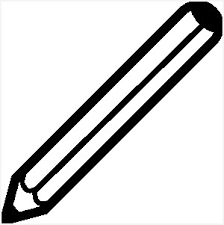
St Joseph’s Catholic Primary School

Learning in Partnership in   
The Early Years



Literacy

Literacy

• Is a Prime (fundamental) area

• Is assessed at the end of Reception as part of the Early Years   
 Foundation Stage Profile

• Forms part of the ‘Good Level of Development’ measure

• Consists of: Reading   
 Writing

Literacy - Reading

Typical development within 40-60 months   
• Continues a rhyming string.  
• Hears and says the initial sound in words.  
• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  
• Links sounds to letters, naming and sounding the letters of the alphabet.  
• Begins to read words and simple sentences.  
• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  
• Enjoys an increasing range of books.  
• Knows that information can be retrieved from books and computers.

Early Learning Goal +   
• Can read phonically regular words of more than one syllable as well as many irregular but high frequency words.   
• Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.   
• Can describe the main events in the simple stories they have read.

Early Learning Goal   
• Read and understand simple sentences.   
• Use phonic knowledge to decode regular words and read them aloud accurately.   
• Read some common irregular words.   
• Demonstrate understanding when talking with others about what they have read.

Literacy – writing

Typical development within 40-60 months   
• Gives meaning to marks they make as they draw, write and paint.  
• Begins to break the flow of speech into words.  
• Continues a rhyming string.  
• Hears and says the initial sound in words.  
• Can segment the sounds in simple words and blend them together.  
• Links sounds to letters, naming and sounding the letters of the alphabet.  
• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  
• Writes own name and other things such as labels, captions.  
• Attempts to write short sentences in meaningful contexts.

Early Learning Goal   
• Use their phonic knowledge to write words in ways which match their spoken sounds.   
• Write some irregular common words.   
• Write simple sentences that can be read by themselves and others.   
• Spell some words correctly and others are phonetically plausible.

Early Learning Goal +   
• Can spell phonically regular words of more than one syllable as well as many irregular but high frequency words.   
• Use key features of narrative in their own writing.

Reading – Ideas for home

Phonics games:

• Play snap or bingo with letters and sounds. Write letters on pieces of papers or cards, to create homemade flashcards. Make two for each letter. Use them to play snap. You could also create a bingo card with eight boxes – each one containing a letter. Put the flashcards into a pile, facing down and take it in turns to be the bingo caller.  
• Play phonics fishing. Use homemade letter flashcards, add a paperclip to each, tie a magnet to some string and a stick and ask your child to ‘fish’ for a particular sound.  
• Play ‘I spy’ games, e.g. ‘I spy something beginning with a...’ using the letter sound when you are out and about.

• Looking out for certain letters/words in bedtime stories – who can spot the letter/word first?

Good websites to use:

<https://www.activelearnprimary.co.uk/login?c=0>   
<https://www.oxfordowl.co.uk/for-home/advice-for-parents/phonics-videos#rm>   
<https://www.topmarks.co.uk/Search.aspx?Subject=37&p=2>   
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Writing – ideas for home

Gross motor activities:   
• Should come before fine motor skills – the big muscles develop the fine muscles.  
• Riding bikes, scooters, etc.  
• Catching and popping bubbles and balloons.  
• Ribbon writing – attach strips of paper to a stick. Using music with different tempos, invite the children to make patterns and shapes in the air with their streamers.

Fine motor activities:   
• There are many fun ways to help your child develop their fine motor skills; try drawing, join-the-dots, cutting things out with scissors and making pasta necklaces using string and tube pasta.   
• Singing songs with actions can help too.  
• Using pegs as tweezers and picking up objects, e.g. sequins, pasta, pompoms etc.   
• Making playdough and then manipulating the playdough.

Outdoor activities:   
• Paint brushes and water – allow children to mark make and in turn begin to make letters/words.  
• Large pieces of chalk – again allow children to mark make and in turn begin to make letters/words.  
• Use sticks or fingers to mark make in soil, mud, sand, etc.   
• Coloured bubbles – washing up liquid mixed with food dye – allow children to mark make and in turn begin to make letters/words.  
• Weaving ribbon through garden fence.  
• Collecting natural resources and then producing a natural picture by cutting and sticking onto a large sheet of paper.