

An insight into English within the Early Years at Glynwood



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

Literacy – Word Reading

Early Learning Goal

Children at the expected level of development will: - 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.

Literacy – Writing

Early Learning Goal

Children at the expected level of development will: - 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.

Communication and Language – Listening, Attention and Understanding

Early Learning Goal

Children at the expected level of development will: - 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.

Communication and Language – Speaking

Early Learning Goal

Children at the expected level of development will: - 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

Early Learning Goal

Children at the expected level of development will: - 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, paint brushes and cutlery; - Begin to use accuracy and care when drawing

How does English look within the Early Years classrooms? 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.
- * Please see documents titled 'Reading opportunities in Reception' and 'Reading Opportunities in Nursery' for more examples of how reading in particular might look within our classrooms.

Please feel welcome to visit the Nursery and Reception classrooms to look at some of these things in action – we love to have visitors! If you would like to access the children's learning journey's to see evidence of your subject within the early years, please come and ask – we will be more than happy to show you.