	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Talk Time Story Time Mindfulness Good ... mantra Ready to learn</p>	<p>Understand how to listen carefully and why listening is important.</p>	<p>Talk time Model active listening skills</p>



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Communication and Vocab	<p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Talk Time</p> <p>Adult modelling</p> <p>WOW Moments</p> <p>WOW words</p> <p>Key Vocab</p> <p>WellComm Assessment</p> <p>Nursery songs</p> <p>Music with Alison Hill</p> <p>Carpet Time</p> <p>Curiosity Cupboard</p> <p>Sign of the Week</p>	<p>Learn new vocab Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases</p> <p>Use new vocabulary in different contexts.</p>	<p>Adult modelling</p> <p>Key Vocabulary Wall</p> <p>Curiosity Corner</p> <p>Introduce key vocabulary linked with lessons</p> <p>Talk time</p> <p>Talking partners</p> <p>Questioning</p> <p>Word Modelling</p> <p>WellComm Assessment</p> <p>Sign of the Week</p>
Understanding	<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Questioning hands and voice</p> <p>Daily Questions</p> <p>Talk with a friend</p>		Talking partners

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Mark Making and Writing	<p>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.</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>	<p>Mark making table Write Dance Name writing 3 steps Name cards Rainbow Writing</p>	<p>Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>RWi Mark making/ Writing table Writing Office (Spring/ Summer) Handwriting practice</p>
Reading		<p>Name card recognition – 3 steps BEAR Time Quality reading corner Boo Books Power of Reading Our Favourite books Library visits Themed books Books by an author Rhymers are readers Balance fiction/non-fiction</p>	<p>Read some letter groups that each represent one sound and say sounds for them. 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 simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up confidence in word reading, fluency and understanding and enjoyment. Re-read what they have written to check it makes sense.</p>	<p>RWi Home reading books Familiar Stories Daily reading by adult Power of reading books Library visits Author of Term</p>

Each EYFS Classroom provides quality Continuous and Enhanced Provision within a safe, fun and happy environment. Teaching and learning is child-centred, meeting the needs and interests of our children, as reflected in our skills based planning. High quality modelling and use of language are key with communication and language being highly valued.

