

# LANGUAGE AND LITERACY

## FOUNDATION STAGE

The minimum content for Language and Literacy is set out below.

Teachers should enable children to develop knowledge, understanding and skills in:

### TALKING AND LISTENING

Pupils should be enabled to develop:

- attention and listening skills through:
  - listening to a wide range of stories, poems, songs and music;
  - following instructions;
  - identifying environmental sounds;
  - repeating familiar phrases/sound sequences;
  - recalling sequence and detail.
- phonological awareness through:
  - responding to a steady beat;
  - identifying words in phrases and sentences;
  - identifying syllables;
  - identifying and generating rhymes;
  - identifying and manipulating phonemes.
- social use of language through:
  - observing modelled behaviours;
  - understanding non-verbal signals;
  - talking with adults and other pupils;
  - initiating and joining in conversations in pairs or groups;
  - working in different groupings;
  - adopting or assuming a role relevant to context.
- language and thinking through:
  - talking about experiences, pictures and stories;
  - talking about their work, play and things they have made;
  - naming;
  - recalling;
  - sequencing;
  - predicting;
  - asking and answering questions;
  - describing;
  - explaining;
  - sharing their thoughts, feelings and ideas with different audiences;
  - taking part/contributing to group oral language activities.
- an extended vocabulary through:

- listening and responding to adults and peers;
- an immersion in the language of books, both fiction and non-fiction;
- focused experiences to introduce or generate vocabulary.

### **Progression**

As pupils progress through the Foundation Stage they should be enabled to:

- express themselves with increasing clarity and confidence, using a growing vocabulary and more complex sentence structure;
- understand and use social conventions in conversations and pupil initiated interactions;
- initiate and sustain conversations with adults and peers in the classroom;
- retell stories, events or personal experiences in sequence with reasonable detail;
- answer questions to give information and demonstrate understanding;
- ask questions to find information or seek an explanation;
- offer reasons to support opinions given;
- listen with increasing attentiveness and for longer periods of time;
- listen to and carry out increasingly complex instructions.

### **READING**

Through modelled, shared and guided reading sessions pupils should be enabled to:

- read with some independence;
- read a range of texts including electronic texts and those composed by themselves and others;
- sequence stories in reasonable detail using appropriate language;
- use word structure to develop reading;
- develop auditory discrimination and memory;
- develop visual discrimination and memory;
- share a range of books with adults/other pupils;
- know how to handle and care for books;
- understand and use some language associated with books;
- select and use books for specific purposes;
- develop concepts of print;
- listen to a range of stories, poems and non-fiction texts read to them by adults/other pupils.

### **Progression**

As pupils progress through the Foundation Stage they should be enabled to:

- understand that words are made up of sounds and syllables and that sounds are represented by letters (phoneme/grapheme awareness);
- recognise different types of text and identify specific features of some genres;
- read and follow simple instructions;
- use a range of reading cues with increasing independence and begin to self-correct;
- read on sight, some words in a range of meaningful contexts;
- begin to read with expression in response to print variations and punctuation;
- use extended vocabulary when discussing text, re-telling stories or in their emergent writing;

- make links between personal experience and the text;
- make and give reasons for predictions;
- understand the purpose of and use environmental print;
- browse and choose books for a specific purpose.

## **WRITING**

Through modelled, shared and guided writing sessions pupils should be enabled to:

- distinguish between drawing and writing;
- talk about the ideas represented in their drawings.
- understand that writing is a means of communication and can be used for different purposes;
- share their writing with others;
- see themselves and the teacher as ‘writers’;
- observe the teacher modelling specific writing strategies;
- use ICT to present and communicate their ideas.

## **Progression**

As pupils progress through the Foundation Stage they should be enabled to:

- write without prompting and make decisions about how and what they will write;
- use rhymes, poems and patterned stories as models for structuring their own writing;
- write in a range of genres with teacher guidance;
- begin to problem-solve how to write using sound-symbol correspondence as the first strategy;
- begin to show evidence of sequence in recount and instructions;
- use a wide range of vocabulary in their writing;
- begin to demarcate sentences;
- begin to use capital letters for the pronoun ‘I’, for names and at the start of a sentence;
- show increased control over formation of lower and upper-case letters, size and spacing.