

An insight into English within the Early Years at Glynwood



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

Literacy – Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Early Learning Goal

Literacy – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Early Learning Goal

Communication and Language – Listening and Attention Goal

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Children listen attentively in a range of situations.

Early Learning Goal

Communication and Language – Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Early Learning Goal

Communication and Language – Speaking

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Early Learning Goal

Physical Development – Moving and Handling Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

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.