

Learning and Teaching in the EYFS - What a Phonics/English Subject Leaders Need to Know

School Readiness Intent: We believe that **phonics** provides the foundations of learning to make the development into fluent reading and writing easier. Through **phonics** children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of **phonics** is of high priority. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. Children can then focus on developing fluency and comprehension throughout the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1

EYFS Intent: Children's past experiences will help them to understand that print carries meaning and they will have watched others modelling, enjoying and retrieving information from reading. Extending this knowledge in ways that are fun and meaningful to our children, helps them to develop the curiosity to explore the sounds in words (phonemes) and later begin to make the link between the sounds and their corresponding letters (graphemes).

We provide lots of fun opportunities for children to listen and contribute to rhymes and poems, exploring words and meaning. At St Francis we feel that phonics is crucial for our children to develop a lifelong love of reading and is the key that opens up all the other subjects.

We use the **Supersonic Phonic Friends Synthetic Phonics Programme** to teach phonics. All our reading books are fully decodable and follow the sequence of our phonic programme. We ensure that the books children read are carefully matched to the letter-sound correspondences they have learnt, enabling them to confidently apply their phonic knowledge and become fluent, confident readers. We supplement Supersonic Phonic Friends with the **Letters and Sounds Programme: Principles and Practice of High-Quality Phonics**. Together, both approaches help to teach children to read and write, at the same time as developing their spoken language, vocabulary, grammar and spelling. Phonics is planned for and taught daily in small differentiated groups. Children are given the opportunity to consolidate the skills taught throughout the continuous and enhanced provision.

Phonics features in the Specific Area of Learning – **Literacy – under the two strands of:**

- **Reading and Writing.**

Phonics Skills Progression Map

EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Birth to Three Nursery	Literacy: Reading 	• Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Daily story and nursery rhymes Daily key group session – enriched with puppets, props etc. Daily whole class session Rhythm and Rhyme – daily activity
	Literacy: Writing	• Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name.	A variety of mark making activities available in continuous provision indoors and outdoors.

Phonics Skills Progression Map

EYFS Stage	Areas of Learning	Development Matters	Implementation/ Context
Three- Four Year Olds Nursery	Literacy: Reading 	• Understand the five key concepts about print: - 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 • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary.	Daily story and nursery rhymes, songs, poems. Daily key group session – enriched with puppets, visual clues etc. Rhythm and Rhyme – daily activity Daily oral segmenting and blending introduced daily from term 3. Recognising and reading their name daily on coat peg, self-register card. Children beginning to sound out their name. Please refer to: Supersonic Phonic Friends Synthetic Phonics Programme Firm Foundations for Nursery.
	Literacy: Writing	• 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. • Write some or all of their name. • Write some letters accurately	A variety of mark making activities available in continuous provision indoors and outdoors. Weekly name writing practice, tracing then independent writing.
Reception	Literacy: Reading 	• 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 some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • 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 their confidence in word reading, their fluency and their understanding and enjoyment.	Daily Phonics session, please refer to: Supersonic Phonic Friends Synthetic Phonics Programme for Reception. 
	Literacy: Writing	• Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	Daily Drawing Club activity – children have the opportunity to draw and write daily. A variety of mark making activities available in continuous provision indoors and outdoors.

EYFS Stage	Areas of Learning		Development Matters
Early Learning Goals	Literacy:	Reading	• 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	• Write simple phrases and sentences that can be read by others. • 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.

The Characteristics of Effective Learning and Teaching		
Engagement: Playing and exploring • Finding out and exploring • Playing with what they know • Being willing to 'have a go'	Motivation: Active Learning • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do   	Thinking: Creating and thinking critically • Having their own ideas • Making links • Choosing ways to do things 

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